

CAREERS AT IXWORTH HIGH SCHOOL

Careers Education, Information, Advice and Guidance (CEIAG)

Information and expectations for all staff
2026-2027

Careers is everyone's responsibility.

Every interaction can help a student connect learning, skills and experiences with an ambitious next step.

Careers Lead: Donna Heath | Careers Adviser: Fred Lavery

1. Our whole-school commitment

At Ixworth High School, careers education is an entitlement for every student from Year 7 onwards. Our programme helps young people understand themselves, explore the full range of education, training and employment routes, build employability skills and make informed, ambitious decisions about their future.

The careers team is Donna Heath, Careers Lead; Fred Lavery, Careers Adviser; and every member of staff. Careers is therefore not a stand-alone activity: it is embedded through the curriculum, tutor time, PSHE, enrichment, employer encounters, workplace experiences, further and higher education encounters and personal guidance.

Our aim	What students should experience	The intended impact
Equitable, progressive and impartial careers support for every student.	Relevant information, meaningful encounters, workplace learning and individual guidance.	Students who are informed, confident, employable and ready for successful transitions.

The framework

Our provision is planned against the eight Gatsby Benchmarks and the Department for Education's statutory careers guidance. The benchmarks provide the structure for a stable programme, high-quality information, personalised support, curriculum links, employer and workplace experiences, encounters with further and higher education, and personal guidance.

1. A stable careers programme	2. Learning from career and labour market information
3. Addressing the needs of each pupil	4. Linking curriculum learning to careers
5. Encounters with employers and employees	6. Experiences of workplaces
7. Encounters with further and higher education	8. Personal guidance

2. Overview of the careers programme

The programme is sequenced so that students revisit key themes with increasing depth. Activities are adapted to cohort and individual need, with additional support and early intervention where appropriate.

Year group	Progression focus	Core entitlement and activity
Year 7	Discover	Self-awareness; job families; career ideas. Principal links: Gatsby Benchmarks 1, 2 and 3.
Year 8	Explore	Pathways and labour market information; first provider encounter; workplace activities. Principal links: Gatsby Benchmarks 2, 3 and 7.
Year 9	Choose	Options guidance; second provider encounter; informed GCSE choices. Principal links: Gatsby Benchmarks 3, 4 and 7.
Year 10	Experience	Employability preparation; workplace placement; post-16 exploration. Principal links: Gatsby Benchmarks 4, 5 and 6.
Year 11	Progress	Personal guidance; applications and interviews; securing a destination. Principal links: Gatsby Benchmarks 3, 7 and 8.
Years 7-9 One week of meaningful work-experience activities accumulated across Key Stage 3.		Years 10-11 One week of meaningful work-experience placements accumulated across Key Stage 4.

Meaningful experiences include preparation, interaction with employers and reflection.

Whole-school annual cycle

When	Planned activity
Autumn term	Launch annual programme; establish intended destinations and priority groups; curriculum careers links; Year 11 applications and guidance; employer, alumni and provider encounters; Careers Week and Careers Fair.
Spring term	Options and pathway support; apprenticeship awareness; workplace and employability learning; targeted guidance; curriculum encounters; preparation for work experience and interviews.
Summer term	Year 10 work experience and evaluation; transition support; destination follow-up; student and staff feedback; review Gatsby progress and use findings to shape the next annual plan.
Throughout the year	Tutor activities, PSHE and curriculum links; labour market information; careers displays and signposting; individual referrals; employer and alumni engagement; recording and evaluating student participation.

3. Roles and responsibilities

Donna Heath - Careers Lead

Donna provides strategic leadership and coordinates the delivery, quality and continuous improvement of careers provision across the school.

- Develop, publish and review the whole-school careers programme and improvement priorities.
- Lead the school's work towards the Gatsby Benchmarks and ensure provision reflects statutory guidance.
- Plan and coordinate careers education through PSHE, tutor time, curriculum activity, enrichment and assemblies.
- Organise major events, including Careers Week, the Careers Fair, employer encounters, mock interviews and work-related learning activities.
- Lead the Year 10 work experience programme, including preparation, placement coordination, communication, monitoring and evaluation.
- Develop partnerships with employers, alumni, colleges, universities, training providers and other external organisations.
- Support subject leaders and teachers to link curriculum learning to careers and to identify suitable speakers, resources and activities.
- Coordinate referrals and targeted support with Fred, pastoral teams, SEND colleagues and senior leaders.
- Gather student, staff, parent and partner feedback; monitor participation and destinations; report impact and priorities to senior leaders and governors.
- Provide staff information, resources and relevant CEIAG professional development.

Fred Lavery - Careers Adviser

Fred provides impartial, student-centred careers information, advice and guidance, helping young people understand their choices and take realistic next steps.

- Provide individual careers guidance appointments, with a particular focus on Years 10 and 11 and students referred for earlier or additional support.
- Explore students' interests, strengths, aspirations, support needs and possible pathways without favouring any particular provider or route.
- Explain post-16 and post-18 options, including sixth form, further education, apprenticeships, technical education, university and employment routes.
- Use current course, qualification, apprenticeship and labour market information to support informed decision-making.
- Agree practical action points with students and support appropriate follow-up or re-referral.
- Identify students at risk of disengagement or an unsuccessful transition and liaise appropriately with Donna and relevant school staff.
- Contribute specialist guidance to options, applications, interviews, careers events and transition activities.
- Maintain appropriate records of guidance activity and student actions in line with school systems and confidentiality expectations.

How Donna's and Fred's roles work together

Need	Lead contact	Typical response
Programme, event, employer, work experience or curriculum request	Donna	Coordinate the opportunity, resource, partner or whole-school response.
A student needs impartial advice about choices or next steps	Fred	Arrange or provide an individual guidance conversation and agreed actions.
A student has complex, urgent or ongoing transition needs	Donna and Fred	Coordinate guidance with pastoral, SEND and safeguarding colleagues as appropriate.

4. Expectations of all staff

Every member of staff should contribute to a visible and consistent careers culture. Staff are expected to:

- Use positive, inclusive language that raises aspirations and challenges stereotypes.
- Connect learning, personal development and wider school experiences to future pathways and employability skills.
- Promote the full range of routes, including academic, technical, vocational and apprenticeship pathways.
- Signpost students to reliable information and to Donna or Fred when specialist support is needed.
- Encourage participation in Careers Week, the Careers Fair, employer talks, workplace experiences, mock interviews, enterprise activities and provider encounters.
- Give particular encouragement to students who may face barriers, lack confidence or have limited access to networks and opportunities.
- Share relevant contacts, alumni links, employer opportunities and examples of careers activity with Donna.
- Provide timely feedback on activities and communicate any concerns about a student's intended destination or readiness for transition.

Additional expectations by role

Staff group	Core contribution
Senior leaders	Champion careers as a strategic priority; resource and support the programme; enable staff participation; review impact and statutory compliance.
Subject leaders	Map where careers and employability are taught; ensure careers links are meaningful and progressive; support employer engagement; share examples and evaluate impact.
Teachers	Make explicit links between subject knowledge, transferable skills, qualifications and career pathways; use accurate examples and current labour market information where relevant.
Form Tutors	Deliver shared careers activities; discuss aspirations and next steps; encourage attendance and completion; identify concerns early; refer students and reinforce agreed actions.
PSHE and Careers staff	Deliver planned careers learning; support reflection and application; make connections between wellbeing, financial capability, relationships, citizenship and future choices.
Pastoral and SEND teams	Identify barriers and required adjustments; contribute relevant context to referrals; support equitable access to experiences, guidance and successful transitions.
Support staff	Reinforce employability behaviours and positive aspirations; signpost questions; support participation and reasonable adjustments during careers activities.

5. Practical ways to embed careers

In curriculum lessons

- Name the transferable skills students are using, such as communication, problem-solving, creativity, teamwork, resilience and leadership.
- Explain where knowledge and skills are used beyond school and give varied, inclusive examples of roles and sectors.
- Highlight relevant qualifications and routes without implying that there is only one successful pathway.
- Use employers, alumni, case studies, workplace problems and authentic briefs where they enhance learning.
- Invite Donna to help source a visitor, resource or curriculum-linked opportunity.

In tutor time and pastoral conversations

- Ask open questions about interests, strengths and next steps; avoid making assumptions based on current attainment or background.
- Remind students about careers activities, deadlines, appointments and application actions.
- Encourage students to research before making decisions and to compare the content, entry requirements and progression of different routes.
- Support and guide each process with the student.
- Refer concerns early, particularly where a student is unsure, disengaged, missing deadlines or lacks a realistic next step.

During events and encounters

- Prepare students so they understand the purpose of the activity and can ask useful questions.
- Support active participation and professional behaviour.
- Build in reflection so students can identify what they learned and what they will do next.
- Share feedback with Donna so the programme can be improved and impact can be evidenced.

How the careers team can support staff

- Resources for CVs, covering or speculative letters, applications and interview preparation.
- Labour market and pathway information suitable for tutor time, PSHE, assemblies and curriculum lessons.
- Employer, alumni, college, university and training-provider contacts for appropriate activities.
- Support with work experience, workplace learning and employability development.
- Individual guidance and targeted student support.
- Careers CPD, planning conversations and help evaluating activities.

6. Referral and communication

Refer or speak to the careers team when a student:

- is unsure about subjects, post-16 choices, apprenticeships, training, higher education or employment;
- has ambitions but does not understand the route or entry requirements;
- is considering options that do not appear to match their stated goals and would benefit from impartial exploration;
- is at risk of missing an application, interview, work experience or transition deadline;
- has barriers or additional needs that may affect access, decision-making or transition;
- would benefit from targeted employer, alumni or provider contact; or
- needs follow-up after a careers appointment or activity.

Staff action	Why it matters	What to include
Refer promptly	Early support protects choice and prevents avoidable missed opportunities.	Student name, year group, reason for referral, relevant deadline and any support needs.
Share relevant context	Guidance is stronger when it responds to the student's circumstances.	Only information that is relevant and appropriate to share through school systems.
Follow up	Students may need help completing agreed actions.	Check understanding, encourage and support completion, contact home for further advice and alert the team if concerns remain.

Recording and feedback

Careers activities are most effective when participation, learning and next steps are captured. Staff should use the agreed school process to record or return requested information, including attendance, student feedback, curriculum activity and referrals. This helps the school identify gaps, personalise support and evaluate the impact of the programme.

The key staff message

Notice opportunities. Make careers links explicit. Promote every route fairly. Encourage students to take part. Refer concerns early. Share feedback so we can improve.

Useful external reference points

Department for Education: Careers guidance and access for education and training providers (statutory guidance).

Gatsby Benchmarks: The eight benchmarks for good career guidance and associated implementation resources.