



Careers Education, Information and Guidance Policy

Policy date:	September 2025
Date of next review:	September 2026
Owner:	Deputy Head (Academic)
Leadership Team:	Academic Leadership Team
Intended audience:	Pupils, parents and staff
Location:	School Portal and website

1. Introduction

- 1.1 All pupils are entitled to careers education that is progressive and cumulative and prepares them for the opportunities, responsibilities and experiences of working life and to develop the knowledge and skills to make successful decisions about their potential future careers.
- 1.2 All secondary school pupils must be provided with careers education, information and guidance (“CEIAG”) and the ISI Commentary provides that:

“...good careers education should enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school.”
- 1.3 All pupils from years 7 to 13 will receive guidance that is impartial and not biased towards any particular education or careers option e.g. events such as the Annual Futures Fair and Haileybury Connect Panel Evenings allow pupils to investigate a range of HE and career pathways including Elite Apprenticeship schemes. Access to external information platforms such as UNIfrog and frequent individual tutor meetings ensure the guidance offered is bespoke to each child and always up to date.
- 1.4 Haileybury rejects any form of stereotyping – all pupils from every background receive the same careers lessons as part of the wellbeing curriculum and are given the support and freedom to explore their own options by attending any of the varied range of Haileybury Careers Events.
- 1.5 The Gatsby “Good Careers Guidance” report underpins the programme and its aims.

Best practice

- 1.6 In his report **Good Career Guidance: The Next 10 Years (2025)** Sir John Holman identified eight characteristics of good careers guidance, collectively known as the “Gatsby Benchmarks”.
 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. Experience of the workplace;
 7. Encounters with further and higher education;
 8. Personal Guidance.
- 1.7 The Department for Education’s careers guidance and access for education and training providers 2025 sets out the Government’s expectations that state *“schools aim to embed the new benchmarks from September 2025”*.
- 1.8 Further, the ISI Commentary identifies this statutory guidance for the state sector as *“a useful resource for independent schools.”*

2. Objectives 2025-26

2.1 Haileybury aims to improve further its implementation of the updated Gatsby benchmarks, which represent current best practice in careers education and guidance. The Haileybury CEIAG programme aims to embed all Gatsby benchmarks, with particular focus on six:

2.2 Gatsby Benchmark 3. Addressing the needs of each pupil:

- Opportunities for advice and support will be tailored to the needs of the pupils at different stages of their Haileybury life, with diversity and equality embedded in the school's careers programme.
- The Haileybury CEIAG programme actively seeks to challenge stereotypical thinking and raise aspirations. It will maintain systematic records of the advice given to each pupil and subsequent decisions. All pupils will have access to these records to support their career development.
- Haileybury Connect will collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school..

2.3 Gatsby Benchmark 4. Linking curriculum learning to careers:

- STEM subject teachers will highlight the relevance of STEM subjects for university degree choices and hence potential career paths. In particular, the importance of English and Mathematics will be emphasised. This Benchmark naturally links closely to the advice provided for the UCAS process and the choosing of undergraduate courses and Apprenticeships.
- The links of subjects to careers and university choices will be highlighted at the key decision points for pupils; i.e. choosing subjects at the end of Removes for GCSEs and again during the Vth Form for A Levels.
- Projects across all year groups provide additional academic experience, honing transferable skills and aiding in pupils identifying academic pathways more easily.
- Academic Enrichment Programme and Haileybury Lecture series provides opportunities to see how academic knowledge extends beyond the classroom in a variety of industries.

2.4 Gatsby Benchmark 5. Encounters with employers and employees:

- All pupils will be provided with opportunities to learn from employers about work, employment and skills that are valued in the workplace.
- All pupils should have at least one meaningful encounter with an employer every year.

2.5 Gatsby Benchmark 6. Experience of the workplace:

The Haileybury CEIAG programme recognises the importance of all pupils having direct experience of the workplace to help them make decisions on subject and degree choices. Accordingly:

- During Years 7-10, pupils will be provided with opportunities to explore a range of career options and academic pathways.
- During the Years 11, 12, and 13, every pupil will be encouraged to organise at least one further similar work visit, shadowing or work experience placement in the school holidays. The Futures Google Classroom will include opportunities that the Head of

Futures becomes aware of, and pupils will be encouraged and supported to engage where appropriate.

- Pupils will be encouraged to log their work experience using Unifrog to aid in tracking and reflecting, as well as CV Development.

2.6 Gatsby Benchmark 7. Encounters with further and higher education:

- All pupils will be supported with information and guidance of educational opportunities both in the UK and overseas at key transition years, including years 9, 11 and 13.
- Pupils will be made aware of university-related events (including external fairs and webinars, as well as internal events including the Futures Fair), and will be encouraged to attend Open Days where possible.

2.7 Gatsby Benchmark 8. Personal guidance:

- All pupils will have opportunities for guidance interviews with Tutors throughout each academic year, supporting their decisions at key transition points (e.g. Moves to Middles, Fifts to Sixth Form).
- All pupils will have access to Unifrog, enabling full careers exploration.

3. Delivery

3.1 The Haileybury CEIAG programme has three components:

- Curriculum.
- Developing skills.
- Developing external partnerships.

3.2 Curriculum

- The Wellbeing programme for Years 7 - 12.
- The Tutorial and Assemblies programme.
- A complementary programme of external speakers, lectures, workshops and fairs.

3.3 Developing skills

- Participation in assessment centre activities.
- CV writing and interview skills sessions for Year 12.
- Independent careers advice from a Unifrog Programme for Year 11.
- Research skills.

3.4 External partnerships

- Annual careers events for Years 11, 12, and 13 with presentations from external parties.
- Developing work experience and internship opportunities particularly with OHs through Haileybury Connect.
- Introducing degree apprenticeships and providers.
- Working with the Sixth Form and Careers team at Haileybury Turnford.

4. CEIAG Programme details

- 4.1 The CEIAG programme at Haileybury is designed so that all pupils receive information and guidance which is age appropriate and will help them to make informed choices about the range of options available to them after leaving school. At each stage pupils are encouraged to fulfil their potential and be responsible citizens in society.

Lower School

- 4.2 In Years 7 and 8 Careers Education is largely delivered through the Wellbeing programme, which focuses on helping pupils discover their strengths and weaknesses, as well as the assembly programme, which enables pupils to have access to a range of career options through guest speakers.

Middle School

- 4.3 Pupils in Years 9, 10 and 11 receive Careers Education through the Wellbeing, assembly, and extracurricular programmes covering the following areas:

- personal qualities and skills, with links to employability;
- employment choices of today and potentially of the future;
- financial education - including financial risks, budgeting, and options;
- research and making choices - including completing the psychometric questionnaires on Unifrog in years 11.

Sixth Form

- 4.4 Sixth Form pupils attend the annual Apply Day, Futures Fair and a range of Haileybury Connect events. Pupils are encouraged to reflect on these sessions during tutor time and develop targets to help them determine and achieve their personal ambitions.
- 4.5 Year 12 pupils will participate in lectures and activities aimed at helping them to shape and understand their personal brand, how to write about themselves in applications and how to build their CVs and write covering letters in anticipation of applications for work experience opportunities and as a purposeful precursor to their future plans (including university and employment applications).
- 4.6 All pupils will have the opportunity to sit the psychometric tests on Unifrog to assist with University Course selection and further underpin their Career aspirations.
- 4.7 All pupils in Years 11, 12 and 13 will receive specific sessions on CV writing and interview skills.
- 4.8 All pupils will have access to at least four off timetable days where the focus will rest on the wellbeing programme and careers.
- 4.9 Sixth form pupils and leavers are invited to join Haileybury Connect which provides a network of alumni and former parents who act as mentors and advisors regarding university and career choices
- 4.10 Haileybury Connect organises a robust programme of webinars and networking events across the year for pupils in years 11, 12, and 13 to attend.

5. CEIAG Review

- 5.1 The Haileybury CEIAG policy will be reviewed annually.

Appendix A

Statutory and Regulatory Background

The provision of Careers Education, Information and Guidance (CEIAG) is governed by **The Department for Education (Independent School Standards) Regulations 2019**. In particular, by the following paragraph:

“2e. for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

- (i) is presented in an impartial manner;*
- (ii) enables them to make informed choices about a broad range of career options; and*
- (iii) helps to encourage them to fulfil their potential;*

2i. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.”

The **ISI Commentary on the Regulatory Requirements September 2018** (the Commentary) provides further guidance:

“Careers education

The requirement relating to careers guidance applies to pupils receiving secondary education. It will, therefore, be relevant to pupils in Years 7 and 8, whether they are in a senior school or at a prep school, although in practice it will be especially important for pupils at Key Stage 4.

Careers guidance must be presented in an impartial way. This is defined as showing no bias or favouritism towards a particular education or work option.

The guidance must enable pupils to make informed choices about a broad range of options. This will include timely advice to help pupils choose GCSE and post-16 courses.

The guidance must help to encourage pupils to fulfil their potential. To this end, good careers education should enable pupils to ‘know themselves’ and how their strengths, weaknesses and interests relate to the world of work; learn about different careers and opportunities; obtain individual guidance; have some work experience; and gain information about training, education and occupations beyond school. Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.”

The Commentary goes on to say

*“The statutory guidance for the state sector which gives a detailed explanation of parallel duties for state schools may be a useful resource for independent schools: **Careers guidance and access for education and training providers 2018.**”*

The Commentary also makes reference to preparation for life, including working, in Britain:

“Preparation for life in British society

From January 2015, preparation for future life should be 'effective' rather than 'adequate' and the standard has the additional focus of 'British society'. This has been explained by the DfE as '...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.' ”

Good Career Guidance and Best Practice

Sir John Holman in his report Good Career Guidance 2014, since updated in 2025 to the 'Good Career Guidance: The Next 10 Years, which identified the following eight characteristics of good careers guidance and best practice:

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. Experience of the workplace
7. Encounters with further and higher education
8. Personal Guidance

These are collectively known as the “Gatsby Benchmarks.”

Careers guidance and access for education and training providers 2025

The DfE's **Careers guidance and access for education and training providers 2025** has highlighted the change in the Gatsby benchmarks, stating that whilst they remain 'non-compulsory', that they:

'support schools and colleges in meeting their legal and contractual careers requirements, as well as acting as an improvement tool for institutions to ensure every learner benefits from the very best careers guidance.'

The guidance further states schools should work to 'embed the updated benchmarks into their practice, before implementing them from September 2025'.

References

- The Department for Education (Independent School Standards) Regulations 2019
- ISI Handbook for the inspection of schools Inspection Framework September 2016
- ISI Commentary on the Regulatory Requirements September 2018
- Good Career Guidance. The Next 10 Years Sir John Holman 2025. Gatsby Charitable Foundation
- The Department for Education Careers guidance and access for education and training providers 2025

Version history		
Date	Reviewed by	Notes
June 2019	CW/APW	Reviewed and updated
September 2021	CW	Reviewed and updated
September 2021	SLT	Approved
September 2022	LBP/SW/OF	Reviewed and updated
September 2023	Head of Futures (KAW) and SLT	Reviewed and updated
September 2024	Head of Futures (KAW) and SLT	Reviewed and updated
June 2025	Head of Futures (KAW)	Reviewed and updated
September 2025	Academic Leadership Team (ALT)	Reviewed and approved
September 2025	Executive Leadership Team (ELT)	Reviewed and approved