Policy Name	**Careers Education, Information and Guidance (CEIAG) Policy**
Policy Number	**LFTSFQ/0041**
Date of Issue	**September 2026**
Reviewed by	**Mr S Carter**
Date of next review	**September 2027**

This policy, alongside Landau Forte Academy Trust QEMS and Tamworth Sixth Form's (LFATQSF) Career Programme, will be reviewed on an annual basis.

(1) Contact

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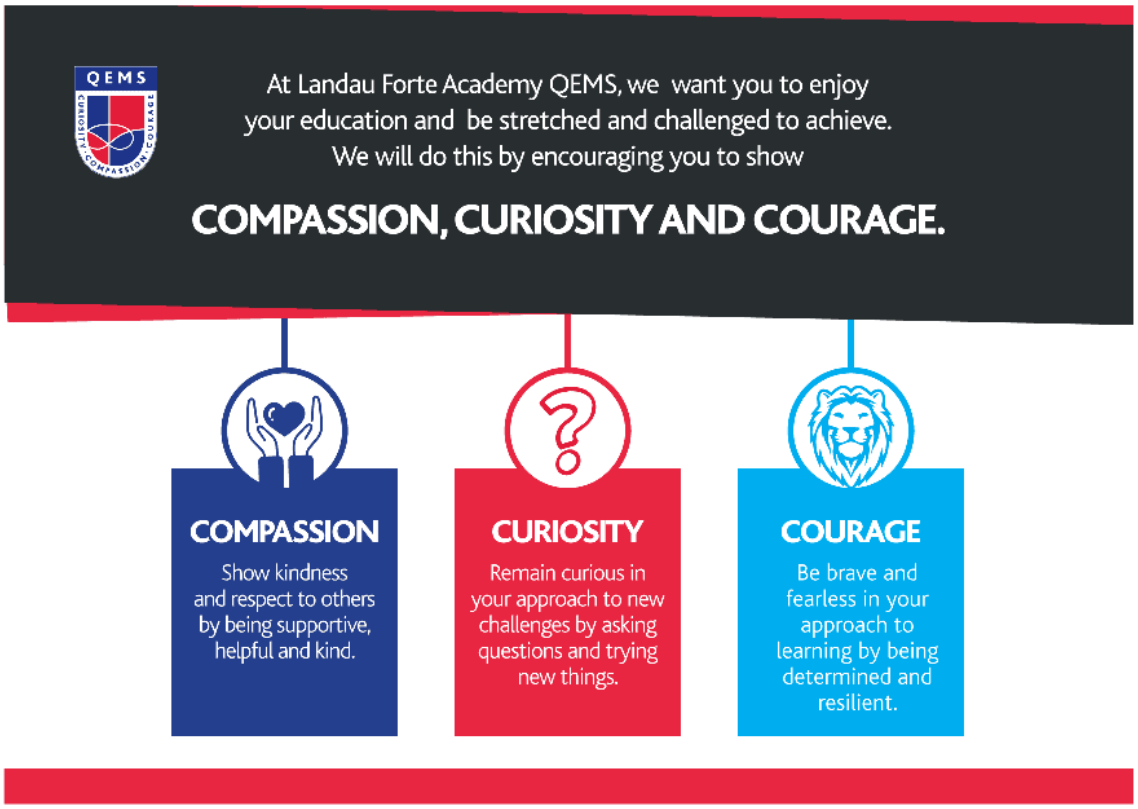
Safeguarding Lead: **Claire Wright** – (cwright@lfatsf.org.uk)

(2) Introduction

LFATQSF policies are designed to support the school and the vision and values it upholds. LFATSFQ Places emphasis on the value of the relationships formed with the parents and carers. A working partnership is vital to ensure that students are well supported at our school.

Our vision and Values



We strive to achieve this vision and values in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

(3) Aims of the Policy

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. LFATQSF seeks to provide an outstanding, progressive programme of careers education, information advice and guidance (CEIAG) delivered by all staff supported and led by a dedicated careers professional in partnership with businesses, alumni, training, FE and HE providers, parents and academy staff. This will ensure that students are well supported to develop early career

management skills which includes the confidence in their skills and abilities to make informed career choices, aligned with their interest and abilities.

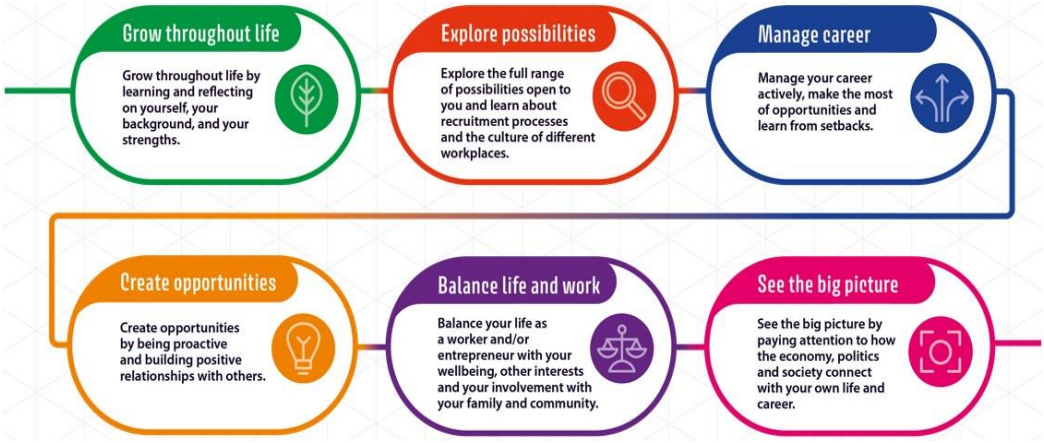
The school's work is informed by current government guidelines and recommendations and other relevant guidance whose aims are to;

- Contribute to strategies for raising achievement, especially by increasing motivation
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Encourage participation in continued learning including Higher Education, Technical and Further Education, Apprenticeships and Training
- Develop Enterprise and Employment skills
- Reduce Not Employed in Education or Training (NEET) figures and drop-out from courses in education and training.
- Contribute to the economic prosperity of individuals and communities
- Meet the needs of all our students through appropriate differentiation
- Raise awareness of the Local Market Information and skills gaps
- Focus students on their future aspirations
- Involve parents and carers in key decisions concerning careers and progression.

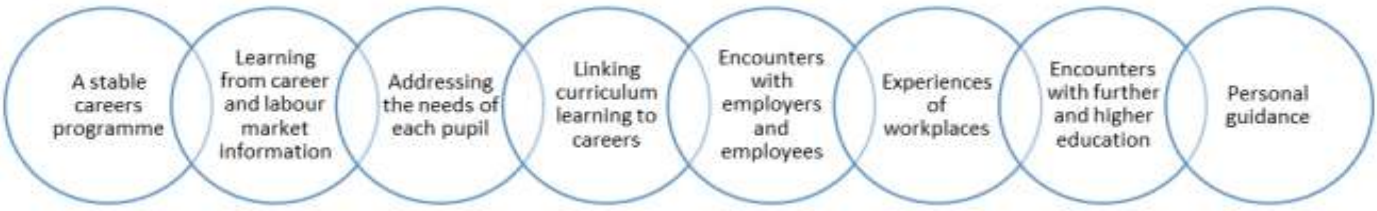
We are committed to working towards meeting and exceeding both the statutory guidance set out in the DfE statutory guidance 'Careers guidance and access for education and training providers' July 2021 and the national 'Quality in Careers' standards whilst complying with other key policies including Equality and Diversity, Safeguarding and Child Protection, SEND, Provider Access (PAL), Health and Safety, The Careers Guidance in Schools Act and Personal, Social, Health and Economic (PSHE) policies.

Our careers programme is underpinned by a range of research and best practice including the CDI framework for Careers, Employability and Enterprise and the eight Gatsby benchmarks of Good Career Guidance as identified in the Good Career Guidance report:

Career Development Institutes Learning Aims:



Gatsby Benchmarks



(4) Operation

The Governing Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and statutory requirements.
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- Check and review careers related policies.
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.

The SLT link with responsibilities for Careers will:

- Support the Careers Lead to ensure that careers links into the wider school improvement plan
- Ensure a consistent approach to careers is evident across the academy.
- Work with the Careers Lead to monitor and evaluate the careers education provision and experience students receive.
- Ensure the Careers Lead is allocated sufficient time and resources to perform their duties to a high standard.

The Careers Lead will:

- Further develop the Careers Programme through the School Improvement Plan (SIP)
- Ensure all students receive unbiased careers education that prepares them for the next stage of their education or employment.
- Ensure that students have access to independent sources of careers guidance (both internal and external).
- Liaise with relevant staff and authorities (including the SENDCO, Behaviour Lead, Heads of Years and Careers Adviser) to identify the careers and guidance needs of all students and implement interventions on a need's basis.
- Involve students, parents and carers in the further development of careers offer.
- Promote and engage staff in CPD opportunities.
- Provide access to a range of activities that inspire young people. This can include, but is not exclusive to, meaningful encounters with employers, experience of the workplace, alumni talks, careers fairs and carousels, motivational speakers, careers information lessons, visits and encounters with further and higher education providers.
- Measure the Academy careers programme against the eight Gatsby benchmarks of good careers guidance through the Compass+ assessment tool
- Work in partnership with The Careers & Enterprise Company, Stoke-on-Trent and Staffordshire Careers Hub
- Maintain records of destinations and analyse destination data and work with Local Authorities in sharing and maintain records **(see appendix 1 for destinations data).**
- Ensure compliance with the legal requirements to provide independent guidance and give students access to providers of further higher and technical education and apprenticeships including the publication of the provider access policy on the academy website.
- Monitor, review and evaluate the range and quality of personal guidance delivered.

Middle Leaders will:

- Ensure that careers education is recognised as part of the overall curriculum and learning framework for **all** learners in **every** year group.

- Promote career learning, events, visits and opportunities
- Ensure that staff support students in attending careers appointments
- Assist with the identification and support of those at risk of not being in education or employment with accredited training post 16

Staff as Teachers and Tutors will:

- Incorporate careers learning into the curriculum (e.g. Unifrog LMI, local industry, job sectors, jobs, post16 & post18 pathways and employability skills, employer encounters, work experience).
- Capture the attendance and store records of student engagement in activities using Unifrog.
- Challenge career related stereotypes at every opportunity.
- Talk to students before, and after careers appointments.
- Share and deliver tutor group careers activities.
- Monitor and encourage use of Unifrog (logging activities and competencies).
- Promote careers resources.

Student facing Support Staff will:

- Highlight careers learning and use this in student conversations.
- Discuss encourage and support use of Unifrog.
- Signpost to appropriate careers resources.
- Support students before, during and after careers appointments.
- Encourage and support students to engage in careers events & visits.

(5) Delivery

By the End of Key Stage 3 all students will have:

- More knowledge of qualifications, post 16 and post 18 progression routes
- Been introduced to Unifrog, our chosen careers platform
- Increased awareness of their strengths and interests and understand how to use this as a basis for career exploration and decision making
- Developed understanding of labour market information and how to access and use it to inform decision making
- Challenged workplace stereotypes, explored green jobs and work in the future
- Been introduced to the resources available in the Careers Hub and on the careers area of the school website.
- An understanding of some of the qualities, attitudes and skills needed to successfully navigate their career
- Had a minimum of one meaningful employer encounter every year.
- Engaged in work experience-based activities as part of statutory requirements.
- Understand how significant their curriculum subjects are (particularly English, maths and science) in today's jobs market.
- Been supported in their GCSE option making processes.
- Had the opportunity to request a careers appointment and access a 1:1 meeting with a suitably qualified (Level 6) Careers Adviser (either internal or external).

By the End of Key Stage 4 all students will have:

- Had a minimum of one meaningful employer encounter every year
- Visited a workplace and had the opportunity to undertake a work experience placement, or engage in meaningful workplace activities
- Have an increased awareness of health and safety in the workplace
- Explored various types of work and evaluated them
- The opportunity to learn about finance management.
- Developed their self-awareness, employability and career management skills
- Investigated future progression routes and options
- Developed employer communication and employment application materials such as creating a CV and covering letter, phone call and email etiquette and received feedback on this.
- Practiced their interview techniques and received feedback on this
- Guaranteed offer of a 1:1 personal guidance meeting with a suitably qualified (Level 6) Careers Adviser (either internal or external)
- Been given direct access to employers, training providers, colleges and universities
- More knowledge of qualifications, post 16 and post 18 progression routes
- Been provided with resources and support to complete post 16 applications
- Understand the differences between school and College/sixth form/apprentice expectations and support available

By the End of Key Stage 5 all students will have:

- Enhanced their self-awareness, employability and career management skills.
- Explored future progression routes and options in detail, including personal interests, skills and qualities, labour market intelligence, competitive progression routes and costs.
- Created a more detailed CV and covering letter and learnt how to personalise this dependent on audience.
- Successfully sourced and completed a work experience placement.
- Been given direct access to employers, training providers, colleges and universities.
- Been provided with resources and support to complete university and degree apprenticeship applications including application materials, assessment centres and interview practices.
- The opportunity to learn about finance management.
- Guaranteed access to a 1:1 personal guidance meeting with a suitably qualified (Level 6) Careers Adviser (either internal or external).

(6) Communicating with parents

Colleagues will communicate with parents using a range of mediums which include, but is not exclusive too; emails, phone calls, virtual meetings, in person meetings, videos, websites, newsletters, publications for example.

This will take place during normal working hours unless otherwise specified.

Appendices

Appendix 1 – QEMS Data Table

Data Tables

	Participation Rate (%)	Continuing with structured learning total (%)	Continued full-time education (%)	Structured learning in the workplace (%)	Jobs with no structured training (%)	Not yet settled in any full-time positive activity total (%)	NEET (part of the Not Yet Settled category) (%)	Failed to respond or moved away (%)	Number of leavers in survey
Landau Forte Academy - QEMS									
Act Survey Nov 2025	**97.8**	**97.8**	**96.3**	**1.5**	**0.0**	**0.7**	**0.7**	**1.5**	**135**
% point change	*-0.5*	*-0.5*	*1.6*	*-2.0*	*-0.6*	*-0.4*	*-0.4*	*1.5*	
2024	**98.2**	**98.2**	**94.7**	**3.5**	**0.6**	**1.2**	**1.2**	**0.0**	**171**
% point change	*-1.2*	*-1.2*	*-2.1*	*0.9*	*0.6*	*1.2*	*1.2*	*-0.6*	
2023	**99.4**	**99.4**	**96.8**	**2.6**	**0.0**	**0.0**	**0.0**	**0.6**	**156**
% point change	*0.1*	*0.1*	*-2.5*	*2.6*	*0.0*	*-0.7*	*-0.7*	*0.6*	
2022	**99.3**	**99.3**	**99.3**	**0.0**	**0.0**	**0.7**	**0.7**	**0.0**	**141**
% point change	*4.6*	*4.6*	*7.7*	*-3.1*	*-1.5*	*-0.1*	*-0.1*	*-3.1*	
2021	**94.7**	**94.7**	**91.6**	**3.1**	**1.5**	**0.8**	**0.8**	**3.1**	**131**
Tamworth District Average									
Act Survey Nov 2025	**93.6**	**93.6**	**92.0**	**1.6**	**0.9**	**4.3**	**4.2**	**1.2**	**690**
% point change	*-0.3*	*-0.3*	*1.9*	*-2.0*	*0.1*	*-0.8*	*-0.7*	*0.8*	
2024	**93.9**	**93.9**	**90.1**	**3.6**	**0.8**	**5.1**	**4.9**	**0.4**	**770**
% point change	*-0.5*	*-0.5*	*-2.4*	*1.6*	*-0.1*	*1.8*	*1.6*	*-1.0*	
2023	**94.4**	**94.4**	**92.5**	**2.0**	**0.9**	**3.3**	**3.3**	**1.4**	**664**
% point change	*3.2*	*3.2*	*4.8*	*-1.5*	*-0.6*	*1.2*	*1.5*	*-3.8*	
2022	**91.2**	**91.2**	**87.7**	**3.5**	**1.5**	**2.1**	**1.8**	**5.2**	**796**
% point change	*-6.0*	*-6.0*	*-4.9*	*-1.1*	*0.7*	*1.2*	*0.9*	*4.0*	
2021	**97.2**	**97.2**	**92.6**	**4.6**	**0.8**	**0.9**	**0.9**	**1.2**	**781**
Staffordshire Local Authority Average									
Act Survey Nov 2025	**95.0**	**95.0**	**91.1**	**3.9**	**1.3**	**2.9**	**2.4**	**0.7**	**10109**
% point change	*-0.2*	*-0.2*	*0.9*	*-1.1*	*0.3*	*-0.4*	*-0.6*	*0.2*	
2024	**95.2**	**95.2**	**90.2**	**5.0**	**1.0**	**3.3**	**3.0**	**0.5**	**10314**
% point change	*-0.6*	*-0.5*	*-0.5*	*0.0*	*0.0*	*0.7*	*0.4*	*-0.1*	
2023	**95.8**	**95.7**	**90.7**	**5.0**	**1.0**	**2.6**	**2.6**	**0.6**	**9825**
% point change	*0.1*	*0.0*	*0.2*	*-0.2*	*0.1*	*0.4*	*0.7*	*-0.6*	
2022	**95.7**	**95.7**	**90.5**	**5.2**	**0.9**	**2.2**	**1.9**	**1.2**	**9381**
% point change	*-1.1*	*-1.1*	*-1.0*	*-0.1*	*0.2*	*0.8*	*0.7*	*0.1*	
2021	**96.8**	**96.8**	**91.5**	**5.3**	**0.7**	**1.4**	**1.2**	**1.1**	**9320**

2026
Awaiting census data.

2025
Y13 Leavers: 103 (59%) went to University. 30 students went to a Russell Group.

2024
Y13 Leavers: 111 (61%) went to University. 21 students went to a Russell Group
2% college access to higher ed diploma
7% apprenticeship
14% full time employment
8% gap year (including deferred University Placements)
1% armed forces
7% part time employment whilst finalising decisions.
0% NEET

Date	**September 2026**
Change Made	**New Policy**
Made By	**Mr Carter**