



**Newton
Abbot
College**

CEIAG AND WORK EXPERIENCE POLICY

This policy was adopted by the Governors of
Newton Abbot College on 25/11/2025

Review date: Autumn 2026

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1.0 Statutory Duty

The statutory duty requires governing bodies to ensure that all registered students at the College are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

CEIAG SLT Lead

Michael Dicks Assistant Headteacher Quality of Education

Link Governor

Tom Mooney

CEIAG Lead & Work Experience Coordinator

Mandi Grant

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
 - Includes information on the range of education or training options, including apprenticeships and other vocational pathways
 - Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.
1. Independent is defined as external to the College. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.
 2. 'Careers guidance' refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.
 3. Impartial is defined as showing no bias or favouritism towards a particular education or work option.

2.0 Principles and Values

Our Values:

Courage & Perseverance

Hard work & Achievement

Kindness & Respect

Pride & Aspiration

Our Drivers:

Having high expectations & standards in all we do.

Delivering high quality lessons that inspire & engage.

Maximising opportunities & outcomes.

Treating all individuals with care and compassion

Creating a strong culture & college community.

A key element of this must come through the delivery of a coherent Careers Education Information, Advice and Guidance Programme (CEIAG). The delivery of this programme must support not only the central aims of the College, but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work and life-long learning.

CEIAG provision will be inclusive and targeted to the specific needs of all learners. Group sessions will either be led by internal knowledgeable staff members or experts external to the College, in all cases the information, advice and guidance will be impartial and will meet the needs of the young people.

Careers and SEND provision.

- Every pupil with SEND follows the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate.

- Pupils with SEND have an interview with the internal careers leader in Year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer, and form tutors are also able to raise concerns. May SEND students automatically qualify for a one-to-one interview with the school's CSW Group Careers Advisor.
- A member of the SEND team meets with parents/carers to discuss a student's suitability where individual need is likely to have an impact on choices made during the option process. The SEND team supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.
- Personalised support from the SEND team, Devon county Careers Development Consultant is used where appropriate.

3.0 Aims and Objectives

To ensure every child should leave College prepared for life in modern Britain by;

- Delivering effective and stable CEIAG curriculum to students from Year 11 to Year 13
- Continuously engaging and Learning from Career and Labour Market Information
- Ensuring the provision addresses the needs of each student to ensure all students will be well-informed when making subject and career decisions
- Ensure academic rigour is supported by excellent teaching of careers and character attributes through links with Curriculum Learning
- Enable students to receive a rich provision of encounters with Employers and Employees
- Every student to receive a first-hand experience of the workplace through work visits, work shadowing and/or work experience
- Ensure students encounter experiences with Further, Higher Education and apprenticeship providers to support raising aspirations
- To provide high quality, independent and personal careers guidance crucial in helping students emerge from College more fully rounded and ready for the world of work.
- Guide parents to be able to help inform their children and address the needs of every student.

4.0 Strategy

The following specifications are key to achieving the aims & objectives;

S1 Developing yourself through careers, employability and enterprise education

- S1.1 Self-awareness
- S1.2 Self-determination
- S1.3 Self-improvement as a learner

S2 Learning about careers and the world of work

- S2.1 Exploring careers and career development
- S2.2 Investigating work and working life
- S2.3 Understanding business and industry
- S2.4 Investigating jobs and labour market information (LMI)
- S2.5 Valuing equality, diversity and inclusion
- S2.6 Learning about safe working practices and environments

S3 Developing your career management and employability skills

- S3.1 Making the most of careers information, advice and guidance (CEIAG)
- S3.2 Preparing for employability
- S3.3 Showing initiative and enterprise
- S3.4 Developing personal financial capability
- S3.5 Identifying choices and opportunities
- S3.6 Planning and deciding

S3.7 Handling applications and interviews

S3.8 Managing changes and transitions

5.0 CEIAG OVERVIEW

Year Group	Activity & Learning Outcomes	Links to Gatsby benchmarks
7	<p>Access to college Careers Fair Half term Careers Assemblies <u>Core careers curriculum delivered through Values lessons:</u> Dreams and goals. Students consider their future choices & strengths at the beginning of every 6 weeks unit of work, allowing explicit links to be made to careers preferences & aspirations.</p> <p>LO: Setting goals, knowing how to get there, and choices that could impact success.</p>	<p>Benchmark 2, 4 and 5</p> <p>Benchmark 1 and 3</p>
8	<p>Access to college Careers Fair Half term Careers Assemblies <u>ICT Lesson:</u> Unifrog log on (2022). <u>Core careers curriculum delivered through Values lessons:</u> Dreams and Goals. Students consider their future choices & strengths at the beginning of every 6 weeks unit of work, allowing explicit links to be made to careers preferences & aspirations.</p> <p>LO: identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</p>	<p>Benchmark 2, 4 and 5</p> <p>Benchmark 1 and 3</p>
9	<p>Access to college Careers Fair Half term Careers Assemblies Options evening. <u>Core careers curriculum delivered through Values lessons:</u> Dreams and goals. Students consider their future choices & strengths at the beginning of every 6 weeks unit of work, allowing explicit links to be made to careers preferences & aspirations.</p> <p>LO: I can produce a SMART plan and know how to apply it to support my life and learning. Interview prep.</p>	<p>Benchmark 2, 4 and 5</p> <p>Benchmark 1 and 3</p>
10	<p>Access to college Careers Fair Half term Careers Assemblies 6th Form open afternoons for parents & students <u>Core careers curriculum delivered through Values lessons:</u> Dreams and Goals. Students consider their future choices & strengths at the beginning of every 6 weeks unit of work, allowing explicit links to be made to careers preferences & aspirations.</p> <p>LO's. understand the issues that may impact on me and my future success, including social media. I understand the importance of balance</p>	<p>Benchmark 2, 4 and 5</p> <p>Benchmark 1 and 3</p> <p>Benchmark 7</p>

Year Group	Activity & Learning Outcomes	Links to Gatsby benchmarks
	in all aspects of my life (work, social life, family, etc.) I can identify realistic and unrealistic goals. CV & Cover letter writing. Work Experience World of work day	Benchmark 2 and 8 Benchmark 5 and 6
11	Access to college Careers Fair Half term Careers Assemblies 6th Form open afternoons for parents & students A level subjects inspire week <u>Core careers curriculum delivered through Values lessons</u> Dreams and Goals. Students consider their future choices & strengths at the beginning of every 6 weeks unit of work, allowing explicit links to be made to careers preferences & aspirations. LO: I can identify what my dream job might be I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships I can explain why I may need to change my skill-set as my career develops EDT support / guidance interviews Advice provided by subject teachers on subject choices. Supplementary advice on subject choices from the College-based options booklet. 6 th form open Evening where parents and students can discuss courses and the decision-making process – Careers stand at event and 5 point plan leaflet for university or apprenticeships An interview with each student and senior leader to plan their KS5 choices Action planning and target setting through the existing tutor mentoring programme Key stage 4 Exeter University discovery day	Benchmark 2, 4 and 5 Benchmark 1 and 3 Benchmark 2 and 8 Benchmark 7 Benchmark 3, 4 and 7 Benchmark 5 & 7 Benchmark 7
12	Access to college Careers Fair Tutor programme – CV development Tutor programme – UNIFROG introduction and then ongoing engagement Tutor programme – Personal statement writing Tutor programme – Action planning and target setting Apprenticeships show UCAS Exhibition Work Experience NHS Work experience programme SMBP Work insight & skill experience project Mock interviews with local employers and universities	Benchmark 2, 4 and 5 Benchmark 3 and 8 Benchmark 3 and 7 Benchmark 3 and 7 Benchmark 5 and 6 Benchmark 5 Benchmark 7 Benchmark 3

Year Group	Activity & Learning Outcomes	Links to Gatsby benchmarks
	Visit to universities (local/ Russell group / Oxbridge) Assembly – Introduction to University EDT support / guidance	Benchmark 2 and 8
13	Access to college Careers Fair Tutor programme – CV development Tutor programme – UNIFROG introduction and then ongoing engagement Tutor programme – Personal statement writing Tutor programme – Action planning and target setting Tutor programme – Application writing and UCAS statement Visit to universities (local/ Russell group / Oxbridge) Assembly – Budgeting for student’s life Assembly – Student finance EDT support / guidance	Benchmark 2, 4 and 5 Benchmark 3 and 8 Benchmark 7 Benchmark 3 Benchmark 2 and 8

6.0 Work experience

Students will have 10 days of meaningful, varied workplace experiences opportunities across Key Stage 3 & 4, in key stage 3 this will include a career element within existing trips and opportunities to see work places and varied careers also shadowing, and work experience, both in-person and virtual.

A successful experience must have defined learning outcomes, include a range of employees, feature two-way interaction, and involve the student performing a relevant task for which they receive employer feedback. The experience should be tailored to the student's interests and aspirations to ensure it is a valuable part of their career exploration.

Work Experience opportunities exist for students at Newton Abbot College in key stage 4 & 5. Work Experience for both year groups is a one-week placement. Year 10 & 12 work experience is administered and sanctioned through the CEIAG and Work Experience Coordinator.

There may be specific arrangements made by Heads of Learning and Inclusion Managers to begin an alternative curriculum, which might include a work placement; these placements, are to be sanctioned by the Safeguarding SLT & CEIAG SLT Lead, and monitored by the College staff. A record of all students work experience is to be kept with the CEIAG and Work Experience Coordinator and logged on Unifrog.

The CEIAG and Work Experience Coordinator constantly monitor the careers area. Annual audits take place so that out of date material is removed. The nature of material in the area is monitored and attempts to gain a balance between paper based and ICT based information and support procedures.

POLICY HISTORY

Policy/Version Date	Summary of change	Contact	Implementation Date	Review Date
Nov 2017	New Policy written, approved and implemented	KW	Nov 2017	
Apr 2020	Amended to reflect change in link governor		Apr 2020	
March 2022	Amended to reflect change in link governor and SLT Lead	RBL AGR	March 2022	
October 2022	Amended to reflect change in link governor, and changes to PSHEE programme.	RBL AGR	November 2022	
Nov 2023	Amended CEIAG Overview, Values & Drivers and SEND provision.	AGR MKE	November 2023	Nov 2024
Nov 2024	Amended to reflect change in link governor and SLT Lead and changes to CEIAG Overview.	AGR	November 2024	Nov 2025
Nov 2025	Amended to reflect change in SLT Lead and changes to CEIAG Overview.	AGR MDI	November 2025	Nov 2026