

## **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY**

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| Last reviewed:   | September 2026                     |
| Next review due: | September 2027                     |
| Reviewed by:     | Head of Careers & Higher Education |

### **1. Background**

d'Overbroeck's is a co-educational independent school for Year groups 7-13 with an exceptional academic and extra-curricular programme, providing excellent opportunities for individual growth. The majority of leavers attend Russell group universities but university is not presented as the default destination, alternative pathways are equally encouraged.

The school places great value on education that will prepare students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities, students need a wide range of information and experiences to gain a good understanding of the world of work. It also acknowledges that students need assistance in recognising their own abilities and aptitudes, to develop high and appropriate aspirations for their future.

The programme is structured around the eight updated Gatsby benchmarks (2025) and the CDI Career Development Framework.

The 8 Gatsby benchmarks include:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each young person
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with Further and Higher Education
- Personal guidance

### **2. Statement of entitlement**

As part of the school's commitment to the broadest and fullest education for all its students, each one is entitled to an effective programme of Careers Education, Information, Advice and Guidance (CEIAG). The CEIAG programme aims to inspire, empower, and support students to make informed decisions about their futures.

### **3. Aims and objectives**

3.1. The school's CEIAG programme is aligned to the school development plan and aims to:

- encourage students to develop self-awareness, to learn about themselves, their interests, personal qualities and what influences their decisions.

- encourage career exploration by providing choice and quality, up-to-date information about the world of study and the world of work.
- promote student ownership by asking students to take responsibility for their career decisions and encouraging realistic and personalised higher education and career paths.
- prepare students to manage change and transition in a fast-moving world through their own initiative and enterprise.

3.2. To meet these aims, the school's CEIAG programme has the following key features:

- All curriculum areas identify and communicate connections between subject knowledge, transferable skills, occupations and progression pathways.
- Students are enabled to make informed choices about a broad range of options, including timely advice to help them choose GCSEs, as well as post-16 and post-18 options.
- It helps students to fulfil their potential by:
  - understanding how their strengths, weaknesses and interests relate to the world of work.
  - learning about different careers and opportunities:
  - obtaining individual guidance.
  - understanding the value of work experience.
  - gaining information about training and education beyond d'Overbroeck's.
- We adhere to the Career Development Institute's code of ethics, where independent guidance is offered and delivered by qualified careers practitioners, providing impartial, accessible, student-centred advice that promotes equality and diversity.

#### **4. Responsibilities**

4.1 The Principal and the Senior Leadership Team are responsible for:

- providing explicit support for the CEIAG programme.
- appointing an identified and appropriately trained person of authority to lead and manage the CEIAG programme.
- ensuring the school has a structured and effective CEIAG programme.

4.2 The Head of Careers & Higher Education is responsible for leading and managing the CEIAG programme as detailed in the job description.

4.3 With the support of the Head of Careers & Higher Education, Directors of Studies are responsible for overseeing the university applications of their individual students.

4.4 All staff, in their academic and pastoral roles, are responsible for ensuring that:

- explicit connections are made between curriculum learning and future pathways.
- through the assessment, feedback and reporting of students' progress, students develop a clear understanding of their strengths, talents, and aptitudes, to help them to make realistic decisions about their futures.
- all students receive guidance and mentoring to promote high aspirations and are encouraged to take part in relevant opportunities and career related experiences, to develop transferable skills.

## 5. Personnel

The Head of Careers and Higher Education works collaboratively with:

- Oxbridge specialist
- Medics/Dentists/Vets specialist
- Law specialist
- Whole-school Personal Development Lead
- UCAS Administrative Assistant

Contributing partners also include InvestIN Education, Unifrog, FutureSmart and The University Guys.

## 6. The CEIAG Programme outline

- 6.1. Careers education is embedded into the Personal Development programme from Years 7-12, using the Career Development Institute's Learning Framework.
- 6.2. Key messages, activities, Labour market information and careers research using Unifrog takes place during tutor time, PD and assemblies. Opportunities are also advertised through the Careers & HE Teams Hub and visually on screens and noticeboards.
- 6.3. There are a series of inclusive careers events, talks and fairs that take place throughout the year, giving students the opportunity to interact with experts, employers, and universities.
- 6.4. Impartial, independent one to one career guidance is delivered to all students in Year 11 and offered to all students in Year 12, in addition to the personalised and specialist support they receive from their subject teachers, tutors, and Director of Studies. Entitlement for high need SEN students is prioritised.
- 6.5. An important part of our career's strategy is to engage parents and carers as partners in students' career development and progression, this is conducted through termly careers newsletters and a series of webinars, helping parents to feel more informed about our careers programme, different pathways and to support careers conversations at home.
- 6.6. A progressive programme of meaningful workplace experiences across Years 7–13, including workplace visits, employer projects, work shadowing, simulations and/or placements, with a substantial placement opportunity by the end of Key Stage 4 and further workplace experience opportunities before students leave the school.
- 6.7. As part of our extra-curricular offering, a variety of trips take place within subject areas to workplaces such as the BMW plant, Bletchley Park, theme parks, Oxford crown court, University parks, studios, galleries, museums, and theatres.
- 6.8. As part of our Super-Curricular offering, students across the school have the opportunity to attend Plus sessions which encourage thinking and learning beyond A levels including conversations around careers.
- 6.9. Extra-Curricular activities are available across the school and students develop their skills by taking part in things such as Model United Nations, the school newspaper, Young Enterprise, sport, and music. Students also have the unique opportunity to take part in Nord Anglia competitions and challenges internationally through Global Campus where success is recognised, skills are developed, and new networks created.

The annual careers year plan is the operational document supporting this policy.

## **7. Monitoring and review of provision**

- The CEIAG programme is evidence-informed and evaluated for impact.
- The effectiveness of the CEIAG programme and external contributors is regularly monitored and reviewed.
- Staff development on careers is offered including international and UK university application processes.
- The Head of Careers & Higher Education provides an annual review to the Principal and the Senior Leadership team.
- Feedback from a wide range of stakeholders is sought and used to enhance provision and impact (eg, colleagues, parents, students, external contributors).
- Students in Years 7-13 complete a careers impact questionnaire twice a year contributing valuable feedback for continuous development and improvement of the programme.
- Participation and evaluation of careers events is recorded and included in shaping the programme and external relationships, alongside destinations data.
- Self-evaluation against the Gatsby benchmarks also takes place using the Compass tool.
- We achieved the Quality in Careers Standard in April 2025 and this will be reviewed every two years.

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### **The Careers Education, Information, Advice and Guidance Programme Outline**

#### [Annual careers year plan](#)

In addition:

- A series of career talks
- International University roadshow
- Studying abroad drop-in clinics
- A series of parent webinars and termly newsletters
- A work experience programme (Year 11)
- An annual careers fair and workshops
- Simulation (Finance and trading)
- A level taster sessions
- Trips
- Enterprise activity
- FutureSmart Careers Guidance
- UCAS Morning
- Plus Programme (academic enrichments)
- Specialist application advice – Oxbridge, medicine, and law
- One-to-one guidance from Director of Studies and Head of Careers & HE

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