



TRUST EDUCATION GROUP

Trust Education Group Ltd

Careers, Information, Advice and Guidance (CIAG) Policy

Policy Statement

Trust-Education Group Ltd is committed to providing a high-quality Careers, Information, Advice and Guidance (CIAG) programme that supports every pupil to achieve their potential and prepare successfully for adult life. The school recognises that effective careers education is a fundamental component of personal development and plays a significant role in raising aspirations, promoting engagement, supporting emotional wellbeing and enabling pupils to make informed decisions about their future education, training and employment pathways.

As a specialist independent school for pupils with Social, Emotional and Mental Health (SEMH) needs, the school understands that many young people may have experienced barriers to learning, disrupted educational experiences, low self-confidence, negative perceptions of education or uncertainty regarding their future aspirations. The school therefore places significant importance on providing a careers programme that is personalised, ambitious, inclusive and responsive to individual needs.

The purpose of this policy is to set out how the school delivers Careers, Information, Advice and Guidance and how careers education contributes to the wider aims of personal development, preparation for adulthood and successful post-16 transition. The school believes that all pupils, regardless of background, ability or circumstance, should be supported to recognise their strengths, identify future aspirations and develop the knowledge, skills and confidence required to progress into positive and sustainable destinations.

Vision and Ethos

Trust-Education Group Ltd believes that every young person should leave school with a clear understanding of their strengths, interests, talents and future opportunities. The school aims to create an environment in which pupils feel empowered to explore their ambitions, develop resilience and build confidence in their ability to achieve success.

The school's careers programme is underpinned by high aspirations for all pupils. Staff work to ensure that pupils understand that their SEMH needs do not define or limit their future opportunities. Careers education is embedded within the school's culture and forms part of a wider commitment to helping pupils become independent, responsible and productive members of society.

The school views careers education as a journey rather than a single event. Careers learning begins on admission and continues throughout a pupil's time in school, ensuring that each young person develops a realistic and ambitious understanding of future possibilities.

Legislative and Regulatory Context

This policy supports the school's commitment to meeting the requirements of the Independent School Standards and reflects current expectations relating to careers education, personal development, safeguarding, special educational needs and preparation for adulthood.

The school recognises the importance of preparing pupils for the opportunities, responsibilities and experiences of later life and ensures that careers education contributes directly to this objective. Careers provision also supports the promotion of equality, diversity, inclusion, British Values, social development and emotional wellbeing.

Trust-Education Group Ltd uses the Gatsby Benchmarks as a recognised framework for developing, reviewing and strengthening careers provision. Although not a statutory requirement for independent schools, the Gatsby Benchmarks provide a nationally recognised model of best practice that supports high-quality careers education and guidance.

Careers Programme

The careers programme at Trust-Education Group Ltd is designed to provide pupils with a progressive and meaningful understanding of education, employment and future opportunities. The programme is carefully structured to ensure that pupils develop increasing levels of self-awareness, career readiness, employability skills and confidence as they move through the school.

The programme is underpinned by the Trust-Education Group Careers Road Map, Careers Education Information Framework and Careers Impact Statement. These documents provide the strategic foundation for careers provision and demonstrate the school's commitment to delivering a coherent and progressive careers education programme.

The Careers Road Map outlines the journey pupils follow throughout their time at the school and identifies the key experiences, learning opportunities and developmental milestones that support preparation for adulthood. The Road Map ensures that careers learning is sequenced appropriately and that pupils build knowledge, understanding and skills over time.

The Careers Education Information Framework ensures that pupils receive accurate, impartial and up-to-date information about further education, apprenticeships, vocational training, supported internships, employment opportunities and alternative progression pathways. Information is presented in a manner that is accessible and appropriate to the individual needs of pupils.

The Careers Impact Statement enables the school to evaluate the effectiveness of careers provision by measuring outcomes related to pupil engagement, aspiration, confidence, employability skills, attendance, transition readiness and destination success.

These documents are published and available through the Trust Education Group website and form an integral part of the school's careers strategy.

Further information regarding careers provision can be found through:

[Trust Education Group Website](#)

Aims of Careers Education

The school's Careers, Information, Advice and Guidance programme aims to equip pupils with the knowledge, understanding and skills required to make informed decisions about their future. The programme seeks to help pupils understand themselves, recognise their strengths and identify realistic but ambitious goals for adulthood.

The school aims to broaden pupils' awareness of the opportunities available to them and to challenge any assumptions or barriers that may limit aspiration. Through exposure to a range of education providers, employers, industries and vocational pathways, pupils are encouraged to develop a positive outlook towards learning and future progression.

The programme also aims to support pupils in developing key employability skills including communication, teamwork, problem solving, resilience, organisation, self-management and adaptability. These skills are essential not only for employment but also for successful participation in education, training and wider community life.

Careers Education and Learning

Careers education is embedded throughout the curriculum and wider life of the school. Learning opportunities are integrated into subject teaching, personal development programmes, preparation for adulthood activities and enrichment opportunities.

Pupils are supported to explore their interests, talents and aspirations through structured learning experiences that encourage reflection, discussion and future planning. Careers education helps pupils understand the relationship between education and employment and enables them to appreciate the value of learning in achieving future goals.

Throughout their time in school, pupils are introduced to a broad range of careers, industries and employment sectors. They learn about workplace expectations, professional conduct, career progression opportunities and the skills valued by employers. Careers learning also includes exploration of entrepreneurship, self-employment, vocational routes and emerging employment sectors.

The school ensures that careers learning remains relevant and meaningful by linking activities to real-life experiences and opportunities whenever possible.

Careers Information, Advice and Guidance

The school provides access to impartial Careers, Information, Advice and Guidance that supports pupils in making informed decisions about their future.

Guidance is personalised and takes account of each pupil's aspirations, abilities, interests, educational progress, emotional wellbeing and individual circumstances. Careers discussions encourage pupils to explore opportunities openly while considering realistic progression routes and support needs.

Pupils receive support in understanding the range of post-16 pathways available to them. These may include further education colleges, vocational courses, apprenticeships, supported internships, employment-related training programmes and other specialist provision.

Guidance sessions focus on helping pupils understand their options, identify achievable goals and develop action plans that support successful progression. Where appropriate, parents, carers, social workers, local authority representatives and external professionals are involved in planning future pathways.

Supporting Pupils with SEMH Needs

Trust-Education group Ltd recognises that pupils with SEMH needs may require additional support in developing aspirations, confidence and readiness for future transitions. Careers provision is therefore delivered through a nurturing, supportive and individualised approach.

Staff work closely with pupils to build self-esteem, emotional resilience and confidence in their own abilities. Careers education is designed to be engaging, accessible and responsive to individual needs. Opportunities are adapted where necessary to ensure that all pupils can participate meaningfully and experience success.

Many pupils benefit from structured support in managing anxiety, uncertainty and change. Careers activities therefore place significant emphasis on preparation, familiarisation and confidence building. Staff help pupils to understand that setbacks can be overcome and that there are multiple pathways to achieving future success.

The school seeks to remove barriers to participation and progression by working collaboratively with pupils, families and external agencies to identify appropriate opportunities and support arrangements.

Employer Engagement and Work-Related Learning

Trust-Education Group Ltd believes that meaningful encounters with employers and workplaces play an important role in helping pupils understand the world of work and develop realistic career aspirations.

Where appropriate, pupils are provided with opportunities to engage with employers, industry professionals, training providers and educational institutions. These experiences may include careers talks, workplace visits, enterprise projects, vocational experiences, mentoring opportunities, mock interviews and skills workshops.

Employer engagement activities are designed to increase awareness of employment opportunities, challenge stereotypes and help pupils understand the knowledge, skills and behaviours required in different sectors.

Work-related learning opportunities allow pupils to apply their skills in practical contexts and develop confidence in their ability to succeed beyond school. Activities are planned carefully to ensure that they are appropriate, safe and beneficial for pupils.

Preparation for Adulthood

Preparation for adulthood is a central element of the school's vision and careers programme. The school aims to ensure that pupils develop the skills, knowledge and confidence necessary to live fulfilling and independent adult lives.

Careers education contributes significantly to this objective by helping pupils understand future opportunities, develop employability skills and prepare for transition into further education, training or employment.

The programme supports the development of independence, self-advocacy, communication, decision-making, financial awareness, personal responsibility and emotional resilience. These skills are essential for successful participation in adult life and are embedded throughout careers learning.

The school recognises that preparation for adulthood extends beyond employment and includes supporting pupils to become active and responsible members of their communities.

Transition Planning and Post-16 Progression

Transition planning is an ongoing process that begins well before pupils leave the school. Staff work closely with pupils and families to ensure that future pathways are explored thoroughly and that progression plans reflect individual aspirations and support needs.

The school develops positive relationships with colleges, training providers, employers and external agencies to support effective transition arrangements. Pupils are encouraged to visit potential destinations and engage with providers wherever possible to ensure that decisions are informed and realistic.

Particular attention is given to pupils who may be vulnerable to becoming not in education, employment or training. Early intervention and targeted support are provided to maximise the likelihood of successful progression and sustained engagement in post-16 provision.

The school aims to ensure that every pupil leaves with a clear progression plan and an identified destination that supports their long-term development and wellbeing.

Equality, Diversity and Inclusion

Trust Education Group Ltd is committed to ensuring equality of opportunity within careers education. All pupils are entitled to access careers information, advice and guidance regardless of disability, gender, ethnicity, religion, cultural background, socioeconomic circumstance or individual need.

The school actively challenges stereotypes and promotes awareness of diverse career opportunities. Pupils are encouraged to consider a wide range of pathways and are

supported in making choices based upon their interests, abilities and aspirations rather than perceived limitations.

Reasonable adjustments are made where necessary to ensure that all pupils can participate fully in careers activities and access appropriate support.

Safeguarding

Safeguarding is fundamental to all careers activities undertaken by the school. The welfare of pupils remains paramount at all times.

All external providers, employers and visitors involved in careers activities are subject to the school's safeguarding procedures. Staff ensure that information shared with pupils is accurate, impartial and appropriate to their age and stage of development.

Where careers discussions identify concerns relating to vulnerability, exploitation, wellbeing or transition risk, staff follow established safeguarding procedures and seek appropriate support.

The school remains vigilant regarding risks associated with criminal exploitation, radicalisation, inappropriate employment opportunities and other safeguarding concerns that may impact pupils' future progression.

Monitoring, Evaluation and Continuous Improvement

Trust-Education group Ltd is committed to continuously improving the quality and effectiveness of careers provision. Careers education is regularly monitored and evaluated to ensure that it meets the needs of pupils and supports positive outcomes.

Evaluation activities include pupil voice, parent and carer feedback, staff feedback, employer feedback, destination information, participation records and reviews of progression outcomes.

The Careers Road Map and Careers Impact Statement provide important evidence regarding the effectiveness of careers provision and support ongoing school improvement planning.

Leaders regularly review careers activities to ensure that provision remains ambitious, relevant, inclusive and aligned with the needs of pupils and developments within education and employment sectors.

Evidence of careers learning, employer engagement, guidance activities, transition planning and progression outcomes is maintained to support quality assurance, self-evaluation and inspection requirements.

Roles and Responsibilities

The Proprietor Melissa Wainman has overall responsibility for ensuring that the school provides effective Careers, Information, Advice and Guidance and that adequate resources are available to support implementation.

Melissa Wainman is responsible for strategic oversight of careers provision and ensuring that careers education contributes effectively to personal development and preparation for adulthood.

The Careers Lead Leanne Barker coordinates the careers programme, develops partnerships with employers and providers, monitors implementation, evaluates impact and supports continuous improvement.

Teaching and support staff contribute to careers learning through curriculum delivery, mentoring, pastoral support and the promotion of aspiration and employability skills.

All staff share responsibility for supporting pupils to develop positive aspirations and prepare successfully for future education, training and employment.

Review

This policy will be reviewed annually or sooner where changes in legislation, guidance, inspection requirements or organisational priorities make revision necessary.

Trust Education Group Ltd remains committed to ensuring that every pupil receives high-quality Careers, Information, Advice and Guidance that raises aspirations, develops confidence, supports preparation for adulthood and enables successful progression into positive and sustainable destinations.



Policy Lead	Melissa Wainman Director of Education
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