



CEAIG Strategy and Implementation Plan

Academic year 2025-26

Ensuring that an effective and inclusive Careers Education Information Advice and Guidance programme is in place to ensure that all students are able to confidently talk about their career goals, outlining how their education supports these aspirations.



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Introduction – Careers at Dormers Wells High School

Dormers Wells High School's aim is to ensure that an effective and inclusive Careers Education Information Advice and Guidance (CEAIG) programme is in place to ensure that all students are able to confidently talk about their career goals, outlining how their education supports these aspirations.

Statutory framework

Dormers Wells High School firmly embeds its ethos of **Opening the Door to Success** in all its work with students attending the school. The role of effective CEAIG to allow young people attending our institution to successfully transition to the next stage of their education, employment or training is understood across our organisation. We use the *Gatsby benchmarks* to develop, evaluate and improve our careers provision enabling students to:

- Meet with a range of providers from further and higher education along with those offering apprenticeship opportunities;
- Regularly meet with a range of employers from different sectors to understand opportunities available to them linked to the subjects they study, and what different roles might look like;
- Receive timely, independent, high-quality careers guidance.

In addition, we ensure that parental engagement forms an integral part of this provision such that students are supported into making the best possible decisions for them.

This strategic overview and detailed implementation ensure that we are meeting the requirements of section 42B of the Education Act 1997.

Quality assurance

The Gatsby Benchmarks are used to review the provision of the school. These are moderated internally, and guidance from the Enterprise Development Trust (EDT) is used to support the school in ensuring that actions are taken to improve the provision offered by the school to students are provided with sufficient opportunities to focus on their future dreams and to set goals to achieve them.

The CEIAG link Governor will be used to review the school's provision. This will take place in the following form:

- Visiting at least one career's event
- Reviewing sample activities in Schemes of Learning
- Meeting a student panel
- Reviewing impact data

Careers bulletins

Careers Bulletins are shared with parents on a termly basis. These are used to communicate concrete opportunities available to young people to support their careers aspirations. These bulletins are also used to communicate Labour Market Information (LMI) so that parents can use this information to support their children in understanding employment opportunities available to them in different sectors and regions of the country.



Aims/Milestones and learning outcomes

Year	Aim/Milestones	Outcomes (Gatsby benchmarks)
7	To raise awareness about jobs and careers options available. To inspire, whilst developing key skills and looking at their strengths.	- During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) - National Careers/Apprenticeship weeks (1,2,3,4) - Careers Conference (1,2,3,4,5,6,7,8)
8	To bridge the gap between education and the world of work by understanding how education relates to different roles. Students will understand how GCSE option subjects, skills and hobbies can link to the world of work.	- During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) - National Careers/Apprenticeship weeks (1,2,3,4) - Careers Conference (1,2,3,4,5,6,7,8)
9	To show students how different subjects link to careers and post-16 qualifications to inform their Key Stage 4 subject choices. Students will understand how GCSE option subjects, skills and hobbies can link to the world of work.	- During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) - Careers Conference (1,2,3,4,5,7,8)
10	To raise awareness of the interview process, and soft-skills needed. To allow students to reflect on their experiences and skills, and develop their ability to express these confidently. Students will have an interview with an independent careers advisor to receive independent, unbiased guidance.	- During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) - What is a CV (1,3) - Interview skills/Study skills (1,2,3,4,8) - National Careers/Apprenticeship weeks (1,2,3,4) - Careers Conference (1,2,3,4,5,6,7,8) - Future Frontiers mentoring programme (1,2,3,4) 1:1 Careers meeting (1,2,3,4,8)
11	To make decisions about their Further Education routes. Students will develop their decision-making and set targets to help them achieve their post-16 goals. They will reflect on this in a Post-16 interview with a member of the Senior Leadership Team. Students will have an interview with an independent careers advisor to receive independent, unbiased guidance.	- During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) - Personal statements for post-16 application (1,3) - Post 16 Options (1,2,3,4,7) - Careers Conference (1,2,3,4,5,7,8) - National Careers/Apprenticeship weeks (1,2,3,4) 1:1 Careers meeting (1,2,3,4,8) - National Citizenship Service (1,3,5)



Year	Aim/Milestones	Outcomes (Gatsby benchmarks)
12	To raise awareness of post-18 options and enhancing employability skills. Students will be able to make informed decisions about their post-18 options and visited 2 or more Universities. Students will have completed their Careers Profile.	• During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) • National Careers/Apprenticeship weeks (1,2,3,4) • Careers Conference (1,2,3,4,5,7,8) • University taster days (1,3,7) • Employability/study Skills (1,3,5) • Careers insight days / work experience (1,3,4,5,6) • Subject linked career talks / STEM event (1,2,3,4,5,7) • Unifrog (1,2,3,7) / 1:1 Careers ,meeting (1,2,3,4,8) • UCAS Personal statements (1,2,3,7)
13	To make decisions about their Higher Education routes and to develop the skills needed to live and/or work independently. Secured a place at their Further Educational choice (University, employment or training), whilst also learning the skills needed to survive life after Secondary school.	• Understanding about Student and Future Finances (1,2,8) • During Curriculum, Citizenship, tutor time and assemblies (1,2,3,4,5,7) • National Careers/Apprenticeship weeks (1,2,3,4) • Careers Conference (1,2,3,4,5,7,8)



Careers activities for students in Years Seven to Thirteen

The figure below outlines the centrally-planned, calendared careers activities that place throughout the school year. These are supplemented by a range of other activities that are carried out in curriculum areas, or through other programmes and projects run either across the school, or by individual curriculum areas.

Month	Year					
	7	8	9	10	11	Sixth form
September			EHCP - careers advisor			
October						
November		Risk of NEET workshop IAG Meetings	Risk of NEET workshop IAG meetings	HAPS/targeted students careers advisor		
December	Winter careers conference - X side			Winter careers conference		
January		AM reg careers curriculum			Sixth form and tertiary taster days AM reg career's curriculum	Degree apprenticeship assembly and workshops
February	Risk of NEET workshop	Heathrow STEM generation day		Youth Employability programme	IAG/sixth form interviews	
	National apprenticeship week					
March	National careers week Careers assembly					
			IAG Meetings			
April				Mock Interview day		Degree apprenticeship assembly and workshops
May				EHCP - careers advisor		
June				Careers advisor meetings start WEX Week		
July	Summer careers conference - Y Side	Summer careers conference		L2 Pathways conference (SEND)		Summer careers conference
Other details					Careers advisor appointments run through year	Targetted students receive careers advisor appointments Ongoing UCAS and careers guidance

The options process

Students are asked to select subject options at three points in their academic careers at Dormers Wells High School. Students experience a broad curriculum in Years 7 and 8. The year 9 curriculum offering has been adapted such that students now study both Geography and History.

- Students in Year 8 are asked to select two subject options to study in Year 9. These allow students to study practical subjects in more depth.
- Students in Year 9 are asked to select three options subjects to study in Years 10 and 11.



- Students in Year 11 are asked to select A level or T Level/BTEC subjects to study post-16.

Students (and parents) are supported through these options choices through the provision of comprehensive options booklets explaining core and optional curricula, with subjects linked to careers choices. An options evening is held for Years 8 and 9 students and their parents where they view a presentation given by the Headteacher and Leadership Team members overseeing curriculum and options. They are also able to speak to teachers of subjects and students currently studying these, looking at their learning to understand what the subject will ask of them. Year 11 students are able to attend Sixth Form Open evening and experience the same.

Individual CEAIG

Year 8

Students identified at risk of becoming NEET during the primary to secondary transition form a group monitored by their respective Year Leader. The members of this group are evaluated by the Pastoral Team and recommended students will have a 1:1 meeting with the connexions advisor before their IAG meeting.

Year 9

Students in Year 9 receive a 1:1 appointment with a member of the Leadership Team to which their parents are invited. This meeting is used to review the student's progress alongside their career aspirations in order to provide guidance that supports their future dreams. Additionally, students identified at risk of becoming NEET during the primary to secondary transition form a group monitored by their respective Year Leader. The members of this group are evaluated by the Pastoral Team and recommended students will have a 1:1 meeting with the connexions advisor before their IAG meeting.

Year 9 EHCP students will meet with the careers advisor as part of their annual review.

Years 10 and 11

All students in Key Stage 4 receive a 1-hour appointment with an external careers advisor. This ensures that all children receive impartial, unbiased careers advice as per statutory requirements.

Year 10 EHCP students will meet with the careers advisor in the summer term. This informs their plan for Year 11, and the progression planning process for their transition into post-16 education.

Students in Year 11 who have applied to the Sixth Form receive a 1:1 interview with a member of either the Leadership or Sixth Form Team used to review their aspirations and subject choices for the Dormers Wells Sixth Form. Students who have not applied to the Sixth Form have a 1:1 meeting with a member of either the Leadership or Sixth Form Team to review their progress check, discuss their aspirations and ensure students are applying to appropriate providers of Further Education or Apprenticeships. Students identified at risk of not securing an appropriate placement are referred to the member of the Leadership Team overseeing CEAIG and receive a follow up appointment with an external careers advisor.

Years 12 and 13

Students in Year 12 and 13 are supported by a mentor who is either, a member of the Sixth Form team (including form tutors), the Leadership Team, or a teacher from the wider staff body. This mentor supports students in their UCAS application, reviewing their academic progress and advising on appropriate pathways. This may include applying to (degree) apprenticeship programmes. Where necessary, students are referred to



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the member of the Leadership Team overseeing CEALG and receive a follow up appointment with an external careers advisor.



Careers in the Pastoral Curriculum

The Pastoral Curriculum is used to support the development of a student's character alongside key skills that supplement a student's academic progress. During key times in the year, the pastoral curriculum is used to complete activities that support careers activities taking place.

Year	Activity
7	Careers assembly for students identified at risk of NEET during the primary to secondary transition. This will take place in November and be delivered by Connexions.
8	Year 8 and 9 experience pastoral sessions tailored to their options choices. Students are guided by their form tutors to reflect on different sectors of industry and qualification types. Students review their academic progress and reflect on their career aspirations. This is timed to help support their choice of options.
9	
10	Students review job applications and the interview process to prepare for the Mock Interview Day. They are guided by their form tutors to reflect on interview technique and how to understand job descriptions. This is supplemented by workshops for students highlighted by the Year Leader and SENCO as needing further support as they may not meet the entry criteria for Dormers Wells Sixth Form and will be accessing Level 1 or 2 courses at a college or via an apprenticeship provider.
11	Students complete three sessions to support their preparation for their Sixth Form or college application.
12	Year 12 students complete a number of assessments on Unifrog to understand their skills and interests better. This then informs their research into post-18 options that are viable for them. Students have UCAS workshops in the summer term to develop their understanding of the university applications process and support their application.
13	Students are supported with sessions on UCAS and applications.



Careers Conferences

Two Careers Conferences are held each academic year. These are either Years 9 and 10 or 7 and 8. Sixth form students also attend both conferences. A range of FE, HE and apprenticeship providers along with employers attend the conferences. A sample of delegate organisations from previous years is below.

Education, training and apprenticeship providers	Employers
• St. Mary's University • Imperial College London • Oxford Brooks University • Birkbeck University • Brunel University • Kingston University • Uxbridge College • Roehampton University • Global Academy • University of Bedford • Swansea University • West London College • Hertfordshire University • UCL (Chemistry) • QMUL (Environmental sciences) • City St. Georges • QA Apprenticeships	• NHS – Occupational Therapy • NHS – Speech and Language Therapy • London Ambulance • Amazon • Job Centre Plus • SCS Railways • The Army • Specsavers • HS2 • Ealing Council Early Years • The Questors Theatre • The Metropolitan Police • Pathways2Property • McGinley • Arcadis • Pfizer • Caterlink • Delifrance • Microsoft • Border Force

Mock Interview Day

Year 10 students are given the opportunity to attend a mock interview. This is to give students the opportunity to:

- Prepare a CV;
- Understand how to read a Job Description to tailor their CV and responses to the requirements of a particular job;
- Practice responding to questions using the STAR technique so they can expand on their skills and experience;
- Demonstrate professional dress, body language and eye contact in a safe setting.

Students are supported in their preparation for the day by their form tutors, as detailed above.

Work experience for Sixth Form students

Sixth form students are encouraged to find work experience placements related to their chosen field of study at university, or their intended apprenticeship application. The Sixth Form Administrator records details of this.



Careers across the Curriculum

Understanding the relevance of classroom learning

Curriculum areas regularly review links to careers in their Schemes of Learning. Teachers take time to explore these links in lessons during National Careers Week, National Apprenticeship Week, or during relevant points in their Schemes of Learning.

Talks with Employers

In addition to the embedded activities above, curriculum areas host talks with external speakers on an ad-hoc basis. These may be face to face or virtual.



Raising Standards

Students from the least advantaged backgrounds have a 2% chance of going to the most competitive universities, compared with 28% for the most advantaged (UCAS Multiple Equality Measure). This disadvantage continues through university whereby disadvantaged students are 20% more likely to miss out on a 1st or 2:1 grade at university. This can affect an individual beyond their time at university, therefore impacting society as a whole.

Students at Dormers Wells High School with high prior attainment (HAPs) are invited to participate in a range of activities through their time studying here. These experiences are designed to inspire students by engaging them in activities that stretch them beyond the taught curriculum, and expose them to Higher Education institutions in order to increase their confidence and raise their aspirations.

University experiences

Member of staff responsible		A Hughes	
Year group	7-10	Number of students involved	Approximately 200
All HAPS students visit one university each academic year from Year7 through to Year 10. This means this group of students tour the facilities of at least four different universities, and experience a workshop of learning beyond the curriculum.			

HAPS evenings

Member of staff responsible		A Hughes	
Year group	7-10	Number of students involved	Approximately 200
Two HAPS evenings are hosted each year. The first focusses on Years 7 and 8, the second with Years 9 and 10. Amongst the content, parents are shown the trajectory of Dormers Wells students that have gone on to prestigious institutions or been awarded scholarships. Successful students from the key stage above present on the habits they use to ensure academic success, and parents are reminded of the locations of resources on the school's Managed Learning Environment.			

The Scholars Club

Member of staff responsible		A Hughes	
Year group	10	Number of students involved	Approximately 30
Students in Year 10 apply to the Scholars Club. Up to thirty students are selected to participate in either the STEM or Humanities streams. They are mentored by a PhD student over a period of weeks, writing an essay on a topic related to the PhD tutor's speciality. The programme culminates in a visit to Oxford University where they are presented with a certificate to graduate from the programme.			



Future Frontiers

Member of staff responsible		A Hughes	
Year group	10-11	Number of students involved	20
HAPs students from Year 10 are selected to receive 1:1 sessions from a professional mentor from their indicated field of interest. Students draft an action plan to help them work towards academic success in their GCSEs to enter appropriate course post-16. This is followed up with three check-in meetings in Year 11 with an external advisor to monitor progress towards meeting their planned actions.			

Extended Project Qualification

Member of staff responsible		A Hughes	
Year group	12	Number of students involved	Approximately 15
Selected students in Year 12 are invited to apply to complete the Extended Project Qualification. This allows them to complete an essay or produce an artefact based on research in a specialist area, and enhances their ability to apply to the most prestigious institutions.			

Future Medics

Member of staff responsible		C Porter	
Year group	12-13	Number of students involved	15
Students seeking to apply to a healthcare related programme (Medicine, Optometry, Dentistry) partake in a range of activities to develop their understanding of the field and prepare them to make a successful application.			

Student Leadership

Students are given many different opportunities to engage in student leadership opportunities. These include and are not limited to Head Student and Headteacher's ambassadors in the Sixth Form to School Council membership, Teaching and Learning champions and prefects. These roles are designed to develop student leadership and employability skills – our aim is to ensure that our young people are equipped with the necessary leadership skills and habits to be successful leaders in their chosen career.

Leadership roles are open to all students. For each student leadership role students are asked to complete a formal application, and are interviewed for many of the positions. Some roles involve multiple stages to the



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interview process including delivering presentations. Students in leaderships roles meet with their relevant link on the Leadership Team for training, and to feedback.