



# Careers Education, Information, Advice & Guidance (CEIAG) Policy

London Maths & Science College (LMSC)

Version: 1.0

Status: Approved

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Next Review Due: [31st October 2026] (annual, or following statutory/inspection change)

Policy Owner: Head of Centre (HoC)

Operational Lead: Careers Leader

Supporting Leads: Vice Principal/Academic; Heads of Department (HoDs); Work Experience (WEX) Coordinator; Designated Safeguarding Lead (DSL) — Eman Ahamed; Deputy DSL — Anis Zaman; SENCo/Access Arrangements Lead (AAL); Exams Officer (EO); EDI Lead; MIS/Data Manager; Provider Access Coordinator

# **1. PURPOSE / RATIONALE**

This policy sets out LMSC's approach to high-quality Careers Education, Information, Advice & Guidance (CEIAG) for learners aged 16–19 (and adults where applicable), ensuring they make informed choices and progress to further/higher education, apprenticeships and employment. It aligns with:

- DfE statutory guidance for careers provision in schools and FE providers; Baker Clause (provider access).

- Gatsby Benchmarks of Good Career Guidance.
- Ofsted Education Inspection Framework (EIF) (personal development; behaviour & attitudes; leadership & management).
- KCSIE 2025; Prevent Duty; Equality Act 2010; UK GDPR/DPA 2018.
- 16–19 Study Programmes guidance (including work experience and employer encounters).
- Awarding-body requirements where CEIAG links to assessment/employability (Pearson/AAT/JCQ).

## **2. SCOPE**

Applies to all LMSC learners (on-site, blended and online-only) and staff contributing to careers education, employability and provider engagement. Includes curriculum-embedded careers learning, 1:1 guidance, work experience, employer encounters, HE/apprenticeship outreach and the Provider Access arrangements.

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## **3. DEFINITIONS**

LMSC is committed to providing impartial, accessible, and person-centred CEIAG that:

1. Meets or exceeds the Gatsby Benchmarks.
2. Is inclusive and equitable, reducing participation gaps for disadvantaged and SEND learners.
3. Provides impartial information and guidance, free from bias, about the full range of academic, technical and apprenticeship routes.
4. Develops employability, digital and career management skills, including ethical use of AI.
5. Is quality-assured and informed by labour-market intelligence (LMI) and learner voice.
6. Leads to positive destinations and sustained progression.

## **4. ROLES & RESPONSIBILITIES**

### Governing Body/Proprietor

- Approves the policy; monitors outcomes, Gatsby compliance and destination data termly.

### Head of Centre (HoC)

- Ensures resourcing; champions CEIAG across the curriculum; signs Provider Access Statement.

### Careers Leader

- Designs the CEIAG strategy and Careers Plan; coordinates delivery; oversees Gatsby Benchmark progress (Compass+ or equivalent); manages partnerships; assures quality (Matrix standard or equivalent where pursued).

### Provider Access Coordinator

- Manages external provider requests/visits and ensures compliance with the Baker Clause.

### HoDs/Teachers/Tutors

- Embed careers learning and employer links in subjects; deliver tutorial careers sessions; signpost opportunities; support work experience.

### WEX Coordinator

- Leads work experience planning, employer due diligence and monitoring (see Work Experience & Employability Policy).

### SENCo/AAL

- Ensures CEIAG is accessible; plans reasonable adjustments; liaises with Local Authorities for EHCP learners; supports transition reviews.

### DSL/DDSL

- Oversees safeguarding during provider encounters/trips/events; manages external speakers' due diligence with Prevent considerations.

## MIS/Data Manager

- Tracks encounters, progression, bursary and destination data; supports dashboards.
- Students & Parents/Carers (where applicable)
- Engage with opportunities; attend guidance appointments/events; provide feedback.

## 5. DELIVERY MODEL

### 5.1 CAREERS PROGRAMME (CORE OFFER)

- Curriculum-embedded careers learning mapped to subjects (STEM/Business/AAT).
- Tutorial/PSHE careers programme: self-awareness, LMI, decision-making, applications, interviews, professionalism, digital/AI literacy, financial capability.
- 1:1 impartial careers guidance by a qualified adviser (Level 6 or working towards) at key decision points (enrolment, progression, HE/Apprenticeship applications, results days).
- Employer encounters (talks, visits, projects, mentoring) and experience of workplaces including work experience.
- HE and apprenticeship outreach: university events, taster days, fairs, mock interviews.
- Online/remote provision parity: virtual encounters, webinars, digital resources and booking for online-only learners.

### 5.2 PERSONAL GUIDANCE & TARGETED SUPPORT

- Priority access for SEND/EHCP, disadvantaged and at-risk learners; tailored action plans and reasonable adjustments.
- Support for students considering non-traditional routes (e.g., T Levels elsewhere, apprenticeships, international HE).

### 5.3 LABOUR-MARKET INFORMATION (LMI)

- Use up-to-date local/regional/national LMI to inform curriculum and guidance; share via website, tutorials and events.

## **6. PROVIDER ACCESS (BAKER CLAUSE)**

- LMSC will provide opportunities for a range of education and training providers to access students to inform them about technical education and apprenticeships. A Provider Access Statement is published on the website and includes:
  - Points of access across Year 12/13/adult pathways (assemblies, careers days, curriculum slots).
  - How to request access (contact, lead time, safeguarding checks, facilities).
  - Impartiality expectations and prohibition of aggressive marketing.
  - Safeguarding/Prevent and visitor protocols (ID, supervision, online event rules).
  - Evaluation requirements (feedback forms and impact).
- Reasonable adjustments are made to ensure students with SEND can engage.

## **7. QUALITY ASSURANCE & BENCHMARKS**

- Gatsby Benchmarks self-assessment at least termly; action plan maintained.
- Matrix Standard (if pursued) or internal QA processes: lesson sampling, event evaluations, adviser supervision, CPD logs.
- Destinations and progression tracked, analysed for equality gaps, and reported to governance.
- Careers Leader CPD maintained; advisers meet professional supervision standards.

## **8. EQUALITY, INCLUSION & REASONABLE ADJUSTMENTS**

- CEIAG is accessible and free from bias; materials reflect diverse pathways and role models.
- Reasonable adjustments (formats, timings, assistive tech) and targeted outreach for under-represented groups.
- Care-experienced, young carers, EAL and students with disabilities receive tailored support and advocacy.

## **8. EQUALITY, INCLUSION & REASONABLE ADJUSTMENTS**

- External visitors/providers follow safeguarding, Prevent, and online safety protocols; sessions are supervised by staff.
- Concerns arising in guidance sessions are referred to the DSL.
- Personal data from appointments and events is processed under UK GDPR/DPA 2018 using public task/legitimate interests; records are proportionate, secure and retained per schedule.

## **9. SAFEGUARDING, PREVENT & DATA PROTECTION**

- External visitors/providers follow safeguarding, Prevent, and online safety protocols; sessions are supervised by staff.
- Concerns arising in guidance sessions are referred to the DSL.
- Personal data from appointments and events is processed under UK GDPR/DPA 2018 using public task/legitimate interests; records are proportionate, secure and retained per schedule.

## **10. INFORMATION, RESOURCES & DIGITAL ACCESS**

- Careers information is current, impartial and accessible on the website and learning platforms (WCAG 2.2 where practicable).
- Digital tools (e.g., careers platforms, MOOCs, e-portfolios) are vetted via DPIA and data protection checks.
- Online-only learners have equal access to 1:1 guidance (video/phone), virtual events and resources.

## **11. WORK EXPERIENCE & EMPLOYABILITY**

- Work experience is planned, risk assessed and quality-assured (see Work Experience & Employability Policy).
- Employability skills developed through curriculum, projects, mock interviews and employer challenges; reflection captured in logbooks/e-portfolios.

## **12. COMMUNICATION & ENGAGEMENT**

- Annual Careers Plan and programme overview published for students/parents, including provider access arrangements and contact details.
- Student/parent voice used to improve provision; feedback captured after events and guidance.

## **13. MONITORING, DESTINATIONS & REPORTING**

- KPIs: Gatsby compliance %, number/quality of encounters, % with personal guidance, WEX participation, apprenticeship/HE offers, destinations (sustained), equality gaps.
- Termly report to SLT/Governance; actions feed QIP and curriculum planning.

## **15. APPROVAL & REVIEW RECORD**

Version	Date Approved	Approved By (Signature)	Role	Next Review
1	[DD/MM/YYYY]		Head of Centre	[DD/MM/YYYY]

## **APPENDICES (OPERATIONAL TEMPLATES)**

### **APPENDIX A – ANNUAL CAREERS PLAN (TEMPLATE)**

Term/Month	Activity	Gatsby Benchmark(s)	Target group	Owner	Evidence/Outcome

### **APPENDIX B – PROVIDER ACCESS REQUEST FORM (FOR WEBSITE)**

- Organisation & contact • Type of provision (apprenticeship/FE/HE/employer) • Preferred date/time • Intended audience • Session outline & resources • Safeguarding/ID details • Accessibility needs • Evaluation method • Consent to data processing • Signature/Date

## **APPENDIX C – GUIDANCE APPOINTMENT RECORD (PROPORTIONATE)**

Student | Date | Focus (HE/apprenticeship/other) | Key information & options discussed | Actions/Referrals | Next steps | Review date |

## **APPENDIX D – EMPLOYER ENCOUNTER & EVENT EVALUATION**

Event | Date | Numbers | Quality indicators (CDI outcomes) | Student feedback | Employer feedback | Actions |

## **APPENDIX E – DESTINATIONS TRACKING & EQUALITY ANALYSIS**

Cohort | Offers (HE/app/FE/employment) | Acceptances | Sustained destination (3/6/12 months) | By characteristic (SEND/PP/sex/ethnicity/EAL) | Notes/Actions |

## **APPENDIX G – STUDENT ENTITLEMENT STATEMENT (FOR HANDBOOK/WEBSITE)**

Clear summary of what students can expect: impartial guidance; encounters; experience of workplaces; HE/apprenticeship information; reasonable adjustments; confidentiality and safeguarding; how to complain.

## **APPENDIX H – QUALITY STANDARDS & ADVISER CPD LOG**

Adviser | Qual/Level | Supervision dates | CPD completed | Next due | Notes |

*Printed copies are uncontrolled. The Careers Leader maintains the master version, Careers Plan and destination records, and ensures compliance with statutory guidance and Gatsby Benchmarks.*

## **17. APPENDICES**

**Printed copies are uncontrolled. The Behaviour Lead maintains the master version and ensures all students and staff are briefed on this policy each academic year**

# Contact



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