



**The Poplar Adolescent Unit
Therapeutic Education Department**

CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY

Accepted by the Management Committee:	September 2025
Review Date:	September 2026

Careers Education Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- supporting young people to achieve their full potential
- helping young people to make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work
- empowering young people to plan and manage their own futures
- providing comprehensive information on all options
- raising aspirations
- promoting equality, diversity, social mobility and challenges stereotypes
- enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

In addition, the health concerns that bring young people to Poplar mean that they often have trouble visualising a future. We regard it as part of their therapeutic education to help them make choices about their future.

Commitment

Careers choices start at school. Every young person, regardless of their background, must be able to achieve at school to develop the knowledge and skills they need for life. Good careers education and guidance can result in better attainment, engagement and outcomes for learners, particularly young people from low socio-economic backgrounds. There is well developed evidence linking good careers guidance to reduced levels of young people not in education, employment or training (NEET) at post-16 and post-18. Young people in schools and colleges with the highest quality careers provision are 8% less likely to become NEET.

Poplar Adolescent Unit is committed to career learning and development. It supports the school's overall vision and is linked to the School Improvement Plan and Curriculum Policy. Governors and Senior Leaders have had a key role in developing and approving the policy and this process ensures a high profile and a secure place for CEIAG within the school curriculum. In this respect, the school provides all its students with a planned programme of careers education activities throughout their time with us, with opportunities to access impartial information and expert advice and guidance.

The school is guided and informed by the updated 'Gatsby Benchmarks' presented in 'Careers guidance and access for education and training providers (DoE, October 2018 May 2025).

Management

A Key Teacher has responsibility for CEIAG (11-18) for the school as the Careers Lead. The school has responsibility for securing its external careers guidance service.

The Careers Lead will review and evaluate the provision.

Curriculum Provision

There is a bespoke programme of learning experiences for Year 7 to Year 13 which enable our students to:

- develop themselves through career and work-related education
- learn about careers and the world of work
- develop an understanding of the full range of career training opportunities available
- develop career management and employability skills.

Personal Provision

Elements of the above require access to individual information advice and guidance through:

- internal staff, external visitors and advisors
- external sources using e-mail, telephone, web chat and forums via websites, the National Careers Service and specialist face to face careers guidance.

The school will secure additional access to 'face to face' external specialist careers guidance as stated in the Education Act 2011 for any vulnerable students through our visiting contact from the DWP.

External Provider Access

Students in Years 7-13 are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- understand how to make applications for the full range of academic and technical courses.

Relationship to the Wider Curriculum

Poplar Education views careers as integral to all teaching, and view all teachers as teachers of careers. The School encourages staff in all subjects to give pupils opportunities to investigate careers options in their area, and to develop skills necessary to achieve particular careers ambitions. With students considering career paths and 'next steps', careers at the school is a fundamental and highly valued part of the school curriculum.

Resources

The school provides resources for the successful implementation of this policy through:

- an annual CEIAG target within the School Improvement Plan
- electronic student and staff access to information including the use of computers and internet during careers lessons
- yearly review of the CEIAG Policy

Partnerships

The school's approach recognises the range of partners that support the CEIAG provision. These include:

- formal arrangements with our external provider of careers guidance
- employers and training providers (as applicable and including apprenticeship and STEM providers)

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they have gained from it
- staff feedback on careers lessons and events
- gathering informal feedback from external partners and from parents
- student destination figures.

Equal Opportunities

Poplar Education seeks to provide impartial careers advice to all, regardless of ability, gender, ethnicity, religion, wealth, aspirations or any protected characteristic. The School rejects stereotypes and aims to encourage pupils to consider all careers that interest them, regardless of popular perceptions.