

Statement of Intent

Progression & CEIAG

Approved by:	Principal
Date:	Autumn Term 2026
Review Date:	Autumn Term 2027
Relating to:	 DURHAM SIXTH FORM CENTRE

Contents

1. Introduction & Purpose Statement	2
Careers Education, Information, Advice and Guidance (CEIAG) Statement of Intent	2
Progression Manager and Careers Leader	2
Careers Programme	2
Labour Market Information	3
Addressing the needs of all students	3
Linking Careers to Curriculum Learning	3
Personal Guidance	4
Staff Training and CPD	4
Targeted Support	4
Reviewing the Careers Programme	4
Parent/Carer Engagement	4
Opportunities for Feedback	5

APPROVED

1. Introduction & Purpose Statement

Careers Education, Information, Advice and Guidance (CEIAG) Statement of Intent

- 1.1. Durham Sixth Form Centre is committed to providing high-quality, impartial Careers Information, Advice and Guidance alongside an appropriate Careers Education programme to inspire and meet the individual needs of all students in accordance with our vision and values.
- 1.2. This policy statement has been produced in accordance with statutory guidance¹, and with reference to the Gatsby Benchmarks.
- 1.3. Our aims include helping students to make informed and realistic decisions about their education and employment plans; helping them to develop their employability skills in preparation for their next steps beyond sixth form; and providing opportunities for encounters and real-life experiences of work to all students.

Progression Manager and Careers Leader

- 1.4. The Department for Education (DfE) guidance provides a framework for post-16 institutions, using the Gatsby Foundation's eight benchmarks for careers education, to provide a high quality careers provision for all students.
- 1.5. The role of the Progression Manager and Careers Leader is to lead on and oversee the Careers Programme across all eight Gatsby Benchmarks. The Progression Manager and Careers Leader will regularly review the effectiveness of the CEIAG strategy in supporting students in their preparation for their next steps beyond sixth form.
- 1.6. The Progression Manager and Careers Leader is Matthew Gatiss and the Senior Leader with strategic oversight of Careers & Progression is Lee Bone, Vice Principal.
- 1.7. In addition to the above colleagues, we have an extensive specialist team of Progression Leads (Careers Advisors), each of whom have a particular focus, in addition to providing general CEIAG.
- 1.8. The Governors ensure that the strategy meets the legal obligations and is embedded within a clear framework linked to outcomes. We also have a link governor for Careers and Progression.

Careers Programme

- 1.9. At DSFC, we will ensure an embedded programme of careers education and guidance that has the support and agreement of the Senior Leadership Team, and that is promoted to and understood by students, parents/carers, teaching staff, employers and other agencies.
- 1.10. We publish our Careers Programme on our website to allow students, parents/carers, staff, employers and other providers to access and understand it.
- 1.11. The Careers Programme is reviewed and evaluated at the end of each academic year. Feedback and performance measures, such as destinations data, will be used to evaluate the effectiveness of the Careers Programme.
- 1.12. Careers education is delivered through the CORE programme and in curriculum areas through enrichment opportunities and themed weeks, such as 'Careers Week'. Progress Tutors are able to refer students to

¹ Careers Guidance and Inspiration in Schools, DfE 2017, Investors in Careers Quality Award 2015, Guidance for general further education colleges and sixth form colleges, 2015

other career services, such as the Progression Leads (Careers Advisers) or the Work Experience Leads, if more specialist support is required.

- 1.13. All students are assigned a Progression Lead at the start of Year 13. This colleague will oversee and support the student with their progression plan for post 18.

Labour Market Information

- 1.14. Every student will have access to good quality information about future study options and labour market opportunities during the course of their study programme. This will be embedded in both curriculum areas and through the CORE programme.
- 1.15. Parents/carers will be encouraged to access and use information about labour markets and future study options to inform their support to the students in their care.
- 1.16. Staff, including Progress Tutors and Progression Leads, will be trained to support students and their parents/carers in using this information to make informed decisions.
- 1.17. Labour market information is available on our website to support students and parents/carers to make informed decisions.
- 1.18. We use information about labour markets and growth areas to inform our bespoke programmes delivered within the Progression Team e.g. Renewable Energy.

Addressing the needs of all students

- 1.19. The Careers Programme aims to actively seek to challenge stereotypical thinking and raise aspirations. Performance data analysis will be used to identify any trends that need to be addressed each year.
- 1.20. All students complete a short Progression Survey at the start of Y12. This intended destination data is then used to target support to specific groups and/or career/progression pathways.
- 1.21. Student engagement with careers and progression events, including attendance at Progression meetings and Work Experience meetings, is logged through SIMs to support monitoring and tracking.
- 1.22. Feedback is used to ensure the Careers Programme meets the needs of all students. See Section 1.34.

Linking Careers to Curriculum Learning

- 1.23. The Careers Programme sets out the key areas for careers, employability and progression in curriculum areas.
- 1.24. Careers, employability, and progression will be embedded in curriculum areas in the following ways (but not limited to):
- A subject enrichment offer which is likely to incorporate trips, visits and encounters with apprenticeship providers, guest speakers, alumni, industry experts and Higher Education institutions.
 - Destination data shared is with teachers and Heads of Department to support curriculum planning and development.
 - Promotion of the skills in lessons, including regular calendared 'Skills Weeks', as well as subject-specific skills.
 - Learning Walkthroughs feedback to include the development of employability skills, career aspects and learning beyond the curriculum.
 - Heads of Departments to include career-related activity in the Subject Improvement Plans, where appropriate.

- Annual training for all colleagues provided by the Progression Team.
- An annual celebration of National Careers Week, with subject-specific presentations and opportunities for students.
- An annual celebration of National Apprenticeship Week.
- Employer links in subjects.
- An annual programme of Externships/teacher encounters within industry.

Personal Guidance

- 1.25. Every student will have the opportunity to discuss their career options with a qualified Careers Adviser (known as Progression Leads). Our Progression Leads are available for one-to-one appointments/meetings for students and their parents/carers, if appropriate.
- 1.26. A Progression Lead will be available to students whenever there is a significant study or career choice to be made, such as at Enrolment, Year 12- Y13 Re-Enrolment, Year 12 Summer Progressions Meetings (which are mandatory for all students at the end of Y12), when considering leaving DSFC, at UCAS and other progression meetings to discuss intended destinations, and on Results Day.
- 1.27. Progression Leads will be trained and qualified, or working towards, a Level 6 qualification in careers advice.

Staff Training and CPD

- 1.28. Any staff involved with supporting students in their career education will have the opportunity to reflect on their training needs through the Appraisal Review process, in discussion with their line manager.
- 1.29. All staff receive CEIAG training at least on an annual basis.

Targeted Support

- 1.30. We will monitor those students identified as Disadvantaged/Disadvantaged plus, vulnerable, and/or students with Special Educational Needs & Disabilities (Es and Ks) and those who are identified as Most Able to review student progression.
- 1.31. Targeted measures and support will be put in place for individual students that meet their needs and requirements, and these measures will be recorded on SIMs.
- 1.32. The Progression Manager and Careers Leader oversees the progression of all E and K students and works closely with the Director of Student Support (SEN) to do so. The Progression Manager and Careers Leader works with other relevant colleagues to oversee the progression of the other identified groups.

Reviewing the Careers Programme

- 1.33. The Careers Programme will be reviewed on an annual basis towards the end of the academic year. This is to allow changes or alterations to the Careers Programme for the next academic year, in line with feedback from students, parents/carers, staff and external providers.
- 1.34. Destination data is analysed annually, and the Careers Programme will be updated in line with any needs identified in this analysis.

Parent/Carer Engagement

- 1.35. Parent/carers feedback is a crucial aspect in supporting students in making career decisions, and DSFC aims to help inform and update parents/carers about career options and opportunities open to students through the following:
 - Progression/career related evening events.
 - The Progression Dashboard.

- Parent Letters.
- Parent Briefing Notes.
- Parent/Carer Consultation Evenings.

Opportunities for Feedback

- 1.36. Students, staff, parents/carers and providers will all have the opportunity to feedback about aspects of the Careers Programme. This will be done through, but is not limited to:
- Feedback forms following events.
 - Annual Parent Voice Survey.
 - Communication with Progress Tutors/Pastoral Support Managers.
- 1.37. We recognise our responsibility to:
- Work in partnership with local employers and other education and training providers.
 - Support students who have yet to attain a grade 4 in mathematics & English to do so.
 - Promote STEM and prevent stereotyping.
 - Promote careers and opportunities including those within the 6 key growth areas in the NE, which are:
 - Life sciences, pharmaceuticals, and process industries.
 - Advanced manufacturing including electric vehicles.
 - Tech, digital and AI.
 - Renewable Energy.
 - Creative industries and content.
 - Defence, security and space.
 - Offer students the opportunity to develop entrepreneurial skills for self-employment.
 - Promote awareness of work experience and work placements, volunteering, employer interactions, enrichment and the National Citizenship Service.
 - Provide guidance, in the best interests of the young person, on all post-18 options including FE, HE, studying abroad, school leaver programmes, higher-level apprenticeships, employment and gap years.
- 1.38. We are committed to:
- Inspiring young people.
 - Promoting aspiration with our students.
 - Building strong connections with employers and other post-18 option providers.
 - Providing clear labour market information to assist in the decision-making process.
 - Providing impartial advice and guidance.
 - Providing different levels and types of support for choices and progression, including face-to-face, online via websites and internal online classrooms and sites, employer and specialist career talks, motivational speakers, careers fairs and visits to universities and places of employment.
 - Working with the local authority to support vulnerable students and share relevant information.
 - Ensuring quality support for pupils with SEN.
 - The continuing professional development of all staff.
 - The evaluation and monitoring of CEIAG including destination data, as part of School Self-Assessment and Improvement Planning.
 - Providing targeted support to different student groups including those with SEND, those who are disadvantaged/disadvantaged plus/Looked After Children/Previously Looked After Children and those who are in the most able cohort.
 - Actively engaging with parents, especially those who are deemed 'hard to reach' via parents events and conferences, Student Briefing Notes, intervention with parents/carers in collaboration with the Pastoral team and through 1:1 progression meetings.

APPROVED



Providence Learning Partnership is a company limited by guarantee [Companies House Number: 11652271] and an exempt charity registered in England and Wales.