

Oxbridge Lane Primary School

Careers Education, Information, Advice and Guidance (CEIAG) Policy



2026–2028

Date	July 2026
Written by	Miss L Amerigo
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Careers Education, Information, Advice and Guidance (CEIAG) Policy

Vision

At Oxbridge Lane Primary School, we believe every child should leave primary school with high aspirations, a belief in their own potential and an understanding that there are many exciting pathways available to them in the future.

Our careers programme is designed to broaden horizons, challenge stereotypes and ensure that every pupil, regardless of background or circumstance, develops the knowledge, skills and aspirations needed to succeed in education, employment and life.

As a school serving a community with high levels of deprivation, we recognise the importance of raising aspirations through meaningful experiences that build cultural capital. Careers education is embedded throughout our curriculum and wider enrichment programme to help pupils understand the world beyond school and develop ambition for their future.

Aims

The aims of our careers programme are to:

- Raise aspirations for every child.
 - Develop children's understanding of the wide range of careers available.
 - Challenge gender, cultural and social stereotypes.
 - Build children's confidence, resilience and self-belief.
 - Increase awareness of the skills required for future employment.
 - Develop employability skills including teamwork, communication, leadership, creativity and problem solving.
 - Enable pupils to make meaningful links between learning and future careers.
 - Enhance pupils' cultural capital through first-hand experiences.
 - Engage parents and the wider community in supporting career aspirations.
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Statutory Context

Although the statutory Gatsby Benchmarks currently apply to secondary schools and colleges, Oxbridge Lane Primary School has adopted the **Career Development Institute (CDI) Primary Careers Framework**, the **Department for Education guidance on careers-related learning in primary schools**, and uses the **Gatsby Benchmarks** as an aspirational framework where appropriate.

Our programme supports:

- The Education Act 2011
- The Careers Strategy
- The CDI Framework
- Ofsted Education Inspection Framework
- The National Curriculum

- Personal Development expectations
 - SMSC Development
 - British Values
 - Equality Act 2010
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Careers and Cultural Capital

At Oxbridge Lane Primary School we believe careers education is a key driver in developing pupils' cultural capital.

Through carefully planned experiences children develop:

- knowledge of professions they may never otherwise encounter;
- an understanding of higher education and apprenticeships;
- awareness of local, national and global employment opportunities;
- confidence to aspire beyond perceived limitations;
- experiences that develop social mobility.

Our careers programme enables pupils to build cultural capital through:

- workplace visits;
 - visitors from different professions;
 - enterprise activities;
 - STEM enrichment;
 - community partnerships;
 - university links;
 - employer engagement;
 - leadership opportunities;
 - performances and public speaking;
 - volunteering opportunities;
 - educational visits;
 - financial education;
 - environmental projects.
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How will school deliver this?

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers and subject leaders will be asked to support career development through their teaching and through their subject leadership.

We will do this through:

- Embedding related careers into our curriculum;
- Linking careers to our everyday lessons;
- Career assemblies;
- Career displays;
- Conducting surveys to find out individual pupils' aspirations;
- Signposting children and parents towards opportunities which link to their aspirations;
- Visits from a range of companies / industries / professionals / universities;
- Exploring the qualities needed to pursue a career.

The results of the surveys will help to create careers education and experience tailored to pupils needs based on their own aspirations and abilities. The school will ensure that visitors act as role models to inspire pupils and encourage their aspirational aims. Our career education will inform pupils of the range of opportunities available to them, encouraging them to aim high and make choices relevant to what they feel they can achieve. At Tilery, we will challenge stereotypes through our career work and ensure that a range of female and male jobs are portrayed.

Gatsby Benchmarks in Primary Education

Although not statutory for primary schools, Oxbridge Lane Primary School uses the Gatsby Benchmarks to shape our careers provision.

Gatsby Benchmark 1 – A Stable Careers Programme

Our careers programme is embedded within:

- PSHE
- Personal Development Curriculum
- Enrichment Curriculum
- Wider Curriculum
- Assemblies
- Theme Weeks
- School Visits
- Visitors into School

The programme is reviewed annually.

Gatsby Benchmark 2 – Learning from Career and Labour Market Information

Children begin developing awareness of:

- different occupations;
- local employers;
- industries within Teesside and the North East;
- future employment opportunities;
- changing technologies;
- sustainability and green careers.

Information is presented in age-appropriate ways through books, discussions, assemblies and employer visits.

Gatsby Benchmark 3 – Addressing the Needs of Each Pupil

All pupils receive equal access to careers learning.

Particular consideration is given to:

- disadvantaged pupils;
- pupils with SEND;
- disadvantaged boys and girls;
- pupils with English as an Additional Language.

Careers activities are designed to challenge stereotypes and promote equality of opportunity.

Gatsby Benchmark 4 – Linking Curriculum Learning to Careers

Every subject identifies meaningful career links.

Examples include:

English	Mathematics	Science	Computing
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Journalism Publishing Law Broadcasting	Engineering Finance Construction Architecture	Medicine Veterinary Science Environmental Science Space Careers	Cyber Security Programming AI Game Design
History	Geography	PE	Art
Archaeology Museum Curators Heritage	Meteorology Town Planning Environmental Careers	Sports Science Physiotherapy Coaching	Graphic Design Fashion Animation

Gatsby Benchmark 5 – Encounters with Employers and Employees

Throughout the year pupils meet professionals from a wide range of sectors including:

healthcare	emergency services	business	technology	hospitality
construction	education	sport	creative industries	engineering

Examples include:

- Career assemblies
- Employer talks
- Parent volunteers
- STEM Ambassadors
- Community visitors
- Careers Week

Gatsby Benchmark 6 – Experiences of Workplaces

Primary pupils participate in workplace-related experiences including:

- educational visits;
- virtual workplace tours;
- community visits;
- visits to colleges and universities;
- visits to local businesses;
- enterprise projects.

Gatsby Benchmark 7 – Encounters with Further and Higher Education

Children develop awareness of future education pathways through:

- university visits;
- apprenticeship discussions;
- college links;
- alumni visits;
- employer pathways.

Gatsby Benchmark 8 – Personal Guidance

Although formal careers guidance is not statutory in primary schools, pupils receive guidance through:

- teacher discussions;
- pupil conferencing;
- aspiration activities;
- transition meetings;
- family engagement;
- personalised SEND transition support.

Curriculum Delivery

Careers education is delivered through:

- PSHE
- Reading texts
- Writing opportunities
- Maths investigations
- Science
- Forest School
- Educational visits
- Visitors
- Assemblies
- Picture books
- Enterprise activities

- STEM projects
 - World of Work Days
 - Careers Week
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Progression

Early Years

Children will:

- explore people who help us;
 - talk about jobs in their family;
 - develop curiosity;
 - role-play occupations;
 - understand communities.
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Key Stage One

Children will:

- recognise different occupations;
 - understand that everyone contributes to society;
 - challenge stereotypes;
 - begin linking learning with jobs.
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Lower Key Stage Two

Children will:

- understand the skills needed in different careers;
 - explore enterprise;
 - develop teamwork and leadership;
 - meet employers.
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Upper Key Stage Two

Children will:

- investigate career pathways;
- understand qualifications;
- explore apprenticeships and university;

- understand financial literacy;
 - reflect upon personal strengths.
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Inclusion – curriculum for all

Equal Opportunities We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching about next steps in their education and potential careers.

SEN

We expect that the majority of pupils with SEND will follow the same careers programme, that meets the Gatsby Benchmarks, as their classmates, with adjustments and additional support as needed. Our careers lead may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

Resources

There are a number of resources and websites available to support the teaching of careers in primary school. The Career Development Framework Handbook for primary schools which can be found on www.thecdi.net gives examples of learning outcomes, curriculum activities and resources for Early Years, Key Stage 1 and Key Stage 2. There are also resources, lesson plans, videos and activities for both KS1&2 on the Tees Valley Careers website and the Careers and Enterprise website.

Primary - Education (teesvalleycareers.com)

Careers Resources - Education (teesvalleycareers.com)

Linking literacy to career-related learning | Primary Schools Toolkit (careersandenterprise.co.uk)

Community links

We strive to make links within the community via our Inspiration for Aspiration Day where children have the experience of learning about different types of jobs from members of our local community and from the wider Teesside area.

Employer Engagement

Oxbridge Lane Primary School works closely with:

- local businesses;
- employers;
- parents;
- Prince Regent Street Trust;
- universities;
- colleges;
- STEM Ambassadors;

- NHS;
 - emergency services;
 - local community organisations.
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Equal Opportunities

Our careers programme promotes:

- equality;
- diversity;
- inclusion;
- anti-discrimination;
- aspiration for all.

Children are encouraged to challenge stereotypes relating to:gender; disability; ethnicity; socio-economic background.

Monitoring and Evaluation

The impact of the careers programme is evaluated through:

- pupil voice;
 - learning walks;
 - curriculum monitoring;
 - work scrutiny;
 - governor monitoring;
 - parental feedback;
 - employer feedback;
 - participation records;
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Roles and Responsibilities

Headteacher

The Headteacher will:

- oversee the strategic direction of careers education;
- ensure careers education forms part of the Personal Development curriculum;
- monitor impact;
- report to governors.

Careers Leader

The Careers Leader will:

- coordinate the careers programme;
- organise enrichment opportunities;
- develop employer links;
- monitor implementation;
- review the annual action plan.

Class Teachers

Teachers will:

- embed careers into daily learning;
- highlight curriculum links;
- challenge stereotypes;
- promote ambition;
- provide positive role models.

Governors

Governors will:

- monitor implementation;
- review impact;
- support strategic development.

Measuring Impact

Success will be demonstrated through pupils who:

- can talk confidently about future aspirations;
- understand the value of education;
- know that there are many pathways to success;
- challenge stereotypes;
- recognise how learning supports future careers;
- demonstrate increased confidence and ambition;

- have experienced a wide range of meaningful encounters beyond their immediate community.
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Links to School Priorities

This policy supports:

- Personal Development
- SMSC
- British Values
- Equality and Diversity
- Attendance
- Reading
- Oracy
- Pupil Premium Strategy
- SEND Strategy
- The Oxbridge Lane Curriculum
- Cultural Capital Strategy
- Trust Strategic Priorities

Review

Policy Owner: Headteacher

Approved by: Local Governing Body

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