



Blackburn with Darwen L.A.

St. Thomas's Centre

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

2026 / 2027

Review Date: September 2027

1. Purpose and context

St Thomas's Centre provides for pupils aged 5–16, many with disrupted education histories and SEND/SEMH needs. CEIAG is central to re-engaging learners, raising aspirations and supporting successful transitions to post-16 education, training or employment.

The careers programme is stable but flexible enough to meet the needs of transient cohorts and individual pupils.

2. Published Careers Programme Information

This plan incorporates St Thomas's Centre's published Careers Programme for the 2026–2027 academic year. It summarises the careers education, information, advice and guidance available to pupils and explains how the programme is delivered, accessed and evaluated.

Careers Leader and contact details

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The Careers Leader is responsible for coordinating the careers programme, working with senior leaders, staff, pupils, parents/carers, employers, careers advisers and education/training providers. The programme has senior leadership and governor oversight.

How pupils and parents/carers access the programme

Pupils access careers education through lessons, PSHE, assemblies, guidance interviews, employer and provider encounters, visits, workplace experiences, careers events and transition activities. Parents/carers receive information through the Centre website, direct communication, transition activity, guidance and parent/carer engagement opportunities.

How the impact of the programme is measured

Impact is evaluated using Compass+, records of participation and careers activity, pupil reflections and feedback, parent/carer and employer feedback where appropriate, careers guidance records, aspirations information and destination data. The Careers Leader reviews progress with senior leaders and governors and uses the findings to improve the programme.

Provider Access

St Thomas's Centre maintains a separate Provider Access Policy Statement explaining how education and training providers can request access to pupils to discuss technical education, vocational education and apprenticeships, and how the Centre will meet the statutory provider encounter requirements. The Provider Access Policy Statement is published alongside this programme on the Centre website.

2. CEIAG aims for 2026–2027

- Broaden horizons, raise aspirations and challenge stereotypes about jobs and future opportunities.
- Build self-awareness, employability skills, resilience and confidence.
- Connect curriculum learning with the world of work and local labour-market opportunities.
- Provide meaningful employer, workplace, further-education and training-provider encounters.
- Provide personalised careers guidance and clear next-step planning, particularly for Year 11 and pupils with additional needs.
- Work with parents, carers, local agencies, employers, colleges and training providers to support positive destinations.
- Ensure every pupil leaves with a clear next step and an appropriate guidance record.

3. Gatsby Benchmarks and whole-school foundations

Benchmark	2026–2027 priorities	Evidence / success indicators
1. Stable careers programme	Publish annual CEIAG programme; Careers Leader, SLT link and governor oversight; embed careers in pastoral, reintegration and transition work.	Programme published; annual review; staff know their roles.
2. Career & labour market information	Use Lancashire/Blackburn with Darwen LMI; accessible visuals, guides and videos; use LMI in careers sessions and option discussions.	Pupils identify local opportunities and progression routes; LMI shared with parents.
3. Addressing individual needs	Careers action plan for every pupil on entry, reviewed termly; targeted mentoring and adapted activities; track vulnerable groups and NEET risk.	100% plans on file; guidance records complete; targeted pupils receive additional support.
4. Linking curriculum learning to careers	Two discrete careers-related lessons per term in each subject where appropriate; subject-specific careers links; local case studies and workplace behaviours.	Careers links evidenced in planning; pupil voice shows why subjects matter.

5. Employers & employees	At least two meaningful employer encounters per pupil annually; use local employers, SMEs, NHS, alumni/ex-students and community role models.	All pupils receive meaningful encounters; pupil/employer feedback gathered.
6. Experiences of workplaces	Provide structured first-hand workplace experiences through workplace visits, tasters, work-related activities and work experience/placements where appropriate. Experiences should be prepared for, meaningful, accessible to pupils and followed by reflection, with reasonable flexibility for individual needs.	Workplace participation and reflections recorded; the programme works towards providing every young person with meaningful workplace experience and the wider DfE expectation of two weeks' worth of work experience by the end of key stage 4, with suitable adaptations and alternative activities where required.
7. FE/HE	College, sixth-form, apprenticeship and training-provider visits/talks; bespoke Year 11 support; introduce HE routes.	All Year 11 pupils have at least one FE encounter; pupils describe multiple post-16 routes.
8. Personal guidance	Annual Level 6+ careers guidance interview; additional sessions for Year 11/high-need pupils; link guidance to EHCP/PEP reviews where relevant.	All Year 11 pupils receive individual careers guidance, with a written record of the discussion and agreed next steps. Additional guidance is provided where required, particularly for pupils at risk of becoming NEET. 100% leaving pupils have a CEAG record; feedback indicates sessions were useful.

4. Primary CEIAG programme – KS1 & KS2

Year group	Autumn	Spring	Summer
KS1-2	Launch World of Work theme; baseline aspiration activity; visitors such as nurses, firefighters and other community role models; PSHE/Jigsaw careers links.	Community/workplace visits where appropriate; Careers Week project such as class shop or STEM challenge; parent/carer job talks; stories, role play and local job/LMI activities.	Enterprise fair or pupil-run project; further employer/community encounter; Year 6 transition guidance; final reflection/celebration of future aspirations.

5. Secondary CEIAG programme – KS3

Year group	Autumn	Spring	Summer
Years 7–9	Careers assemblies/presentations; introduction to careers education and post-16 options; PSHE aspirations, learning skills and Living in the Wider World.	Employer/employee speakers across sectors including engineering, hairdressing, health and social care; Blackburn College inspiration activity; apprenticeship/traineeship awareness.	Transition-focused activities and IAG; careers guidance/interviews as appropriate; democracy, British values, media literacy and digital resilience; continued curriculum careers links.

6. Secondary CEIAG programme – KS4

Year group	Autumn	Spring	Summer
Year 10	Initial careers guidance interviews; careers action planning; employer/college/training-provider encounters; online FE/college tours and information sessions.	Visits/tasters with employers, colleges and training providers; apprenticeship talks/workshops; careers events where available; curriculum careers activities.	Work experience/workplace tasters where appropriate; HE and foundation-degree awareness; follow-up guidance; workplace behaviour, roles and responsibilities.
Year 11	Individual careers guidance; personalised Career Action Plan; FE/sixth-form and training-provider information; Blackburn College/provider presentations; apprenticeship/traineeship awareness.	Follow-up guidance; mock interviews; FE interview preparation; CV/recruitment skills; NEET prevention/New Directions support; apprenticeship and enterprise activities.	Final guidance and transition support; destination confirmation; support with applications/interviews; preparation for post-16 transition; review of next steps.

7. Work Experience and Experiences of Workplaces

St Thomas's Centre will provide a progressive programme of meaningful workplace experiences throughout Years 7–9. These will include employer visits, workplace visits, work-shadowing, employer-led projects, workplace tasters and other activities that enable pupils to explore different industries, occupations and working environments. Experiences will be age-appropriate, purposeful and adapted to individual needs.

In Years 10–11, pupils will have opportunities to undertake meaningful, in-person and immersive work experience placements, wherever appropriate to their needs and aspirations. Where a traditional placement is not appropriate, alternative workplace experiences will be considered, while retaining meaningful employer interaction and clear learning outcomes.

The programme will work towards the current DfE expectation of two weeks' worth of work experience by the end of Key Stage 4, comprising approximately one week's worth of workplace experience activities across Years 7–9 and one week's worth of placement experience across Years 10–11.

Experiences will have clear learning outcomes and, wherever possible, include interaction with employees, appropriate workplace tasks, employer feedback and pupil reflection. The school will make reasonable adaptations and provide appropriate support for pupils with SEND, SEMH needs or other barriers to participation.

All placements will be coordinated through the CEIAG programme and follow appropriate safeguarding, health and safety and risk management arrangements.

8. Individual Careers Guidance

All Year 11 pupils receive individual careers guidance, with a written record of the discussion and agreed next steps. Additional or more intensive guidance is provided where required, particularly for pupils at risk of becoming NEET.

9. Curriculum careers education

Careers education will be embedded across the curriculum, with discrete careers-related activities and lessons provided within subjects where appropriate. Every subject should provide opportunities for pupils to understand how the knowledge and skills developed through their learning relate to careers, employment and future progression routes.

Subject teams should make explicit links between curriculum content, transferable skills, workplace expectations and relevant sector-specific pathways. Careers links should be appropriate to the subject, age and needs of pupils and should help pupils understand why their learning matters. Subject-specific careers activities may include employer examples, occupational case studies, workplace tasks, visits, guest speakers, curriculum-linked projects and information about progression routes.

Curriculum / area	Examples to retain or develop
PSHE / Living in the Wider World	Career planning, CV writing, mock interviews, preparing for working life, aspirations and resilience, financial awareness/money matters
English / Maths	Explicit links between subject knowledge and workplace roles; communication, problem solving and numeracy in employment.
Vocational subjects	Sector pathways and progression, including sport, travel/tourism, hospitality, customer care, creative arts and other current curriculum areas.
Whole school	Workplace behaviour, roles and responsibilities, employability standards, digital resilience and informed decision making.

10. Learning outcomes and progression

Year / Stage	Bloom's Focus	Activity / Opportunity	What Pupils Learn & Can Do	Gatsby Benchmarks	Skills Builder Skills
KS1/2	Remember → Understand	Interactive talks, assemblies, visits, virtual speakers and online careers materials	Recognise that adults work in different jobs and sectors and begin to understand the world of work. Develop early aspirations, self-awareness and curiosity about future careers. Understand that different roles contribute to society.	1, 2	Listening, Speaking, Creativity, Staying Positive
KS1/2	Remember → Understand	PSHE, role play, stories and themed learning about jobs and community roles	Develop early aspirations and self-awareness. Identify different jobs, skills and community roles and understand their contribution to society.	1, 3, 4	Listening, Speaking, Creativity, Staying Positive
KS1/2	Understand → Apply	Curriculum links and age-appropriate world-of-work activities	Begin to understand how school subjects and skills relate to real-life roles and why learning matters.	4	Creativity, Problem Solving, Aiming High
KS1/2	Understand → Apply	Community/workplace visits and enterprise activities where appropriate	Describe what people do at work and begin to understand workplace environments, behaviours and expectations.	5, 6	Teamwork, Listening, Speaking, Staying Positive
KS1/2	Understand → Apply	College/university awareness and transition activities	Become familiar with the idea of learning beyond school and talk about future possibilities and different education pathways.	7, 8	Aiming High, Speaking, Staying Positive
Year 7	Remember → Understand	Careers assemblies, guidance, curriculum careers learning and introduction to post-16 options	Recognise that subjects develop skills for work. Identify different jobs, skills and post-16 routes. Know where to access careers support and begin to understand the purpose of careers education.	1, 2, 4, 7, 8	Listening, Speaking, Creativity, Staying Positive
Year 8	Understand → Apply	Careers assemblies, employer/provider	Explain how subjects link to careers. Apply employability skills in lessons and use careers	1, 2, 3, 4, 5, 7	Teamwork, Speaking,

Year / Stage	Bloom's Focus	Activity / Opportunity	What Pupils Learn & Can Do	Gatsby Benchmarks	Skills Builder Skills
Year 9	Apply → Analyse	encounters, apprenticeship and traineeship information, PSHE and curriculum careers learning	information to explore options. Understand vocational and apprenticeship pathways and begin to compare routes.	2, 3, 4, 5, 6, 7, 8	Problem Solving, Aiming High
		Employer speakers from varied sectors; Blackburn College inspiration activities and other provider encounters; transition activities; careers guidance interview	Analyse strengths, interests and GCSE choices. Compare subject pathways and future careers. Reflect on employer and workplace experiences. Broaden awareness of local post-16 pathways, subject areas and career sectors. Begin to identify realistic and aspirational career goals and next steps.		Problem Solving, Teamwork, Leadership, Listening
Year 10	Analyse → Evaluate	Individual careers guidance, Careers Action Plans, careers conventions, employer encounters, provider fairs, college/training-provider presentations, online college tours and taster sessions	Evaluate how GCSE subjects support post-16 routes. Assess skills against employer expectations and judge the suitability of pathways using evidence. Understand course options, entry requirements, progression routes and vocational/technical pathways.	2, 3, 4, 5, 6, 7, 8	Aiming High, Staying Positive, Speaking, Leadership
Year 10	Analyse → Evaluate	ASK Apprenticeships talks and workshops; workplace visits, work experience and other meaningful workplace activities	Understand apprenticeships, application processes and expectations. Develop workplace understanding, employability skills, confidence and awareness of employer expectations. Understand professional behaviours, responsibilities, reliability and communication.	2, 5, 6, 7	Teamwork, Speaking, Staying Positive, Problem Solving
Year 11	Evaluate → Create	Individual careers guidance interviews and Careers	Justify post-16 choices using research and reflection. Create a personal progression plan,	3, 7, 8	Aiming High, Staying Positive,

Year / Stage	Bloom's Focus	Activity / Opportunity	What Pupils Learn & Can Do	Gatsby Benchmarks	Skills Builder Skills
		Action Plans; NEET prevention and transition support	review progress and identify actions. Understand support available and identify routes into education, employment or training.		Problem Solving, Leadership
Year 11	Evaluate → Create	CV writing, mock interviews and FE interview preparation	Develop communication, application and interview skills. Present strengths appropriately and confidently and prepare effectively for applications and interviews.	3, 4	Speaking, Listening, Staying Positive, Aiming High
Year 11	Evaluate → Create	Curriculum careers guidance and subject-specific careers learning	Articulate curriculum–career links confidently. Understand how curriculum knowledge and transferable skills connect to occupations, sectors and progression routes.	4	Problem Solving, Speaking, Aiming High
KS4	Evaluate → Create	Careers conventions, employer encounters and provider fairs; college/training-provider presentations and apprenticeship information	Compare FE, HE, training, apprenticeship, vocational and employment opportunities. Make informed post-16 decisions using evidence, research and reflection.	2, 5, 7	Problem Solving, Leadership, Speaking, Aiming High
KS4	Evaluate → Create	Workplace visits, work experience and other meaningful workplace activities	Demonstrate workplace understanding, employability skills, confidence and professional behaviours. Understand employer expectations, roles, responsibilities, reliability and effective communication.	5, 6	Teamwork, Speaking, Staying Positive, Leadership
KS4	Evaluate → Create	Personal progression planning and transition activities	Create and articulate a realistic and aspirational progression plan. Review strengths, interests, skills and experiences and use these to inform future choices and next steps.	1–8 (All)	All 8 Skills – secure and applied

11. Inclusion, parental engagement and partnerships

Inclusion

- Adapt visits and sessions for SEND/SEMH needs through smaller groups, additional support, quiet spaces and flexible delivery.
- Ensure pupils with additional needs have access to the same core opportunities and receive additional guidance where required.

Parental engagement

- Share accessible information on apprenticeships, FE, local jobs and progression routes through newsletters, phone contact, parent events and other flexible methods.
- Invite parents/carers to contribute job-role talks and employer/community activities.

Partnerships

- Maintain links with Blackburn with Darwen LA, Careers & Enterprise Company, local employers, FE providers, training providers and other relevant agencies.
- Use local employers, SMEs, NHS and alumni/ex-students to broaden role models and encounters.

Staff development

- Provide CPD for staff on embedding careers in curriculum learning, making effective use of labour-market information and supporting pupils with careers and transition decisions.
- Ensure staff understand their contribution to the published careers programme.

12. Monitoring, Evaluation and Annual Review

The CEIAG programme will be reviewed throughout the year to ensure it meets pupil needs, provides appropriate progression and supports positive destinations.

- Complete a baseline Compass/Compass+ review, with termly monitoring of Gatsby coverage, programme delivery and participation.
- Maintain appropriate careers action/aspiration records, with secondary plans reviewed termly; record careers encounters, guidance interviews, workplace experiences and pupil reflections.
- Monitor participation in workplace experiences, including preparation, employer feedback, pupil reflection and progression towards the Centre's planned two-week equivalent of workplace experience by the end of KS4.

- Track destinations and identify NEET risk early, including for relevant pupil groups.
- Gather pupil, parent/carer and employer feedback and use this to improve provision.
- Monitor access to personal guidance, employer and FE/post-16 encounters, workplace experiences and curriculum careers links.
- Review the programme annually in response to pupil needs, destination data, feedback, provider availability and local labour-market information.
- Quality assurance of careers guidance will include appropriate professional development and, where available, independent observation/review of Careers Adviser practice.
- Report progress and impact to SLT and governors annually.

Annual Cycle

Term	Key priorities and review activity
Autumn 2026	Baseline Compass+ review; publish programme; update careers action/aspiration plans; Year 11 and targeted guidance; employer and provider activity; primary World of Work launch. Review: programme visibility, roles, plan completion and initial pupil voice.
Spring 2027	Workplace visits/tasters; college, apprenticeship and training-provider activity; employer mentoring; Careers Week; parent engagement. Review: Gatsby coverage, participation, targeted support and mid-year destination/NEET risk.
Summer 2027	Work experience and workplace activities/enterprise; final guidance and transition support; destination confirmation; primary enterprise/transition activity; end-year evaluation. Review: Compass+ position, destinations, feedback and priorities for 2027–28.

Evidence of impact will include appropriate careers action/aspiration records, access to guidance and encounters, recorded workplace participation and reflection, curriculum careers links, destination data and stakeholder feedback. Evidence of workplace experiences will include employer engagement, pupil participation, learning outcomes, feedback and reflection.