

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027



Purpose of this document:

This policy has been developed by Creating Tomorrow Trust to explain our approach and set out our expectations for delivering high-quality careers education, information, advice and guidance (CEIAG), framed within our Future Readiness programme, across all Trust sites.

Some elements of this policy reflect trust-wide standards and statutory requirements, while other elements allow individual sites to design provision in ways that reflect their vision, values, context, and the specific needs and aspirations of their learners. This flexibility ensures our careers provision is inclusive, ambitious and personalised, supporting learners on all pathways towards meaningful post-16 and post-18 outcomes.

Careers Leaders and their distributed teams should use this policy as a guide, sharing it with Senior Leadership Teams, Academy Advisory Boards, Enterprise Advisers, and Enterprise Coordinators. It ensures that all staff understand the site's careers vision, strategic plan, and the links between careers provision and the school development plan, embedding both trust-wide standards and site-specific approaches.

In addition, this policy provides Careers Leaders with guidance, resources, and support to manage the varied responsibilities of their role and to deliver inclusive, aspirational and meaningful opportunities for every learner.

Complied by: Community & Employer Engagement BP	Date: Feb 26
Committee: Trust board	Date agreed by Trustees:
Review Cycle: Annually	Review Date: Feb 27

Wellbeing in our Trust

We can all be affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to ensuring an appropriate and balanced workload
- Supportive and professional working environments
- Employee support programs
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027

Contents

Purpose of this document:	1
Wellbeing in our Trust.....	2
Contents	3
Definitions.....	4
Vision of Future Readiness.....	4
Culture of Future Readiness.....	5
Guiding Principles of Future Readiness.....	6
Non-Negotiable Statutory Requirements.....	7
Statutory Guidance Expectations.....	9
How This Applies at Creating Tomorrow Trust.....	10
Leadership and Whole-School Responsibility	11
Site Autonomy & Operational Delivery	12
Partnerships	13
Measuring Success and Impact.....	14
Monitoring Arrangements.....	15
Links with other Policies.....	16
Complaints	16
Trustees and Governing Bodies.....	16

Definitions

For the purpose of this document, a shared language will be used, however some sites may have a different terminology they use.

- Students, Pupil, Learners: Learners
- Careers Education, Futures, Future Readiness: Future Readiness
- School/College/Education Setting: Site
- Future Skills Questionnaire: FSQs
- South Midlands Careers Hubs: SMCH
- Careers And Enterprise Company: CEC

Vision of Future Readiness

Creating Everyone's Tomorrow

At Creating Tomorrow Trust, we celebrate differences as strengths and are committed to transforming outcomes for young people with SEND.

Our approach to Careers Education, Information, Advice and Guidance (CEIAG), known across our Trust as Future Readiness, is not solely about employment. It is about preparing every learner for adulthood in a way that reflects their aspirations, abilities and individual needs.

Future Readiness is a vehicle for whole-school improvement. When embedded effectively, it positively influences attainment, engagement, communication, independence, confidence and learners' ability to make informed decisions about their next steps, whether that be further education, supported internships, employment, training, volunteering, moving into adult social care or greater independence within their community.

Across Creating Tomorrow Trust, we made a collective decision to reframe careers as *Future Readiness* to ensure it is inclusive of all learners, across all pathways and provisions. This language reflects our commitment to clarity for learners, families and staff, and recognises that success looks different for every young person.

Every learner is preparing for adulthood. Every pathway is a future pathway.

Culture of Future Readiness

At Creating Tomorrow Trust, Future Readiness is everyone's responsibility. It is not an isolated programme, it is woven through curriculum, personal development, therapy, enrichment, employer engagement and everyday interactions.

Our learners have a diverse range of cognition and learning needs, communication differences, sensory needs and varying levels of independence. As a Trust, we recognise that preparation for adulthood must be personalised, aspirational and ambitious for all.

We believe:

- Every learner can develop skills for adulthood
- Every member of staff can inspire confidence, independence and possibility
- Every experience can build transferable skills, communication, resilience, problem-solving, teamwork and self-advocacy

Future Readiness at Creating Tomorrow Trust is underpinned by inclusivity, collaboration and high expectations. We work in partnership with families, employers, community organisations and post-16 providers to create meaningful and appropriate opportunities for our learners.

Our culture ensures that:

- Learners understand "What's in it for me?"
- Families feel informed and empowered.
- Staff feel confident in their role in preparing learners for adulthood.
- Outcomes are ambitious, realistic and individualised.

Because at Creating Tomorrow Trust, learners are not just students, they are young people with futures.

Guiding Principles of Future Readiness

Creating Tomorrow Trust is committed to raising aspirations, challenging stereotypes, and supporting every learner to explore a wide range of pathways. Our Future Readiness programme ensures all are encouraged to make the most of their talents, develop independence, and pursue post-16 and post-18 options that suit their abilities, interests, and goals.

This policy applies to all learners across all key stages, including post 18, and underpins all careers education, information, advice and guidance (CEIAG) delivered across Trust sites. It covers:

- Careers education and personal guidance
- Work-related learning, employer engagement, and transitions
- Activities that promote skills development, self-knowledge, and informed decision-making
- Monitoring and evaluation of learner progress

Future readiness at Creating Tomorrow Trust is underpinned by the following principles:

1. **Inclusivity and Personalisation:** Every learner's needs, abilities, and aspirations are central to planning and delivery. Provision is differentiated to ensure accessibility and relevance for all.
2. **Raising Aspirations and Challenging Stereotypes:** Learners are encouraged to explore a wide range of careers, including those where representation is limited, and to challenge traditional gender and social expectations.
3. **Early and Continuous Exposure:** Future readiness learning begins as soon as a learner started their journey with Creating Tomorrow, providing learners with early opportunities to develop self-knowledge, encounter role models, and understand the connection between learning and work.
4. **Integration Across the Curriculum:** Future readiness is embedded across subjects, assemblies, workshops, enrichment activities, mentoring, and personalised guidance sessions.
5. **Engagement with Employers and External Partners:** Learners benefit from meaningful encounters with employers, further education providers, adult social care providers and community organisations to explore a diversity of pathways.
6. **Development of Essential Skills:** Provision supports learners to develop employability skills, independence, resilience, decision-making, self-presentation, and the ability to plan and review progress.
7. **Progressive and Reflective Learning:** Future readiness recognises that decision-making is a lifelong process. Learners progress at different rates, and provision is regularly monitored and adapted to reflect evolving interests, strengths, and aspirations.

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027

Non-Negotiable Statutory Requirements

The following are mandatory for every education setting within the Trust to ensure legal compliance and high standards.

Please note there are some natural crossovers with the career's leader roles and responsibilities (as guided by the CEC).

Gatsby Benchmarks	<p>All sites to use the eight benchmarks set out by the Gatsby Foundation as the framework for high-quality careers provision.</p> <p>To support reflection and continuous improvement, sites will complete Compass+ evaluations termly to evidence progress and inform strategic development, including individualised learner reporting where appropriate.</p>
Provider Access Legislation (PAL):	<p>In line with statutory guidance, all sites to provide at least six meaningful encounters with providers of technical education or apprenticeships throughout a learner's journey (ideally three per key stage, where applicable).</p> <p>Each site will maintain an up-to-date Provider Access Policy that includes:</p> <ul style="list-style-type: none"> • Named Careers Leader and contact details • Clear request process (minimum six weeks' notice) • Information about facilities available (e.g. halls, classrooms, AV equipment)
Access to Qualified Personal Guidance	<p>All learners will have access to impartial, independent careers guidance from a Level 6 qualified professional at key transition points (Years 9, 11, 14 and final year of college education), with adjustments made to ensure accessibility for learners with SEND. This applies for learners up to the age of 25 with EHCP.</p>
EHCP reviews	<p>From Year 9 onwards, annual EHCP reviews will reflect the Preparing for Adulthood agenda, including consideration of employment, career aspirations (where appropriate), independence and transition planning.</p>
Website Compliance:	<p>Each site to publish:</p> <ul style="list-style-type: none"> • Careers Leader details • A summary of the Future Readiness programme • Relevant policies • Clear information on how impact is measured <p>Websites to be linked to the Trust's Futures Hub to ensure stakeholders can access consistent and up-to-date information.</p>
Reporting of destination data	<p>At the end of each academic year, sites will share destination data with the central team to enable trust-wide reporting and celebration of outcomes.</p>

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027

Employer Information Sharing	<p>Sites will maintain up-to-date records of employer partners and share contact details centrally to support safeguarding, partnership working and to support employer capacity.</p> <p>Where meaningful and appropriate, Memorandums of Understanding (MOUs) will be established to strengthen sustainable partnerships.</p>
Engage with the South Midlands Careers Hub	Sites to engage with and attend meetings facilitated by the South Midlands Careers Hub to support auditing, development and shared best practice.
Completion of Future Skills Questionnaires	Where relevant and accessible for learners, we ask that the Future Skills Questionnaires are completed annually and recorded on compass +. This is to ensure the learners voice is considered at all points
Stakeholder Voice	Following an engagement activity, record stakeholders voice – employers, learners, staff and families to promote continuous improvement
Compliance audits	To annually complete a compliance review with the CT governance and compliance professional and information to be shared with BP team. Areas of development to be highlighted in individual strategic action plans
Reviewing and monitoring	To complete an internal leadership review through compass + annually, and participate in a peer-to-peer review with other setting within the community every 2 years to share expertise and learn from others
Career leader training	Newly appointed Careers Leaders to undertake recognised leadership training and engage in ongoing CPD through the Careers & Enterprise Company training portal.
Whole staff CPD	Visibility of annual 'Future Readiness' CPD to be delivered to all staff members and targeted CPD for in-house careers teams
SDP	All sites must explicitly reference CEIAG within their School Development Plan, demonstrating clear strategic intent, measurable actions, and regular review as part of whole-school improvement priorities
Careers Leader directed time	Sufficient protected time to be allocated to the Careers Leader to enable effective delivery, strategic leadership and statutory compliance within the role.

Statutory Guidance Expectations

All Academy Careers Leaders should familiarise themselves with the [Careers guidance and access for education and training providers](#) (updated May 2025)

This statutory guidance sets out the expectations for careers provision in education settings and underpins the delivery of the Future Readiness programme across Creating Tomorrow Trust.

Key points to be considered from the guidance:

- Careers guidance: A generic term covering the full range of activities within settings careers programme, delivered in line with the eight Gatsby Benchmarks.
- Personal guidance (GB8): Small group or 1:1 guidance sessions delivered by professional careers advisers holding a minimum Level 6 CEIAG qualification.

Note: Careers Leaders who have completed Level 6 Careers Leader training are not authorised to deliver small group or 1:1 personal guidance (GB8).

Understanding the terminology used in the guidance:

- 'Must' indicates a legal requirement that the individual is obligated to follow.
- 'Should' indicates a recommendation that should be followed unless there is a valid reason not to.

This guidance forms the foundation for statutory compliance and ensures that all careers provision across the Trust meets legal expectations while remaining inclusive, personalised, and ambitious for all learners with SEND.

How This Applies at Creating Tomorrow Trust

At Creating Tomorrow Trust, statutory guidance provides the framework for high-quality, inclusive careers provision, but our approach goes beyond compliance to ensure that every learner is prepared for adulthood in a way that reflects their individual strengths, aspirations, and needs.

- All sites align their Future Readiness programmes with the Gatsby Benchmarks, using them as a guide for planning, delivery, and evaluation of careers activities. This ensures consistency across the Trust while allowing flexibility to personalise provision for SEND learners.
- Personal guidance (GB8) is delivered by Level 6 qualified careers advisers at key transition points, supporting learners to explore pathways that are meaningful and accessible to them. Careers Leaders coordinate these sessions, ensuring learners' voices and aspirations are central to planning.
- Careers Leaders use this statutory guidance to inform planning, resource allocation, and engagement with external providers, ensuring learners experience at least six meaningful encounters with technical education or apprenticeship providers during their school journey.
- Statutory expectations are embedded within site-level non-negotiables, School Development Plans, and internal review processes, ensuring compliance is linked to strategic improvement and personalised outcomes rather than being a separate administrative task.

By applying statutory guidance in this way, Creating Tomorrow Trust ensures careers provision is legal, high-quality, and genuinely transformative, giving learners the confidence, knowledge, and skills to make informed decisions about their next steps into education, employment, training or independence.

Leadership and Whole-School Responsibility

The Careers Leader provides strategic leadership and coordination of the school's Future Readiness programme, including planning, delivery, evaluation, and management of resources and staff. The role is fully embedded in the school structure, with protected time, decision-making authority, a budget for activities, and support from the leadership team. Careers Leaders must complete [Level 6 training](#) within 12 months of appointment to ensure high-quality, inclusive careers provision for all learners.

Implementing Future Readiness is not the sole responsibility of the Careers Leader. Effective provision requires collaboration across the school and engagement with key stakeholders to raise aspirations, challenge stereotypes, and ensure personalised support for all learners.

Key responsibilities include:

- **Senior Leadership Team (SLT):** Provides strategic vision, ensures the programme is resourced, and embeds careers within the School Development Plan.
- **Academy Careers Leader:** Leads coordination of the programme, plans activities, monitors impact, and reports to governors and the Community & Employer Engagement Business Partner.
- **Subject and Phase Leads:** Link curriculum learning to careers, highlighting real-world applications and meeting the needs of all learners.
- **Classroom Teachers and Support Staff (including Job Coaches):** Differentiate learning to make careers education accessible, meaningful, and relevant for every learner.
- **Link Governor:** Acts as a "critical friend," ensuring statutory duties are met, including Provider Access Legislation (PAL) and independent guidance requirements.
- **Transition Lead:** Supports equitable access to transition opportunities, working with the Careers Leader to provide personalised guidance, meaningful encounters, and EHCP review support from Year 9 onwards.
- **Community and Employer Engagement Business Partner:** Provides strategic support, compliance oversight, and advocacy for Careers Leaders across the Trust, reporting to the Link Trustee where appropriate.

Through this collaborative model, Future Readiness is embedded, consistent, and aspirational, supporting all learners to make informed decisions and achieve positive post-16 and post-18 outcomes.

Site Autonomy & Operational Delivery

While the Trust provides the strategic framework, each site has autonomy to design its own delivery model to reflect its SEND context, learner needs, and local opportunities.

- **Local Design:** Careers Leaders develop an annual calendar of activities tailored to their learners' interests and pathways. Data from Compass+, stakeholder feedback, and local context inform planning and drive continuous improvement.
- **Distributed Leadership:** Future Readiness is a **whole-institution endeavour**. Sites should involve subject leads, transition leads, key stage leads, tutors, and other staff to embed careers across the curriculum (Gatsby Benchmark 4).
- **Adaptive Delivery:** In addition to dedicated lessons, careers content may be delivered through "Drop Down Days," assemblies, tutor-time activities, or other creative methods that suit the site and learners.

By combining strategic leadership with local autonomy, Creating Tomorrow Trust ensures careers provision is both consistent across the Trust and personalised to meet the needs of every learner.

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027

Partnerships

The future readiness provision will require support from a variety of partners to be successful. These can include:

Enterprise Adviser (EA)	A business volunteer who acts as a "critical friend" to support the Careers Leader.
Link Trustee	To advocate for Future Readiness engagement at board meetings
Enterprise Coordinator	A professional (e.g., via SMCH) providing support and linking schools to "Cornerstone Employers".
Employer Partners	Local businesses providing workplace visits, talks, and "meaningful encounters".
Community Partners	Local community groups and other SEND providers to support with transition and the wider community
Alumni Network	Using former learners to inspire current learners and showcase successful SEND pathways.
Community and employer engagement business partner	Provide strategic support from Creating Tomorrow and centrally keep information for auditing purposes.

Measuring Success and Impact

To maintain excellence, the Trust uses several metrics to evaluate the effectiveness of the careers programme:

- Compass+: Termly self-assessment against the Gatsby Benchmarks
- Termly compliance audits
- Review of individual sites strategic action plans
- Future Skills Questionnaire (FSQ): Measuring student career-readiness at transition points, where appropriate and accessible by learners
- Destination Data: Tracking the percentage of leavers in Education, Employment, or Training (EET), with a target of <3% NEET/Unknown
- Stakeholder Feedback: Regular surveys of learners, families, other providers, and employers to inform continuous improvement
- Futures Hub blog post: With the permission of sites, news stories to be reported and added to the Creating Tomorrow Trust Futures blog post, to inspire and showcase the success of sites. These are to be shared on the trust wide social media channels.

Creating Tomorrow Trust

Creating Tomorrow Trust-Wide CEIAG Policy 2026-2027

Monitoring Arrangements

To sustain this model, the Trust uses structured review systems to ensure all "leaders" are fulfilling their roles. Tools are provided to guide and ensure this is being completed successfully.

Internal Leadership Review (ILR)	An annual evaluation, completed by careers leaders involving SLT, wider career teams, governors, and the transition leads to assess how careers acts as a driver for school improvement.
Compass + Evaluation	Termly reviews completed by the Careers Leader and SLT to track progress against the Gatsby Benchmarks.
Peer to Peer Assessments	Peer-to-peer assessments with external educational setting, to ensure quality and consistency of careers delivery across the Trust.
Compliance Audits	Completed annually with CT Governance and Compliance Professional and reviewed termly by the community and employer engagement business partner to address and support with gaps.

Links with other Policies

Curriculum Policy
Equality & Diversity
Policy Access for Education & Training Providers Policy

Complaints

Any concerns or complaints relating to provider access or the delivery of the Future Readiness programme should be raised in the first instance with the community and employer engagement business partner, who will seek to address the issue promptly and fairly.

If the matter cannot be resolved at this level, it may be escalated in line with the trust's formal complaints procedure. This process ensures transparency and provides a clear route for resolution while maintaining the Trust's commitment to inclusive, high-quality careers provision for all learners.

Trustees and Governing Bodies

The Trust Board and academy governing bodies play a critical role in supporting and challenging the delivery of Future Readiness across all sites. Their responsibilities include:

- Ensuring that careers provision is aligned with statutory requirements, including Provider Access Legislation (PAL) and Gatsby Benchmarks.
- Monitoring the effectiveness and impact of careers education and guidance across the Trust.
- Supporting the development of strategic plans, policies, and resources to deliver high-quality, inclusive provision for all learners, including those with SEND.
- Acting as a critical friend to promote continuous improvement and accountability across each academy.

Through active oversight and strategic challenge, Trustees and Governors help guarantee that all learners have equitable access to meaningful careers opportunities, enabling them to make informed choices and achieve positive post-16 and post-18 outcomes.