



St Gregory's Catholic High School CEIAG Strategic Action Plan

St Gregory's CEIAG Strategic Action Plan

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St Gregory's CEIAG Strategic Action Plan

Vision

CEIAG is a significant part of St Gregory's Catholic High School's provision. We aim to enable pupils to acquire the self-development and career management skills they need to achieve positive employment destinations. The CEIAG programme supports pupils by helping them to make informed decisions about their next steps, whether that be a transition to the next phase of education (GCSE options), decisions about post 16 education or training, or the choices of higher education, further education, apprenticeship or employment. The delivery of the careers programme is through PSHCE lessons; Collective Worship involving external visitors such as colleges, employers, alumni, and guest speakers; Careers Advisor meetings; extracurricular activities; Careers Fair and is a core strand of our St Gregory's High School Ambition For All Diploma. The CEIAG programme is tracked against the [Gatsby benchmarks](#) and meets the [Career Development Institutes](#) learning outcomes.

CEIAG Team

Mrs Roberts is the Careers Leader at St Gregory's Catholic High School. The role ensures the school is compliant with the 8 Gatsby benchmarks and that good careers guidance is available throughout the school. Mr Daniels is the senior leader for CEIAG and provides a link between the Careers Leader and the Senior Leadership Team & Governors. The CEIAG link governor is John Rigby. Miss Lowe is our independent careers advisor who provides impartial and up-to-date information to our pupils in Y9 and Y11 to support their GCSE and post 16-option choices.

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Key Strategic Objectives:

Objective 1:

To strive for excellence with competitive and comparable numbers of pupils remaining in Education, Employment or Training after leaving St Gregory's with Warrington's average.

Objective 2:

Use pupil voice to inform planning of CEIAG activities.

Objective 3:

Promote and increase the uptake of Apprenticeships and other work-related study as T-Levels as a post-16 option.

Objective 4:

Engage with, and celebrate the local labour market to secure the best outcomes for pupils and contribute to a productive and successful economy.

Objective 5:

To create a culture through advice, education and opportunities to ensure we drive Ambition for All of our pupils and their families.

Action plan to achieve objectives

Gatsby Principle	Action Point	Actions	Outcome/ Impact	Frequency/ Completion date
<p><u>Benchmark 1</u> <u>A stable careers programme</u></p> <p>Every pupil, and their parents/carers, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <p>Links to key objectives: 1, 3 & 5</p>	<p>An Action Plan centred on the Gatsby Principles will be created and approved by the board of governors.</p>	<p>The Action Plan will be published on the school's website. All documents created for the CEIAG Programme will include a reference to the Gatsby Benchmarks.</p>	<p>Comply fully with DFE Guidance and the Gatsby recommendation. School governors understand and support CEIAG Programme.</p>	<p>Annually</p>
	<p>The school's website will be updated to include information specifically aimed at parents/carers, pupils, employers and teachers.</p>	<p>Targeted information and resources will be uploaded to the CEIAG section of the website.</p>	<p>The CEIAG section of the website will become an excellent resource, providing relevant and informative advice for parents/carers, pupils, employers and teachers.</p>	<p>Annually</p>
	<p>The CEIAG programme will be periodically evaluated.</p>	<p>The CEIAG programme will be evaluated once every term using Compass Plus.</p>	<p>CEIAG provision continually improves and evolves to help meet the needs of every student.</p>	<p>Triannual (Term 1, 2 and 3).</p>

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<p><u>Benchmark 2</u> <u>Learning from career & labour market information</u></p> <p>Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <p>Links to key objectives: 1, 3, 4 & 5</p>	<p>Labour market information and careers resources will be shared with parents/carers, pupils and staff.</p>	<p>Year 7, 8 & 9 will receive tutorials for Kudos during their ICT lessons. Year 10 & 11 will have access to Kudos and will be offered after school tutorials.</p> <p>The CEIAG section for parents/carers on the school's website will contain informative guide about post 16 choices and career journeys.</p> <p>Current Apprenticeship/ Traineeship vacancies in Warrington will be shared with pupils and parents via ClassCharts every month.</p> <p>CEIAG twilight sessions will inform staff about post 16 choices and labour market information.</p>	<p>Pupils will be informed about potential career choices, enabling them to make better decisions about their GCSE and post 16 choices.</p> <p>Parents will be better informed about various careers and their related subjects, to assist pupils in making decisions.</p> <p>Pupils and parents will be better informed about local labour market opportunities.</p> <p>Staff will be able to advise pupils on their post 16 choices and be able to inform pupils about up-and-coming</p>	<p>Spring term for Year 7, 8, 9 & 10. Autumn term for Year 11.</p> <p>Annually</p> <p>Ongoing (monthly).</p> <p>Annually (specific dates of sessions are subject to change).</p>
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		<p>The Personal Development curriculum has a six-week CEIAG scheme of work delivered to each year group, providing career and labour market information.</p>	<p>labour market opportunities.</p> <p>The Personal Development lessons are designed to meet the six learning areas set by the Career Development institute (available on the CEIAG programme)</p>	<p>Spring Term for Years 7, 8, 9 & 10. Autumn Term for Year 11.</p>
<p><u>Benchmark 3</u> <u>Addressing the needs of each pupil</u></p> <p>Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.</p> <p>Links to key objectives: 1 & 2</p>	<p>Careers guidance interviews will be offered to every pupil during their time at St Gregory's.</p> <p>Feedback from pupils will be taken to ensure that student's needs are met.</p>	<p>Internal databases and Compass Plus will be used to record the interviews. Careers guidance interviews for SEND and vulnerable pupils will receive personalised support throughout the options process.</p> <p>Future Skills Questionnaires will be completed by pupils at the end of the year, they will be sent to pupils via ClassCharts.</p>	<p>All pupils will receive the independent guidance needed to make well-informed and realistic career choices.</p> <p>The Future Skills Questionnaire results will be used to inform the future CEIAG programmes (enhancement days, Collective Worship, careers club speakers, etc.).</p>	<p>Autumn Term.</p> <p>Summer Term.</p>

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	Destinations data will be used to evaluate careers interventions.	Additional contact details will be requested from Y11 pupils prior to the leaving, to help support accurate data of each pupil's destination 3 years after leaving school.	Destinations data will be shared with the local authority, publish on the school website and used to evaluate careers interventions.	Annually.
<p><u>Benchmark 4</u> <u>Linking curriculum learning to careers</u></p> <p>Careers and enterprise education will be part of and included in a pupil's core lessons, linking curriculum to real-world career paths.</p> <p>Links to key objectives: 1 & 5</p>	Pupils will have meaningful CEIAG learning experiences in their core lessons and PSHCE sessions.	<p>Pupils will receive a careers task every half term in Maths, English and Science.</p> <p>The PSHCE curriculum has a six-week CEIAG scheme of work delivered to each year group.</p>	<p>Pupils will have a good understanding of how the subject/topic their studying links with real life careers. CEIAG will contribute to the quality of teaching and learning.</p> <p>The CEIAG PSHCE scheme of work will cover the six learning areas set out by the Career Development Institute.</p>	<p>Every half term.</p> <p>Spring Term for Years 7, 8, 9 & 10. Autumn Term for Year 11.</p>

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<p><u>Benchmark 5</u> <u>Encounters with employers & employees</u></p> <p>All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.</p> <p>Links to key objectives: 1, 2, 3 & 4</p>	<p>Pupils should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>Employers will be invited from a range of organisations to ensure compliance with the Baker Clause.</p>	<p>Organise and host a careers fair to be held every year during the spring term. Local and national employers will be invited to the fair to showcase career opportunities. Pupils in year 9, 10 & 11 will attend the career fair to coincide and support GCSE options and post 16 choices.</p> <p>Mock interviews with employers will be held for pupils in Year 10.</p>	<p>Pupils will gain a valuable insight to a range of employers and will have a greater awareness of the career opportunities available to them in the local area.</p> <p>Pupils will be able to apply for a range of different roles and have a mock interview with employers from different sectors.</p>	<p>Spring Term.</p> <p>Summer Term.</p>
<p><u>Benchmark 6</u> <u>Experiences of workplaces</u></p> <p>It is important for pupils to experience the workplace environment to understand the context in which they</p>	<p>Every St Gregory's pupil will take part in a virtual work experience.</p>	<p>During Year 9 pupils will have the opportunity to take part in a virtual work experience with a mix of local and national companies.</p>	<p>All students have at least one meaningful experience of a workplace.</p>	<p>Summer Term.</p>

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<p>could one day be working.</p> <p>Links to key objectives: 1, 2, 4 & 5</p> <p>This benchmark is changing in the next 18 months: A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work</p>	<p>Every pupil in St Gregory's will have taken part in 10 days of work experience. 5 days throughout KS3 (Year 7, 8 & 9) 5 days throughout KS4 (Y10)</p>	<p>Pupils unable to take part in the virtual workplace experience, will be offered a trip to a local employer/company.</p> <p>Virtual work experience opportunities on Springpod will be shared with pupils and parents via ClassCharts every month.</p> <p>KS3 – Pupils will attend different workplaces through school trips and complete careers linked tasks for 5 days across the three years.</p> <p>KS4 – Pupils in Y10 will spend 5 days in a work place that they are interested in or would like to work in.</p>	<p>All students have at least 3-4 meaningful experiences of a workplace.</p>	<p>KS3: Throughout the year. (Will be decided closer to the time)</p> <p>KS4: Proposing End of Autumn Term.</p>
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<p>experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate.</p>				
<p><u>Benchmark 7</u> <u>Encounters with further and higher education</u></p> <p>Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.</p> <p>Links to key objectives: 1, 2, 3 & 5</p>	<p>Pupils will be given a range of opportunities to hear from and visit to further and higher education facilities.</p> <p>Speakers will be invited from a range of both higher and further education facilities, as well as training providers and apprenticeship schemes to ensure compliance with the Baker Clause.</p>	<p>In Year 11 PSHCE sessions will be used to hold collective workshops with sixth form school/colleges and further education facilities.</p> <p>During Year 10 pupils will have the opportunity to visit a further and higher education facility.</p> <p>Regular trips to higher education facilities will be offered to groups of pupils, with an aim of at least 40% of the group being disadvantaged.</p>	<p>Remain comparable with other schools in Warrington and the national average (6.5% in 2022) for the number of NEET pupils.</p> <p>Increase pupil's aspirations and awareness of post 16 choices.</p> <p>Increase the number of disadvantaged pupils progressing into higher education.</p>	<p>Autumn Term.</p> <p>Summer Term.</p> <p>Biannually.</p>

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<p><u>Benchmark 8</u> <u>Personal guidance</u></p> <p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.</p> <p>Links to key objectives: 1, 3 & 5</p>	<p>Pupils will be given careers guidance interviews with a Level 6 career adviser, at appropriate transition points in Year 9 and Year 11.</p>	<p>Excel spreadsheets and Compass Plus will be used to record the interviews to ensure all pupils have at least one interview during their time at St Gregory's. Word documents will be used to record the details of each meeting.</p>	<p>All pupils receive the guidance they need to make well informed, realistic career choices.</p>	<p>Autumn Term.</p>
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Destination Data

Pupils staying in Education or Employment for at least 2 terms after key stage 4

	2018	2019	2020 Unpublished	2021	2022
Education or Employment	97%	93%	97%	93%	
LA Average	95%	95%	95%	94%	
National Average	94%	94%	94%	94%	
Total number of pupils	184	165	191	188	
Education	90%	88%	93%	89%	
Further Education	69%	45%	46%	54%	
School Sixth Forms	2%	5%	3%	1%	
Sixth Form Colleges	18%	39%	45%	34%	
Other Education	0%	0%	0%	1%	
Apprenticeships	4%	2%	2%	1%	
Employment	3%	2%	2%	3%	
Not staying in education or employment	2%	4%	3%	6%	
Destination Unknown	1%	2%	0%	1%	
NEET	3%	7%	3%	7%	

Disadvantaged

Destinations	2018	2019	2020 Unpublished	2021	2022
Disadvantaged	No data due to pandemic	88%	95%	94%	
LA Disadvantaged		87%	89%	86%	
Nat Disadvantaged		88%	89%	86%	
Non-Disadvantaged		94%	98%	92%	
LA Non-Disadvantaged		97%	97%	96%	
Nat Non-Disadvantaged		96%	96%	96%	

Please note: 2020 and 2021 data is reported without a checking exercise by the DfE due to the pandemic.

September Offer by Year Group

Pupil Offer by Year Group (LA Data)

2020

% September Offer Received	100.0%
% No September Offer	0.0%
% Entered Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

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2021

% September Offer Received	100.0%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2021

% September Offer Received	99.5%
% No September Offer	0.5%
% Entering Employment No Training	0.5%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2022

% September Offer Received	100.0%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2023

% September Offer Received	100.0%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

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2024

% September Offer Received	100%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

2025

% September Offer Received	100%
% No September Offer	0.0%
% Entering Employment No Training	0.0%
% Personal Circumstances	0.0%
% Not Applied for Learning	0.0%
% Awaiting Outcome of Application	0.0%
% Unable to Contact	0.0%

Local Authority Destination	2022*	2023*	2024*	2025*
Full Time Education	92.7%	96.5%	94.8%	94.5%
Employment with Training (Including Apprenticeships)	2.6%	2.7%	3%	2.1%
Full Time Training	-	-	0.85%	0.4%
Employment without Training	2.1%	0.4%	0.42%	0.9%
NEET	1.6%	0.8%	0.85%	1.7%
Working towards participation	1%	0%	0.42%	0.4%
Unknown	-	-	-	-

*This data is based on information received from the Local Authority and has not been officially published by the DFE yet.

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Compass Evaluations

Gatsby Benchmark	July 2022	September 2022	January 2023	July 2023	September 2023	January 2024	July 2024	September 2024	January 2025	July 2025	National Average
1	70	76	82	82	88	94	94	94	100	100	66
2	100	100	100	100	100	100	100	100	100	100	88
3	100	100	100	100	100	100	100	100	100	100	54
4	50	75	75	75	87	100	100	100	100	100	76
5	100	50	100	100	100	100	100	100	100	100	80
6	25	25	100	100	100	100	100	100	100	100	60
7	40	80	100	100	95	100	100	100	100	100	52
8	100	100	100	100	100	100	100	100	100	100	75

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Below is a detailed plan of our pupil's meaningful encounters with independent training providers and careers related trip and events.

Independent/alternative training providers (I/ATP)

Events highlighted in red are meaningful encounters with independent/alternative providers.

Events highlighted in purple are for selected pupils based on positive disadvantage and career aspirations.

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Civil Remediation (I/ATP) and Tenstar Construction Simulator</p> <p>Careers Week Activities: Departments showing pupils people they may know/famous people and what qualifications/ what they have achieved in their field.</p>	<p>GXO Presentation/Q&A (I/ATP) – Employers from GXO came into school to show our pupils what alternative training options such as apprenticeships they offer.</p> <p>Careers Week Activities: During the week 10th February – 16th February 2026 the focus for this week is apprenticeships.</p> <p>Careers focused Personal Development Lessons: Pupils have looked at what are life skills. What are hard and soft skills and why both these types of skills are needed in their future careers?</p>	<p>Careers Week Activities</p>
Year 8	<p>Civil Remediation (I/ATP) and Tenstar Construction Simulator</p> <p>Talk from a former apprentice at Sellafield talking to our pupils about his role and the route he took to showcase alternative training paths</p>	<p>Careers Week Activities: During the week 10th February – 16th February 2026 the focus for this week is apprenticeships.</p> <p>Careers focused Personal Development Lessons: Pupils looked at what a growth mindset was and why it is important to</p>	<p>Careers Week Activities</p>

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	<p>Careers Week Activities: Departments showing pupils people they may know/famous people and what qualifications/ what they have achieved in their field.</p>	<p>develop a positive mindset. Pupils have looked at what communication skills are and how they can be used effectively. Pupils have also looked at careers within STEM and STEAM. They have also looked at companies that are considered STEM companies in the local labour market.</p>	
Year 9	<p>Civil Remediation (ITP) and Tenstar Construction Simulator</p> <p>Careers Week Activities: Departments showing pupils people they may know/famous people and what qualifications/ what they have achieved in their field.</p>	<p>Careers Fair with a variety of local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Independent/alternative training provider talk – Cronton and Riverside College came into school to talk to our pupils to discuss alternative routes that they offer such as A-Levels, vocational courses and apprenticeships.</p> <p>Meetings with an independent careers adviser: All PP and SEND pupils are given an appointment but this is offered to all pupils in Year 9.</p> <p>KS4 options event is a market place that enables pupils in Year 9 to explore the</p>	<p>No encounters – legislation requires encounters to take place by 28 February if in year 9</p> <p>Careers Week Activities: Dates TBC</p> <p>Big Bang Fair</p>

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		<p>different options available to them. They are able to speak to pupils who currently study the subject and ask teachers what each course involves.</p> <p>Work Experience: All our Year 9 pupils have a work experience encounter as part of the options process based on their choice. This year we have worked with: Balfour Beatty and Investec. These businesses came into school and worked with the pupils on mini projects related to their field. For example, Balfour Beatty asked pupils to work together to construct bridges using skills and techniques that engineers and construction workers use.</p> <p>STEM Liverpool University trip: Pupils started with an environmental session, where they had a talk with a Glaciologist. Our second session took place in the laboratories, Pupil needed to wear lab coats and safety spectacles. Pupils then looked at the different colours of food dye used in Skittles. Pupils extracted the colours and tested which food</p>	
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		<p>dye matched up using a spectrophotometer. The third session was a maths-based session. Pupils worked in small groups, through multiple different problem-solving challenges to try and build mathmagic land.</p> <p>Carmel College "Save the World" trip: Our young leaders were invited to experience subjects such as Law, Politics, Media or Public Relations.</p> <p>Careers focused Personal Development Lessons: Pupils in Year 9 have been focusing on labour market information and KS4 Options process. Pupils learnt what LMI is and how they can use it to help them plan future careers. Pupils also looked at what KS4 options that are available to them, where they can find information on the school website and to help them understand the process to make the right choices for them.</p> <p>Careers Week Activities: During the week 10th February – 16th February 2026 the focus for this week is apprenticeships.</p>	
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<p>Year 10</p>	<p>Careers Week Activities: Departments showing pupils people they may know/famous people and what qualifications/ what they have achieved in their field.</p>	<p>Careers Fair with a variety of local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Carmel College Engineering/Computing Trip: Pupils were able to attend Carmel College to experience different challenges linked to engineering and computer science.</p> <p>Cronton College MOND Prize: Pupils went to Cronton College in two teams, they were set different STEM challenges based around Biology, Chemistry, Physics, Maths and Engineering. After each challenge each team receives points towards a final total. The winners receive the MOND trophy.</p> <p>Careers Week Activities: During the week 10th February – 16th February 2026 the focus for this week is apprenticeships.</p>	<p>Taster day at Cronton and Riverside College (Independent/alternative Training Provider): Pupils are able to go to the college and experience subjects they possibly would like to choose when leave school.</p> <p>Ask Apprenticeships encounter: Pupils are presented with information about independent and alternative training providers through apprenticeships. They are shown where to find information on opportunities, how to apply and what they need to do for an apprenticeship application.</p> <p>Mock Interviews with local employers and independent/alternative training providers: 10 local employers who offer alternative training come into school and ask interview all the pupils in Year 10 to show pupils what they need to do during a job interview.</p> <p>Careers focused Personal Development Lessons: Pupils in Year 10 have been focused on how to write a curriculum vitae and a cover letter for future jobs. Pupils have also looked at how the</p>
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			<p>economy works, how to manage their money based on an average UK wage and how not managing money well can affect their mental health.</p> <p>Careers Week Activities: Dates TBC</p> <p>Higher Thinkers event at Priestley College</p>
Year 11	<p>Opportunities for visits from local Further Education and sixth form colleges, training providers come into school to inform our pupils of the post-16 options.</p> <p>Meetings with an independent careers adviser: All PP and SEND pupils are given an appointment but this is offered to all pupils in Year 11.</p> <p>Post 16 Applications: Pupils who need help applying for college or apprenticeships receive help and support in completing applications.</p> <p>Civil Remediation (I/ATP) and Tenstar Construction Simulator</p> <p>Overview of post 16 options for students and parents to include: A levels, Applied General Qualifications (e.g., BTECs),</p>	<p>Careers Fair with a variety of local/national employers, independent training providers, Further Education colleges and Higher Education facilities**</p> <p>Post 16 interviews for colleges and independent/alternative training providers.</p> <p>Careers Week Activities: During the week 10th February – 16th February 2026 the focus for this week is apprenticeships.</p>	<p>Confirmation of post 16 education destinations for all students</p> <p>Careers Week Activities: Dates TBC</p>

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	<p>technical/vocational qualifications, apprenticeships, traineeships and supported internships</p> <p>Local Youth Club Careers Fair where there is a range of colleges, universities, independent and alternative training providers.</p> <p>Careers Week Activities: Departments showing pupils people they may know/famous people and what qualifications/ what they have achieved in their field.</p>		
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**Employers, Colleges, Universities and independent/alternative training providers who attended the Careers Fair 2025.

Carmel College	Wrexham University	RAF	Navy Submarines
Cronton and Riverside College	Wigan Warriors	Liverpool Philharmonic	Reaseheath College
Priestley College	McDonald's	Edge Hill University	GEA Engineering
Warrington Vale Royal College	Army	GXO Logistics	NHS Bridgewater
Wigan & Leigh College	Home Office	Skills for Security	TTE Training
Winstanley College	Cavendish Nuclear	Police	Balfour Beatty
St Helens College	Liverpool John Moores University	Nuvia	10:10 Games
Salford University	Easyjet	Navy	Cheshire Training Group
Barrow Hall Sixth Form College	Co-op Bank	EMR Group	Whiston Hospital
Cogent skills United Living	Co-op funeral care	Vistry	Hydrock

St Gregory's Catholic High School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

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

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider) 56
- answer questions from pupils.

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Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following independent/alternative training providers from the local area to speak to our pupils:

- Cronton and Riverside College
- University Technical College (UTC)
- GXO Logistics
- TTE Training

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

Full Time Education	Employment with Training (Including Apprenticeships)	Full Time Training	Employment without Training	NEET	Working towards participation	Unknown
94.5%	2.1%	0.4%	0.9%	1.7%	0.4%	-

Management of provider access requests

Procedure

A provider wishing to request access should contact Hannah Roberts, CEIAG Coordinator, hroberts@stgregoryshigh.com

Opportunities for access

The school offers four provider encounters required by law (highlighted in red) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. (Two CEIAG opportunities with independent/alternative training providers provided at key stage 3 and at key stage 4).

Please speak to our Careers Leader to identify the most suitable opportunity for you

St Gregory's CEIAG Strategic Action Plan

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Learning Resource Centre, which is managed by the school librarian. The Learning Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

Approval and review

Most Recent Share with Careers Link Governor, John Rigby, October 2025