Abbot Beyne School

Policy:	CEIAG Policy - Careers Education, Information, Advice and Guidance
Person Responsible:	Laura Pollitt
Governors' Committee:	Performance and Standards Committee
Date Adopted:	2010
Revised Date:	Summer 2024 (Combination of 3 policies)
Revised Date:	Summer 2026
Next Review Date:	Summer 2028
Signature:	

Policy for Careers Education, Information, Advice and Guidance

Rationale

All students have an entitlement to a structured programme of Careers Education, Information, Advice and Guidance (CEIAG) throughout their schooling so that they are inspired, informed and motivated to fulfil their potential. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Abbot Beyne School is committed to securing independent careers guidance for all Y7-13 students and to helping every student develop high aspirations and consider a broad and ambitious range of careers. Inspiring every student through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

Context

Abbot Beyne School is an established school, our mission is to deliver an outstanding level of education whilst maintaining the students' best interests at our core.

We want our students to recognise the importance of gaining skills and experiences as well as academic achievements, ensuring that they are offered these at various times in their learning journey with us is a key part of our careers programme. Our careers programme is delivered through form time, assemblies, personal development lessons and off timetable events. We are committed to offering students the opportunity to experience the work place through work experience in Year 10 and Year 12.

We are involved in the Stoke on Trent and Staffordshire Careers Hub, and with the support of our designated Careers Consultant our careers strategy will enable us to achieve 'good' across all 8 Gatsby Benchmarks. As we increase our careers provision, we will work closely with our Careers Consultant and continue to use the Compass Careers Benchmark Tool to measure ourselves against the Gatsby Benchmarks. Our work is informed by current government guidelines and recommendations.

Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008

- The School Information (England) Regulations 2008

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find in the 'School Policies and Guidance Documents' area of our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty,which you can find in the 'School Policies and Guidance Documents' area of our school website.

Roles and responsibilities

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

<u>Careers Leader</u>

Our careers leader is Mrs Laura Pollitt, and they can be contacted by phoning 01283 759007 or emailing l.pollitt@abbotbeyneschool.co.uk. Our careers leader will work with the Careers Coordinator to complete the following:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the rest of SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme

- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Careers advice is a service procured through Entrust. The Careers Advisor will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees

6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

The aims of our Careers Programme:

Our vision is for all Abbot Beyne School students to have the best start in life and receive a good education so that they can make a positive contribution to their communities, enabling and promoting the effective participation in education or training. We recognise that all learning provision for young people requires bespoke programmes and includes support at transition points in order to avoid and reduce the dropout rate. In the Sixth Form, retention and achievement strategies are reviewed regularly to continually improve successful outcomes for all learners and to reach and exceed national averages.

Aims

Our careers programme aims are:

- Give all students appropriate guidance at specific transition points throughout their time at Abbot Beyne School ensuring that inputs are differentiated and personalised as appropriate to students' stages of career learning, planning and development.
- Inspire students to think about their future possibilities; to aim high by motivating them in school and beyond; to be informed about education, training and career options; to assess their current strengths and areas for development; and to acquire the skills valued by employers
- Enable all students to develop the skills of self-reflection, independent learning and decision-making, alongside giving them the knowledge and understanding to be able to research careers and work-related issues effectively

How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Every pupil will receive a further meeting by age 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3 - Learning Outcomes

Labour Market Information (LMI)

- Students can explain what Labour Market Information (LMI) is.
- Students understand how technology and automation impact job opportunities.
- Students can describe how AI is changing the workplace and identify industries most affected.

Pathways

- Students can describe different education pathways, including A Levels, Apprenticeships, T Levels, and Vocational courses.
- Students begin to assess which pathways align with their interests and strengths.
- Students can compare qualification levels (GCSE, A Levels, Apprenticeships) and how they link to careers.
- Students can articulate pathway options beyond KS5

Skills

- Students can demonstrate 5 skills including the top 3 that employers have identified as needed to Get, Keep and Progress in the workplace effectively e.g. Time Management, Communication Skills and Resilience (Top 3).
- Students can name all top 10 skills employers have identified as needed to Get, Keep and Progress in the workplace effectively.

Employability Skills

- Students understand key job application skills such as CV writing and interview techniques.
- Students know the importance of networking to engage with industry professionals.
- Students can articulate their skills, strengths and abilities.
- Students understand financial literacy.

Technical Skills

- Students can demonstrate basic digital literacy relevant to the workplace (e.g. email, presentations, spreadsheets).
- Students explore industry-specific technical skills through subject-based career insights.
- Students begin to use problem-solving techniques applied in STEM and creative fields.
- Students can explain how AI, coding, automation, and data analytics impact various careers.

Curriculum Focus

- Students can link a breadth of job roles to English, Maths and Science.

• Students explore how their subject strengths align with potential careers and make informed GCSE option choices.

• Students know and understand how their subject choices may impact their future career progression post KS4 and KS5

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which you can find in the 'School Policies and Guidance Documents' area of our school website.
- 1 week's worth of work experience activities

Key Stage 4 - Learning Outcomes

Labour Market Information (LMI)

• Students can research job demand in local and national industries and compare salaries and working conditions.

• Students can describe how job roles and industries are evolving and the impact of global trends.

• Students can discuss how different identities and backgrounds impact career opportunities and workplace cultures.

Pathways

• Students confidently outline their preferred pathway and understand the entry requirements.

• Students can articulate the differences between vocational and academic routes and their benefits.

• Students know how to and can prepare applications for post-16 choices, including sixth form, college, and apprenticeships.

• Students can link entry requirements into chosen roles and progression opportunities within their career choice.

• Students can articulate their chosen pathway option(s) beyond KS5.

Skills

• Students can demonstrate the 10 skills employers have identified as needed to Get, Keep and Progress in the workplace effectively e.g. Time Management, Communication Skills and Resilience (Top 3).

• Students can articulate confidently the skills in a pressured professional environment including interviews and presentations.

• Students can take initiative in independent learning and project-based tasks.

Employability Skills

• Students can complete a professional CV and cover letter tailored to a specific job or placement.

• Students can demonstrate networking skills and engage professionally with industry professionals.

• Students articulate employer expectations and workplace culture.

• Students understand financial literacy, budgeting, and salary negotiation as part of entering the workforce and how this links to their chosen career.

Technical Skills

• Students develop practical digital skills such as spreadsheet analysis, coding, or multimedia creation.

• Students can apply subject-specific technical knowledge to real-world industry examples.

• Students understand, can use appropriately, AI Tools and functions (especially in relation to support their Careers Education.

Curriculum Focus

• Students understand and can articulate how different qualifications link, impact and apply to futures careers.

• Students understand and can articulate how the curriculum content they learn, is and can be used in the workplace.

• Students understand and can articulate the importance of subjects and how subject choices can limit future career opportunities

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found which you can find in the 'School Policies and Guidance Documents' area of our school website.
- 1 week's worth of work experience placement(s)

Key Stage 5

Labour Market Information (LMI)

• Students can analyse and evaluate labour market trends across multiple industries to inform personal career planning.

• Students can critically assess how political, economic, and technological changes influence global and local labour markets.

• Students can identify and compare industry-specific expectations, including salary progression, job security, and long-term viability.

Pathways

• Students can compare post-18 options (university, higher/degree apprenticeships,employment, gap years) and evaluate their alignment with personal goals.

• Students can articulate a rationale for their chosen progression route, considering financial, academic, and lifestyle factors.

• Students understand and can demonstrate confidence in navigating applications, including UCAS, apprenticeship portals, CVs, and interviews.

• Students can describe progression opportunities within their chosen route (e.g. career ladder, further qualifications, specialisation).

Skills

• Students can demonstrate and reflect on all 10 ECF for Skills in professional, academic, and social settings.

• Students can articulate how they have used essential skills across different contexts (e.g. part-time work, project work, placements).

• Students can evaluate their skillset and identify areas for development to succeed in their chosen pathway.

Employability Skills

• Students can independently manage the application process for jobs, apprenticeships, or university

• Students can analyse job descriptions to identify required skills and tailor their applications effectively.

• Students can build and maintain a professional online presence e.g. LinkedIn profile, digital portfolio.

• Students can apply their understanding of financial literacy to real-life decisions including student loans, salary expectations, rent budgeting.

Technical Skills

• Students refine digital literacy and technical competencies relevant to their chosen career path.

• Students can confidently use a range of digital tools and platforms required in their chosen field.

• Students can produce work or solve problems using advanced technical knowledge, including AI applications relevant to their course or job interest.

Curriculum Focus

• Students can confidently articulate how the knowledge and skills developed in their chosen subjects or vocational pathway prepare them for specific careers or sectors.

• Students can explain how academic, technical, or applied knowledge gained at KS5 supports progression into higher education, apprenticeships, or employment

• Students can identify knowledge from their curriculum learning and describe how these apply across multiple job roles or industries.

• Students can reflect on and evaluate how their subject learning experiences influence their career plans and longer-term goals.

• Students can make informed decisions about additional training, study, or work experience required to complement their curriculum knowledge and enhance employability

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 12 or 13 (this is set out in more detail in our provider access policy statement, which you can find in the 'School Policies and Guidance Documents' area of our school website. These encounters are mandatory for the school to put on, but optional for pupils to attend

Our Provision:

We meet the learning outcomes detailed for each key stage through the provision below.

	Autumn Term	**Spring Term**	**Summer Term**
Key Stage 3	**Year 7:** Onward Together encourages students to have aspirations towards future careers. **Year 8:** problem solving workshop promotes employability skills. Assembly with a training provider. **Year 9:** Onward Together day is based around aspirations and careers. Assembly with a training provider.	**Year 7/8/9:** Assemblies hosted by external providers. **Year 7/8/9:** National Careers Week events. **Year 8/9:** Extended form time sessions and personal development lessons focus on careers. **Year 9:** Pathways evening for GCSE options. Visits to local employers during National Apprenticeship Week targeted at students with SEND/disengagement etc across key stages	**Year 7:** Onward Together encourages students to have aspirations towards future careers.
Key Stage 4	**Year 10:** extended form time sessions on personal development are focused on aspirations. Our Careers Fair – October Assembly with a training provider.	**Year 11:** Students have the opportunity to see our independent careers advisor.	**Year 10:** In July students take part in the Year 10 Next Steps Day, the aim of this is to give students the opportunity to experience taster lessons of Level 3 subjects. This is supported by Burton & South Derbyshire College.

	Year 11: extended form time sessions on personal development are focused on making choices. Students have the opportunity to see our independent careers advisor. Assemblies with apprenticeship providers and the Sixth Form team provide information on making next step choices. Careers Fair – October Mock interviews for all students Assembly with a training provider.		Extended form time sessions focus on careers. Work experience for all Year 10 students.
Key Stage 5	**Year 12:** guidance on applying for programmes to gain contextualised offers given through the form time programme. Visits to higher education providers. Careers Fair – October **Year 13:** UCAS focus in form time, opportunities to visit higher education providers. Careers Fair – October Mock interviews for all students	**Year 12:** Extended form time focused on careers, pathways and choices available to students. Visits to higher education providers. Work experience for all students in Year 12 **Year 13:** All those not applying to UCAS have a careers advisor appointment to gain further guidance.	**Year 12:** UCAS discovery event, Post 18 Pathways Evening – supported by universities and apprenticeship providers. Assemblies with FE and HE providers. UCAS off timetable day supported by universities. Form time programme focused on making informed choices.

Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support

and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader, Mrs L Pollitt, l.pollitt@abbotbeyneschool.co.uk.

Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which you can find in the 'School Policies and Guidance Documents' area of our school website.

Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives by:

- Pupil voice
- Parent surveys
- Employer surveys

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.