



# Careers, Education, Information, Advice and Guidance Policy

**GB Committee Responsible:**

**Curriculum and Achievement**

**Reviewed by:**

Juana Ortega

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# Careers (CEIAG) Policy

## Introduction

The **Education (Careers Guidance in Schools) Act 2022** and the relevant sections of the **Skills and Post-16 Education Act 2022** are supported by the most recent version of the statutory guidance, *Careers guidance and access for education and training providers*, updated in May 2025, which provides detailed requirements and came into effect in September 2025.

## Key Legislative and Statutory Requirements (England)

The main legislative framework and accompanying statutory guidance place several duties on state-funded secondary schools (including academies and alternative provision academies) in England.

- **Duty to provide careers guidance:** Schools must secure access to independent and impartial careers guidance for all pupils from Year 7 to Year 13 (ages 11-18).
- **Impartiality and student best interests:** The guidance provided must be impartial, avoid bias towards any particular education or work option, and promote the best interests of the pupils receiving it.
- **Provider Access Legislation (the 'Baker Clause'):** The Skills and Post-16 Education Act 2022 strengthens this requirement, mandating that schools provide at least **six meaningful encounters** with a range of providers of approved technical education and apprenticeships for all pupils in Years 8-13.
  - **Years 8 & 9:** Two mandatory encounters for all pupils
  - **Years 10 & 11:** Two mandatory encounters for all pupils.
  - **Years 12 & 13:** Two encounters the school must provide (optional for pupils to attend).
- **Gatsby Benchmarks:** Adherence to the eight Gatsby Benchmarks of Good Career Guidance, once voluntary, has been formalized as a key part of expected practice in the updated statutory guidance. Ofsted inspections assess schools on the quality of their careers provision and their implementation of the provider access legislation and Gatsby Benchmarks.
- **Careers Leader:** Schools are now explicitly required to appoint a trained Careers Leader to develop and oversee their careers programme, with dedicated time and budget.

## **Rationale**

Bentley Wood High School fully supports the statutory requirement for students to have direct access to other providers of higher and further education training, technical training and apprenticeships to support students in their next steps of their education. The school will comply with the legal requirement as per Provider Access Legislation to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in a number of events, as shown in the programme in appendix 1, including assemblies and Active Tutoring activities during National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school as a live or virtual encounter.

High quality careers education and guidance in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. This supports the Government national target to reduce the number of students who leave education and go on to be classified as NEET (not in education, employment or training).

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

## **Aims and objectives for careers guidance**

The overarching aim for careers guidance at Bentley Wood focused on widening students' horizons, challenging stereotypes and raising aspiration. Bentley Wood will provide students with the knowledge and skills to make a successful transition to the next stage of their life and support social mobility by improving the opportunities for all our students (especially those from disadvantaged backgrounds and those with special educational needs and disabilities).

Bentley Wood High School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Bentley Wood High School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

More specifically the objectives are:

- to improve educational standards in individual subjects by using contexts that improve motivation, aspiration, understanding and attainment for students
- to ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs

- to increase access, awareness and choice for all students for further education, training and career opportunities
- To ensure all students have annual employer encounters through our careers fair. This also provides guidance on a range of education and training options to students, including apprenticeships and technical education routes.
- to develop students' personal and social skills in relationships to aid the transition from school to adult and working life
- to deliver career-themed lessons as part of the whole-school PSHE programme
- to develop students understanding of the world of work and its demands
- to provide quality impartial guidance on careers and develop effective links with key partners such as Educational Development Trust and West London Careers Hub.
- to ensure every student (especially those with an Educational Health Care Plan) receives independent careers guidance
- to meet and exceed the Gatsby Benchmarks to improve careers provision (see appendix 2)
- to have a Careers Leader responsible for raising standards
- to provide suitable and safe work experience opportunities at Key Stage 4 and 5
- work towards achieving the Quality in Careers Standards Award to further improve and quality assurance Bentley Wood High school's provision
- to seek opportunities to develop resilience in our students
- to improve employability through work related learning and connections with employers
- to ensure that all students understand that they must be in education, employment or training until at least their 18<sup>th</sup> birthday
  - identifying those at risk of not participating post 16 and put in place effective support to ensure they stay in education or training for a minimum of 2 further years
  - to provide information regarding financial support that may be available to help students stay in education post-16
  - to notify the local authority whenever a 16 or 17-year-old leaves Bentley Wood High School before their completion of their studies
  - to continue to work closely with families (particularly those that are vulnerable) and provide tailored individual support and careers guidance
  - to record the destinations of students transitioning to the next stage of education, training or employment and to share this with our local authority's support services
  - to evaluate and further improve our careers and inspiration provision by carefully analysing student destination data and utilising the Compass tool
  - to ensure that through our website, newsletters and other suitable means we publish our careers programme for students and their parents

*(Delivering on these objectives ensure that we meet the requirements and expectations of guidance for schools set by the DfE on page 6 Careers Guidance and Inspiration, page 9 of Careers Guidance and Access for Education and the Gatsby Benchmarks).*

## **Curriculum Provision**

Bentley Wood offers a wide range of activities that contribute towards students' careers guidance. These activities support the Gatsby Benchmarks, compliment subject teaching, contribute towards the development of students' key skills for jobs and lifelong learning opportunities.

Careers guidance within the school enables each curriculum area to make a full contribution through:

- the use of appropriate teaching and learning strategies
  - the development of schemes of work that recognise the importance of careers guidance and inspiration to prepare students for adult and working life
  - review of learning outcomes and evaluation of all careers related programmes and courses

## **Management of Careers Guidance**

At present the responsibility for careers guidance is allocated to the Assistant Headteacher and Careers Leader who is responsible for:

- the management and co-ordination of the various aspects of careers guidance and inspiration
- meeting and exceeding the Gatsby Benchmarks for careers
- the range of activities in each key stage (see appendix 1 and Provider Access Policy)
  - strategies for evaluation by employers, staff and students of activities and learning outcomes
- ensuring balance, continuity and progression
  - communication of career guidance strategy and implementation to the senior leadership team and governing body.

The school also employs, through Education Development Trust, a Careers Adviser who gives individual and group impartial careers guidance to students at key transition points. Parents can also meet with the Careers Adviser at parents' events such as Sixth Form Open evening and Options Evening. The Careers Adviser works closely with the Assistant Headteacher to organise the range of activities set out in appendix 1.

Individual subject staff are responsible for:

- ensuring that their teaching contributes to careers guidance
- identifying the types of activity at relevant points in the scheme of work
- introducing the scope for students to set their own learning objective

This Policy should be read in conjunction with:

- Provider Access Policy
- Curriculum Policy
- Educational Visits Policy
- Careers Information on school website

## **Equality and Diversity**

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Bentley Wood High School is committed to encouraging all students to make decisions about their future based on impartial information.

## **Appendix 1- Bentley Wood Careers Programme**

	Autumn	Spring	Summer
<b>Year 7</b>	<p>Year 7 Information Evening</p> <p>Careers Fair</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>National Apprenticeships Week National Careers Week</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>Drop-in sessions at lunchtime with Career Adviser or referrals by HoY or SENCO.</p> <p>Parents Evening Talk</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p> <p>New Year 7s Transition Interviews</p>
<b>Year 8</b>	<p>Careers Fair</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>Year 8 Careers Awareness Morning</p> <p>Parents Evening Talk</p> <p>Options Evening</p> <p>National Apprenticeships Week National Careers Week</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>Drop-in sessions at lunchtime with Career Adviser or referrals by HoY or SENCO.</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>
<b>Year 9</b>	<p>Careers Fair</p> <p>Parents Evening Talk</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog, &amp; Careers Library</p>	<p>First Give - Social Action Programme</p> <p>National Apprenticeships Week National Careers Week</p> <p>CEIAG in the PSHE Programme</p>	<p>Drop-in sessions at lunchtime with Career Adviser or referrals by HoY or SENCO.</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog,</p>

	Careers Education in the Curriculum	Unifrog, & Careers Library  Careers Education in the Curriculum	& Careers Library  Careers Education in the Curriculum
<b>Year 10</b>	Careers Fair  Parents Evening Talk  CEIAG in the PSHE Programme  Unifrog & Careers Library  Careers Education in the Curriculum	Interview & CV Skills Workshop  National Apprenticeships Week National Careers Week  CEIAG in the PSHE Programme  Unifrog, & Careers Library  Careers Education in the Curriculum	Work Experience  Drop-in sessions at lunchtime with Career Adviser or referrals by HoY or SENCO.  CEIAG in the PSHE Programme  Unifrog & Careers Library  Careers Education in the Curriculum
<b>Year 11</b>	Year 11 Information Evening  Careers Fair  Individual careers guidance meeting with trained careers Adviser  6th Form Open Evening Event  CEIAG in the PSHE Programme  Unifrog & Careers Library	Parents Evening Talk  Individual careers guidance meeting with trained careers Adviser  National Apprenticeships Week National Careers Week  CEIAG in the PSHE Programme  Unifrog & Careers Library	Drop-in sessions at lunchtime with Career Adviser or referrals by HoY or SENCO.  CEIAG in the PSHE Programme  Unifrog & Careers Library  Careers Education in the Curriculum  Exam Results/Destinations
<b>Year 12</b>	Year 12 Information Evening  Careers Fair  CEIAG in the PSHE Programme  Unifrog	Individual careers guidance meeting with trained careers Adviser  National Apprenticeships Week National Careers Week	Individual careers guidance meeting with trained careers Adviser  Parents Evening Talk  Work Experience

	<p>&amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>CEIAG in the PSHE Programme</p> <p>Unifrog &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>CEIAG in the PSHE Programme</p> <p>Unifrog &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>
<b>Year 13</b>	<p>Careers Fair</p> <p>UCAS applications</p> <p>Drop-in sessions with Career Adviser or referrals</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>Parents Evening Talk</p> <p>UCAS applications</p> <p>National Apprenticeships Week National Careers Week</p> <p>CEIAG in the PSHE Programme</p> <p>Unifrog &amp; Careers Library</p> <p>Careers Education in the Curriculum</p>	<p>CEIAG in the PSHE Programme</p> <p>Unifrog &amp; Careers Library</p> <p>Careers Education in the Curriculum</p> <p>Exam Results/Destinations</p>

Appendix 2 – Gatsby Benchmarks updated May 2025

<p><b>1. A stable career programme</b></p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</li> <li>• The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> <li>• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> <li>• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</li> </ul>

<p><b>3. Addressing the needs of each student</b></p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should 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.</li> </ul>
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		<ul style="list-style-type: none"> <li>Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	<ul style="list-style-type: none"> <li>Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>
<b>5. Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> <li>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had meaningful experiences of workplaces.</li> <li>By the age of 18, every pupil should have had at least one further meaningful experience.</li> </ul>
<b>7. Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils	<ul style="list-style-type: none"> <li>Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</li> <li>Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</li> </ul>

	<p>whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	
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