



BHES

Careers Education, Information, Advice and Guidance Policy

'CHOOSE A JOB YOU LOVE AND YOU'LL NEVER HAVE TO WORK A DAY IN YOUR LIFE' Confucius

Note: in this policy reference to governing body or governors refers to the management committee and its members.

Where contextually appropriate for school read service.

Review schedule - annually

HISTORY OF POLICY CHANGES

Date	Page	Details of Change
March 2022	All	Removal of Meriton logo Reviewed – no changes to body of information
September 2023	All	Review – no changes
July 2024	All	Review – no changes
July 2025	All	<p>Content Updates</p> <p>Vision Statement: Reworded for clarity and alignment with current educational values.</p> <p>Policy Scope: Clarified the inclusion of Year 11 students post-exams. Reaffirmed alignment with DfE statutory guidance and Gatsby Benchmarks.</p> <p>Objectives: Reformatted into bullet points for clarity. Emphasised BHES's supportive role in partnership with on-roll schools.</p> <p>Roles and Responsibilities: Split into BHES and On-Roll School responsibilities for clarity. Highlighted BHES's role in embedding CEIAG across the curriculum and monitoring provision.</p> <p>Governor Responsibilities: Clarified strategic oversight and accountability. Added emphasis on employer engagement.</p> <p>Provider Access: Aligned with Section 42B of the Education Act 1997. Clarified student entitlements and provider collaboration.</p> <p>Linked Documents: Reformatted and updated for clarity.</p> <p>Monitoring, Evaluation & Review: Clarified responsibilities of SLT and Headteacher. Added specific evaluation methods (e.g. NEET tracking, stakeholder feedback).</p>

Contents

1. Vision Statement	3
2. Policy Scope	3
3. Policy Objectives	3
4. Roles and Responsibilities	4
5. Governor Responsibilities	4
6. Provider Access	4
7. Linked Documents	4
8. Monitoring, Evaluation & Review	5
Appendix 1 – The Gatsby Benchmark	6
Appendix 2 – Careers in PSHE curriculum	8

1. Vision Statement

At BHES, we are committed to maximising the life chances of all our young people. Preparing students for life beyond school is a core part of our mission. This policy outlines our commitment to delivering high-quality Careers Education, Information, Advice and Guidance (CEIAG) to support students in making informed, aspirational choices about their futures.

2. Policy Scope

This policy applies to all students receiving education through BHES, primarily those in Key Stages 3 and 4, and occasionally Key Stage 5. It also applies to Year 11 students post-examinations, during the transition period before they begin their next phase of education, employment, or training.

This policy aligns with the Department for Education’s statutory guidance: *Careers guidance and access for education and training providers* (DfE, January 2018), and adopts the eight Gatsby Benchmarks as a framework for best practice (see Appendix 1).

All BHES staff are expected to understand the importance of CEIAG and contribute to its delivery. CEIAG is a shared responsibility across the service.

3. Policy Objectives

While BHES is not the on-roll school for most students, we work in partnership with on-roll schools to support the delivery of CEIAG. Our objectives are to:

- Ensure all students access a stable and structured careers programme.
- Provide up-to-date labour market and careers information.
- Tailor CEIAG to meet individual student needs.
- Embed careers learning across the curriculum.
- Facilitate meaningful encounters with employers and employees.
- Offer experiences of the workplace.
- Provide access to further and higher education opportunities.
- Ensure students receive personalised careers guidance.

4. Roles and Responsibilities

BHES Responsibilities

- Support on-roll schools in meeting their statutory CEIAG duties.
- Provide impartial, inclusive, and student-centred careers guidance.
- Promote access to a wide range of education and training providers.
- Monitor and evaluate the CEIAG offer to ensure continuous improvement.
- Embed CEIAG into the wider curriculum and pastoral support.

On-Roll School Responsibilities

- Ensure all students in Years 7–11 receive independent, impartial careers advice.
- Provide access to a range of education and training options.
- Facilitate provider access to inform students about technical qualifications and apprenticeships.
- Retain overall responsibility for CEIAG delivery, with BHES acting in a supportive role.

5. Governor Responsibilities

The governing body will:

- Ensure a clear CEIAG policy is in place and communicated to stakeholders.
- Monitor compliance with statutory duties and the Gatsby Benchmarks.
- Appoint a governor with strategic oversight of CEIAG and employer engagement.
- Support arrangements for provider access to students in Years 7–11.

6. Provider Access

In line with Section 42B of the Education Act 1997, BHES ensures that all students in Years 7–13 are entitled to:

- Learn about technical education and apprenticeship opportunities.
- Hear from a range of local providers through events, assemblies, and workshops.
- Understand how to apply for academic and technical courses.

BHES will collaborate with providers to identify the most effective opportunities for engagement.

7. Linked Documents

- BHES Service Level Agreement
- Jigsaw PSHE Curriculum (Secondary)
- DfE Statutory Guidance: *Careers Guidance and Access for Education and Training Providers* (January 2018)
- Education Act 1997 (Sections 42A, 42B, and 45A)

8. Monitoring, Evaluation & Review

The Headteacher will ensure:

- CEIAG activities and advisors are supported and quality-assured.
- A member of the Senior Leadership Team oversees CEIAG and reports regularly.
- Feedback is gathered from students, staff, and external partners.
- NEET (Not in Education, Employment or Training) data is analysed annually.

The governing body will review this policy annually to ensure it remains current and effective.

Appendix 1 – The Gatsby Benchmark

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. • *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2 – Careers in PSHE curriculum

Jigsaw – overview

Year	What is covered?		
7	Dreams and Goals – Term 3 Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices		
8	Dreams and Goals – Term 3 Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money		
9	Dreams and Goals – Term 3 Personal strengths, health goals, SMART planning		
10	Dreams and Goals – Term 3 Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals		
11+	Being Me in My World – Term 1 Equality in relation to disability including hidden, Consequences of not adhering to Equality Act, employers' responsibilities, impact of unfair treatment on mental health, misuse of power, campaigning for equality	Dreams and Goals – Term 2 Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, financial pressure, debt, dream jobs, skill set, education and training options, resilience, what to do when things go wrong.	Healthy Me – Term 3 Managing anxiety and stress, exam pressure, concentration strategies, work life balance,