

Careers Policy
Careers Education, Information, Advice
and Guidance Policy (CEIAG)
(including Provider Access Statement
& Gatsby Benchmarks)

Non Sibi Sed Aliis

Your word is a lamp to my feet and a light to my path.
Psalm 119, vs 105

Commit your work to the Lord, and your plans will be established.”
Proverbs 16:3

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Spring Term 2026

Next Review Date: Spring Term 2027

Reviewed By: Mr T Smith

AWAITING APPROVAL BY THE GOVERNING BODY – Summer Term 2026

Careers Education, Information, Advice and Guidance Policy

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‘Careers guidance and access for education and training providers. Statutory guidance for schools and guidance for further education colleges and sixth form colleges’. DFE, May 2025

[Careers guidance and access for education and training providers - GOV.UK](#)

‘Good Career Guidance: The Next 10 years (updated Gatsby Benchmarks)’

[Gatsby Benchmarks Explained](#)

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 Balshaw's C.E. High School seeks to maximise the life chances of all of our young people and so it is crucial to prepare them for life beyond school and college. High quality careers education and guidance is critical to their futures in our world marketplace in order to send them on the right pathway in life. High quality careers education and guidance helps to prepare young people 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 that 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.

Balshaw's School ethos makes direct reference to developing:

'knowledge and skills for adult life, giving them (Balshaw's Students) adequate preparation for whatever the future may hold for each individual'

- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently revised DfE guidance document '*Careers guidance and access for education and training providers*'. DfE, May 2025
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in summary in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11, for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

- 2.7 All members of staff at Balshaw's C.E. High School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.
- 2.8 It is important therefore that students leave school aware of themselves as individuals; aware of the opportunities available to them and able to make decisions about their own lives. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
- 3.1.1 To ensure that all students at the school receive a stable careers programme
 - 3.1.2 To enable all students to learn from information provided by the career and labour market
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student
 - 3.1.4 To link the curriculum learning to careers learning
 - 3.1.5 To provide students with a series of encounters with employers and employees
 - 3.1.6 To provide students with experiences of workplace(s)
 - 3.1.7 To ensure that students have a series of encounters with further and higher education
 - 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:
- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
 - 4.1.3 This advice must cover a range of education or training options
 - 4.1.4 This guidance must be in the best interests of the pupil
 - 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 to Year 11 in order to inform them about approved technical qualifications or apprenticeships. cf. Section 6 of this policy
 - 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 Balshaw's C.E. High School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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.

- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme, as well as by external stakeholders who assess the work of the school (e.g. governors, School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is effectively communicated to all stakeholders. They should ensure that this policy is:

- 5.1.1 based on the eight Gatsby Benchmarks
- 5.1.2 meeting the school's legal requirements

- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

- 5.3 There will be a designated link member of the governing body for CEIAG who takes a strategic interest in careers and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - This section of the policy 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.

- 6.2 All pupils in years 7-11 are entitled:

- 6.2.1 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
- 6.2.2 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
- 6.2.3 to understand how to make applications for the full range of academic and technical courses.

- 6.3 Appendix 3 shows the way in which education and training providers can contact the school in order to gain access to pupils and/or parents, to inform them about further opportunities.

- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

- 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
- 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

- 7.2.1 Feedback from stakeholders through mechanisms such as student and parental voice surveys
- 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- 7.2.3 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The governors of Balshaw's C.E. High School will review this policy every year.

1. A stable careers programme	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.	• 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. • 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. • 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. • 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.
2. Learning from career and labour market information	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. make	• 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. • 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.

	best use of available information.	
3.Addressing the needs of each student	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.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • 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. • 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. • 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. • 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. • Schools should use sustained and longer term destination data as part of their evaluation process and use alumni to support their careers programme.
4.Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should	• 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

	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.	more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5.Encounters with employers and employees	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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. <i>*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.</i>
6.Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the age of 16, every pupil should have had meaningful experiences of workplaces.
7.Encounters with further and higher education	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.	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.
8.Personal guidance	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 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	- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16. Meetings should be scheduled in the careers programme to meet the needs of pupils. - Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

	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.	At Balshaw's we look to increase this number so pupils have at least one interview in KS3, and one in every subsequent year (may be in groups)
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2025-26

Careers, Education, Information and Guidance Programme

CEIAG Aims:

We aim to ensure that all of our students:

- are supported to make effective choices about their future study and career options
- are provided with experiences which inspire and motivate them to achieve and aspire
- are prepared for the transition process to life beyond Balshaw's (further and higher education and the world of work)
- develop self-knowledge and confidence in making decisions and career choices which are suitable and ambitious for them
- develop an understanding of the world of work and how to respond to changes in today's workplace
- develop research skills to seek out and utilise information, advice and guidance
- develop characteristics which support high achieving students in the curriculum and in careers such as: social skills, communication, resourcefulness, innovation and resilience

Careers at Balshaw's

- Here at Balshaw's C.E. we believe passionately in the importance of developing careers awareness and broadening the horizons of our young people. In line with the school's vision statement "lighting the path to excellence through Christian values and ethos", we empower all students with the information they need in order to navigate their way through a multitude of pathways to a future employment or education career. We aim to provide our students with the tools they need to achieve success and economic wellbeing. We also believe in the power that a well-formed Careers programme can have in producing rounded individuals, who go onto make a positive contribution to society, in line with the school's motto "*Non Sibi Sed Aliis*" or "*Not for oneself, but for others*".

Key persons in Careers at Balshaw's C.E. High School

- Mr T. Smith – Assistant Headteacher i/c of Careers Education, Information, Advice and Guidance
- mPloy (Alison Webb) - Independent Careers Education, Information, Advice and Guidance provider providing one-to-one and group guidance.
- Our Careers programme seeks to provide a wealth of experiences and information. It is based around meeting, and exceeding, the eight Gatsby Benchmarks which provide a framework for

good career guidance developed to support schools, in providing students with the best possible careers education, information, advice, and guidance. In order to access the best support for our students, Balshaw's C.E. High School joined the Lancashire Careers Hub in September 2021.

- We have three major calendared Careers Events in a year, which are the Careers Fair (run in school), the Mock Interviews and our Work Experience programme.

Introduction

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them (See Appendix 4). It is expected that by doing so this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

The Department for Education's statutory guidance for governing bodies, school leaders and school staff sets out the expectations of schools which includes:

- * Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- * Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.

Policy Statement

This document sets out Balshaw's Church of England High 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 7-11 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mr T. Smith, Assistant Headteacher i/c CEIAG.

Telephone: 01772 421009

Email: careers@balshaws.org.uk

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter and can be accessed via the school website.

Please speak to our Mr T. Smith to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Education Act 1997 c. 44 Section 42B

Appendix 4

Information about technical education: access to English schools

(1) The proprietor of a school in England within subsection (2) must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships.

(2) A school is within this subsection if it provides secondary education and is one of the following—

(a) an Academy

(b) an alternative provision Academy

(c) a community, foundation or voluntary school

(d) a community or foundation special school (other than one established in a hospital)

(e) a pupil referral unit.

(3) The proprietor of a school in England within subsection (2) must prepare a policy statement setting out the circumstances in which education and training providers will be given access to registered pupils for the purpose of informing them about approved technical education qualifications or apprenticeships.

(4) The proprietor must ensure that the policy statement is followed.

(5) The policy statement must include—

(a) any procedural requirements in relation to requests for access

(b) grounds for granting and refusing requests for access

(c) details of premises or facilities to be provided to a person who is given access.

(6) The proprietor may revise the policy statement from time to time.

(7) The proprietor must publish the policy statement and any revised statement.

(8) The Secretary of State may, by regulations, make provision supplementing subsection (1), for example provision about who is to be given access to pupils, to which pupils they are to be given access and how and when.

(9) For the purposes of this section, the relevant phase of a pupil's education is the period

(a) beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 13, and

(b) ending with the expiry of the school year in which the majority of pupils in the pupil's class attain the age of 18.

(10) In this section “approved technical education qualification” means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009.