**Blackpool Aspire Academy - Careers education information and guidance policy statement 2025-2026**

Policy Rationale

Blackpool Aspire Academy recognises that it has a statutory duty to provide impartial and objective Careers Education Information Advice and Guidance in years 7 to 11 as outlined in (The Education Act 2011/Career Guidance and Access for Education and Training Providers: January 2018 and April 2025) and uses the Gatsby benchmarks to measure progress.

This policy is underpinned by Sections 42A/42B and 45A/45B of the Education Act 1997, and has due regard to the DfE’s statutory guidance, ‘Careers Guidance and Access for Education and Training Providers’ July 2021 and the Careers strategy: Making the Most of Everyone’s skills and Talents December 2017.

At the forefront of the policy is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the need of each pupil

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

Careers Education Information and Guidance (CEIAG) at Blackpool Aspire Academy is seen as an integral part of the curriculum, which is available for every student. CEIAG enables the students at the academy to make impartial, informed, balanced and appropriate decisions about many key areas of their future development, progression and career pathway.

The academy is committed to providing a planned programme of career education, information, advice and guidance for all students in years 7-11 in partnership with the local careers network (Lancashire Careers Hub) and Local Enterprise Partnership (LEP).  Blackpool Aspire Academy has its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks, and (where required) the expectations of the Career Development Institute (CDI) framework and PSHE Association.  The programme is reviewed yearly against the benchmarks to ensure it remains on target.

CEIAG is evident in the many strands covered in PSHE and as such, is delivered predominantly through this curriculum entitlement, using a variety of methods including taught lessons, workshops on CV writing and advice on how to apply to higher education establishments by outside agencies as well as a variety of guest speakers.  CEIAG is also delivered through our curriculum subjects, assemblies and in form time to meet the needs of our learners at Blackpool Aspire Academy.

We also hold our annual Careers Marketplace (years 9-11). It is the belief of the academy that CEIAG be delivered in an objective and balanced manner by all staff so that each student receives exactly the same opportunities. CEIAG is completely impartial and it enables students to explore potential pathways.

In addition to this, it is also the philosophy of the academy that any advice or guidance given to students will be personalised and appropriate. Blackpool Aspire Academy also believes that working with outside agencies is an invaluable part of the CEIAG curriculum on offer and our new tracking of student progressions beyond the academy is proving this to be successful. It is worth mentioning here that Blackpool Aspire Academy does not favour one Further Education institution and thus gives all providers an equal opportunity to provide current information to the students.

### **Statutory Guidance (2025) – Key Changes Integrated**

The **2025 DfE statutory guidance** strengthens existing expectations in several areas. Blackpool Aspire Academy has adapted its policy to ensure full compliance:

* **Year 7 careers exposure**: All students will receive careers learning from the start of Year 7, including introductory LMI, curriculum links, and encounters with employers, in line with Gatsby Benchmark 1.
* **Personal guidance**: Every student will have at least **one personal guidance interview by the end of Year 11**, with additional guidance offered for vulnerable groups and those at risk of NEET. Guidance will be delivered by a **Level 6-qualified Careers Adviser**, in line with the CDI framework.
* **Provider Access Legislation (PAL):** We will provide **at least six provider encounters** (two during each key phase: Y8–9, Y10–11, Y12–13), as required by the updated PAL (2023/2025), ensuring all students have access to information about approved technical education, apprenticeships and academic routes.
* **Vulnerable groups**: The Careers Lead and Careers Adviser work closely with the SENDCo, pastoral teams and external agencies to ensure **pupils with SEND, PP students, and those at risk of NEET receive enhanced, personalised guidance and transition support.**
* **Impact measurement:** We use **Compass+** to benchmark against the Gatsby Framework and conduct student, parent and staff evaluations to measure impact.
* **Publication:** The full careers programme, provider access policy, and destination data are published and updated annually on the school website, as required by the 2025 guidance.

Aims of CEIAG

* To equip students with the necessary decision-making skills about future progression and their destination when they leave Blackpool Aspire Academy.
* To ensure all PP/SEN students receive further impartial and independent guidance from an external Careers Advisor.
* To ensure students are well equipped for the next stage of their education, training or employment.
* To ensure students are tracked beyond Blackpool Aspire Academy and that they do not become NEET (not in education, employment or training) through robust tracking, intervention and partnerships with local providers.
* To ensure all Year 11 students have at least one post-16 pathway guaranteed when leaving Blackpool Aspire Academy.
* To ensure students have a positive experience of CEIAG.
* To keep up-to-date with new careers emerging from technological advances.
* To understand how the ‘world of work’ works.
* To decrease the possibility of students making incorrect transition choices.
* To give opportunity for maximum exploration of future careers.
* To provide students with current information on courses at Key Stage 3 and 4.
* To ensure students and parents have access to high-quality labour market information to support decision-making.

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

* DfE ‘Careers guidance and access for education and training providers’ 2025
* DfE ‘Careers guidance and access for education and training providers’ 2018
* DfE ‘Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges’ July 2021
* Section 42A and 45A of Education Act 1997
* Education and Skills Act 2008
* Apprenticeships, Skills, Children and Learning Act 2009
* Equality Act 2010
* Education Act 2011
* Children and Families Act 2014
* Technical and Further Education Act 2017

The academy will ensure every student, and their parents/carers, has access to good-quality information about future study options and labour market opportunities. Students and their parents/carers will be referred to a range of websites (including the school one) which offers information and professional advice.

The academy will ensure students and their parents/carers understand the value of finding out about the labour market, and support them in accessing this information.  Students and their parents/carers will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on curriculum options.

To support social mobility, Blackpool Aspire Academy will work to raise students’ aspirations and tackle stereotypical assumptions.  Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

In order to measure and assess the impact of the careers programme on students, we gain evaluations and feedback on all our events through discussion in PSHE and surveys. Staff are also encouraged to give feedback via surveys and parents are regularly engaged with the careers programme at whole school events such as Options Evening and Careers fair events.

The governing body has appointed a Link Governor, Mrs S. Matthews, to oversee the Careers education Information and Guidance programme.  The Committee will include careers education on the yearly agenda.

* Ensuring that all registered students at the school are provided with independent careers guidance from Year 7 to Year 11.
* Ensuring that arrangements in place to allow a range of education and training providers to access all students in this range and inform them about approved vocational education qualifications and apprenticeships.
* Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
* Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and vocational education routes.
* Ensuring that the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
* Handling complaints regarding this policy as outlined in the school’s Complaints Procedure Policy.
* Providing clear advice and guidance to the headteacher on which they can base a strategy for careers education and guidance which meets the school’s legal requirements.

The Career Lead will be responsible for:

* Managing the provision of careers information within the academy.
* Liaising with the headteacher, SLT and pastoral staff to implement and maintain effective careers guidance.
* Referring students to external careers guidance as appropriate.
* Negotiating an annual service legal agreement with the Local Authority for support for vulnerable and disadvantaged students.
* Supporting teachers of careers education and tutors providing initial information and advice.
* Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
* Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
* Overseeing the implementation of curriculum plan for CEIAG.
* Reviewing and evaluating the programme of CEIAG.
* Encouraging the training of school staff to promote careers guidance.
* Using the Gatsby Benchmarks to improve the school’s careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks at 100% on a yearly basis.
* Allowing students to have access to providers of vocational education such as colleges and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
* Using the compass plus tool for self-evaluating the careers provision the school offers.
* Liaising with subject leaders to implement careers education in the curriculum.
* Liaising with form tutors, Heads of Year, SLT, the SENCO to identify students requiring guidance.
* Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
* Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
* Providing a thorough, personalised career service throughout
* Staying up-to-date with relevant Continuous Professional Development and developments in the CEIAG sector.
* Producing careers information and guidance through online and hard copy literature, and visual displays in school.
* Organising workshops for students and actively promoting the careers service inhouse at open evenings, career fairs, assemblies and parents’ evenings.
* Providing an open-door and remote service for students, teachers and parents/carers to discuss careers options.
* Publishing details of the school’s careers programme and a policy statement on provider access on the school website.
* Offer services to past students for up to a year after their departure from compulsory education.
* To monitor and compile destination data of students.

The teaching Staff contribute to CEIAG through their role as form tutors and subject teachers.  Pastoral staff including: Heads of Year, Form tutors, SENDCO are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs.

* In addition, Subject Leaders and teachers are responsible for ensuring careers education is embedded into curriculum planning and development and that explicit links are made between classroom learning and real world careers.
* Attending any relevant CPD or training to ensure they are up-to-date with the school’s careers plan
* Promoting careers guidance in the classroom/department through visual aids e.g. wall displays
* Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
* When any internal training needs are identified as part of the personal development cycle, or any knowledge gaps highlighted as part of the CEIAG service within school, staff will attend relevant training or CPD opportunities identified as required as part of their PD and CPD.

The school’s careers programme will aim to raise aspirations of all students whilst being tailored to individual needs.  The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of students.  These will be stored either securely and electronically on the school’s P Drive, or with the career advisor; depending on the sensitivity of the data. The school will allow access to this information, should a student or their parent/carer request it.

 The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations.  The data will be reviewed by the headteacher, the deputy headteacher for Personal development and the careers leader on a yearly basis who can then base further development of the school’s career guidance plan on the results and areas of success or failure.

### **Tracking, Evaluation and Destinations**

* **Compass+** is used termly to assess progress against Gatsby Benchmarks.
* Student voice and parent feedback are gathered after major events.
* Destination data (Year 11 leavers) is collected, analysed and published annually.
* Impact measures focus on reducing NEET figures, increasing participation in encounters, and ensuring equitable outcomes for all groups.

Provider Access

In line with the Provider Access Legislation (PAL) (updated 2023 and reaffirmed in the 2025 statutory guidance), Blackpool Aspire Academy:

* Provides at least six meaningful encounters with a range of providers across Key Stages 3 and 4.
* Ensures all encounters are integrated into the careers programme.
* Publishes the Provider Access Policy on the website.
* Ensures encounters are impartial, inclusive and informative.

**This policy and our careers programme are reviewed annually for the start of each academic year.**

**Last reviewed September 2025.**