



Careers Education, Information, Advice and Guidance Policy (including Provider Access Policy)

Approved by Governor Policy Group

Last reviewed on: January 2025

Next review due by: January 2026

RECORD OF AMENDMENTS

When Was The Plan Last Updated?		
Date	Name	Detail (changes made)
January 2025	Laura Rzepinski, Vivien Annabel	Objectives updated. Statutory Duties updated.

Bents Green Values

This policy has been written in line with our values:

We nurture relationships: We care about everyone in our school community. Unconditional positive regard is central to our approach to students, staff and the whole school community.

We are kind and respectful: We will treat each other with respect and kindness, and we are considerate of each other's feelings.

We celebrate individualism: Every individual is valued for who they are and what they contribute to the school. We are a school that encourages people to embrace their true selves and share their uniqueness with the world.

We communicate positively: We ensure that we focus on developing positive communication with students, staff and the whole school community.

We are lifelong learners: We believe that everyone can achieve and learn in the right environment and with the right support.

We use these values to underpin all our work, and all staff and visitors are expected to model these at all times.

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Linked Documents

This policy aligns with the latest statutory guidance for CEIAG (January 2023) and references resources from the Careers & Enterprise Company.

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, January 2018

1 School Vision

Bents Green School is fully committed to providing a careers programme that is underpinned by our four key values. We will work in partnership with employers and other stakeholders to support students to make aspirational, realistic, and informed choices that will allow them to be prepared for adulthood. We will support students to develop the skills, aptitudes, and attitudes to achieve their personal best, supporting their wellbeing and happiness. We will promote lifelong learning to ensure students are prepared for post 16 pathways and the world of work.

Our vision aligns with the Gatsby Benchmarks to ensure students are prepared for academic, technical, and vocational pathways. We aim to equip our students with the skills, knowledge, and confidence needed to thrive in an evolving labour market.

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. In addition, the Education Act (2002) places a statutory duty on schools to secure access for students to independent and impartial careers guidance. This guidance will promote the best interests of the individual student and will include information on all options available to them, including apprenticeships and other work-based learning.

2 Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four and Post 16.

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.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the

DfE guidance. They can be seen in Appendix 1 of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all 3 Key Stages and in all years and these events will impact upon all students at Bents Green School.

All members of staff at Bents Green 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 everyone's responsibility. The policy outlines the roles of key stakeholders in delivering CEIAG, including school leaders, staff, parents, carers, governors, and external providers. The school is committed to meeting its statutory obligations under the Education Act, including impartial careers guidance and ensuring students encounter a range of education and training providers

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. 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 Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

1. Provide all students with high-quality, impartial careers guidance.
2. Offer tailored support for students at different key stages, ensuring it reflects their individual aspirations and needs.
3. Deliver a curriculum that links learning to careers and prepares students for the world of work.
4. Ensure all students have access to experiences with employers, further education, higher education, and training providers.

5. Promote inclusivity and support diversity by addressing barriers to career opportunities.
6. Prepare students with the skills and knowledge to navigate a rapidly changing labour market, including digital literacy, sustainability, and emerging industries.

Our curriculum, across all sites, aims to provide students with an ambitious but relevant and meaningful programme of study and opportunities that enables them to develop the skills, understanding, attitudes and experiences that they will need to progress into the next stage of their life. We seek to develop the key skills needed for their future.

For pathway 1 and 2 students, this is delivered primarily through “Careers” lessons and then woven through other areas of the curriculum and school life. For our engagement and independence pathways, this is done in a very flexible and fluid manner in order to prepare students for their future in the most meaningful and appropriate way. Some students have “My Future” lessons, to focus on these skills in addition to these skills being incorporated throughout the day and through other school experiences and opportunities.

3.2 Curriculum provision

Will fall into one of the following four categories:

- 1) Separate provision e.g. Careers days, discrete lessons to support transition times.
- 2) Integrated provision e.g. cross-curricular or integrated learning activities which enable students to relate their general, academic or technical education to their life education (i.e. their learning about well-being, life roles, values and their spiritual, moral, social and cultural development).
- 3) Personalised provision e.g. one-to-one meetings with a tutor, mentor or careers adviser and also personalised help given in a group setting.
- 4) Opt-in provision e.g. extra-curricular activities which students choose on the basis of a personal interest such taking part in sports, drama and musical activities. It also includes the school’s digital and social media activities such as emails, blogs and online learning materials.

4 School Responsibilities

The school has a series of statutory duties:

- Deliver a structured CEIAG program aligned with the Gatsby Benchmarks.
- Provide access to qualified careers advisers to support students with one-to-one guidance.
- Maintain systematic records of career advice and agreed actions for every student, ensuring they have access to their records.
- Ensure parents and carers are informed and engaged in their child's career planning.
- Use digital platforms to provide resources and maintain comprehensive records of student interactions.
- Promote equality, diversity, and inclusion in all aspects of careers education.
- There must be an opportunity for education and training providers to access students in Year 7 – Year 14 to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the way providers will be given access to students. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1,

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.

5 Governor Responsibilities

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

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 14.

- Ensure the school's careers program meets statutory requirements and supports all students.
- Participate in regular training to understand careers guidance responsibilities.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement - Mark Rayner

6 Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to students 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.

All students in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeship 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 assemblies and group discussions and employer encounters – for more detail see careers programme (appendix 2).
- To understand how to make applications for the full range of academic and technical courses.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents/carers to inform them about further opportunities.

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 Monitoring, Evaluation and Review

The Co-Headteachers will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team (Deputy headteacher Emma Allen –) has an overview of all CEIAG work.
- Annual reviews of the CEIAG program are conducted to ensure it aligns with statutory guidance.
- Use tools like Compass+ to evaluate progress against the Gatsby Benchmarks.
- Feedback is gathered from students, parents, and providers to inform program improvements.
- An annual report is presented to governors summarising key achievements and areas for development

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

- Feedback from stakeholders through mechanisms such as student and parent/carers surveys/ Parents evenings etc.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.
- 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.

The governors of Bents Green School will review this policy every three years.

Bents Green School will use the Compass Plus audit tool to perform an annual review of its careers provision to plan, record and monitor activity. This will show progress against The Gatsby Benchmarks.

All of the above information will feed back into the careers strategic plan review in line with whole school priorities.

8 Training

- Key staff within Bents Green School will be identified and encouraged to access and complete appropriate levelled training in careers advice and guidance. The designated course will be determined at a suitable level following forthcoming recommendations from area Careers coordinators/advisers. Staff will also have access to high quality careers CPD opportunities to stay updated on labour market trends and emerging industries as part of the whole school CPD programme.

9. Review

This policy will be reviewed annually. At every review, the policy will be approved by the Governors Policy Group.

Appendix 1 - Gatsby Benchmarks

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/carers, teachers, governors and employers.	<input type="checkbox"/> 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. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables students, parents/carers, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from students, parents/carers, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents/carers, 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.	<input type="checkbox"/> By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents/Carers 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.	<input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. <input type="checkbox"/> All students should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each student 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.	<input type="checkbox"/> By the age of 14, every student 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.	<input type="checkbox"/> Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. *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.
6. Experiences of workplaces	Every student should have first-hand experiences of the	<input type="checkbox"/> By the age of 16, every student should have had at least one experience of a

	workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every student 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.	<input type="checkbox"/> By the age of 16, every student 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 students. <input type="checkbox"/> By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. *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.	<input type="checkbox"/> Every student 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

Bents Green School Careers Programme in line with the CDI Framework [Bents Green School - Careers Programme](#)

Appendix 3 - Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to students 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.

Student entitlement

All students in years 7-14 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 assemblies and group discussions and employer encounters etc.
- 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 Bents Green School.

Telephone: 0114 2363545 / 0114 235 7028

Email: enquiries@bentsgreen.sheffield.sch.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 programme which can be seen on the school website.

Please speak to our Careers lead 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 lead or a member of their team. We also fully support remote access since the COVID 19 pandemic.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers lead so that they can be displayed in the Careers Section of the school library. The careers lead can also be contacted Via the email above.