CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEAIG) POLICY

Policy Number	0026		**Policy Author**	K Boyce-Charman
Date of Last Review	Aug 2026		**Policy Ownership**	Finance & Operations
Agreed by Governors	June 2021		**Policy Updated by**	K Boyce-Charman
Reviewed by Trust Board	Sept 2026		**Date of Next Review**	Aug 2027

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.
High-quality careers guidance is important for our students futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find here: The Basildon Upper Academy - Careers Information.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement. We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found here: The Basildon Upper Academy - Careers Information

The academy will have regard to the Department for Education's updated statutory guidance, "Careers guidance and access for education and training providers" (updated May 2025 and June 2026). The academy will ensure its careers programme reflects current statutory requirements and the revised Gatsby Benchmarks.

Roles and responsibilities

Careers leader

Our careers leader details are as follows:

The Basildon Lower Academy
Beth Barnard - bbarnard@basildonacademies.org.uk

The Basildon Upper Academy
Henry Williams - hwilliams@basildonacademies.org.uk

Our careers leaders will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Monitor and evaluate the effectiveness of the careers programme through Compass+, Gatsby Benchmark assessments, destination data and student feedback.
- Lead implementation of the updated Gatsby Benchmarks and ensure continuous improvement of careers provision.
- Ensure careers provision supports equality of opportunity and addresses barriers faced by vulnerable and disadvantaged learners.
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    1. Make sure they know which students are in care or are care leavers
    2. Understand their additional support needs
    3. Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The Trust Board

The Trust Board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement
- Ensure careers education remains a strategic priority within school improvement planning.
- Receive regular reports on Gatsby Benchmark progress, destination outcomes, provider access compliance and the impact of careers education.

Headteacher

The Headteacher will:

- Work with the Trust Board to set the direction for a whole school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans.
- Support the careers team to deliver the school's careers programme.
- Build careers into staff development for teachers and support staff and make sure that the careers leader, careers advisor and senior leaders receive training and development to deliver high quality careers provision.
- Ensure careers education is embedded within the academy improvement plan and that sufficient resources are allocated to enable effective delivery of the careers programme.
- Make sure that personal guidance is provided to students by a qualified career advisor.
- Network with employers, education and training providers and other careers organisations.

Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory

independent careers guidance to students from year 7 onwards.
Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each student
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

The academy will work towards full implementation of the revised Gatsby Benchmarks introduced from September 2025, which place greater emphasis on strategic careers leadership, inclusion, personalisation, parental engagement, meaningful encounters, use of destination data and evaluation of impact.

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods and is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHRE and enrichment programme in Years 7 through to Year 11 which is predominantly teacher led, through guest speakers, and different events that take place throughout each year. In years 12 and 13 Careers is delivered within lessons and personal development sessions planned within the timetable, as well as through events that take place throughout the year. Careers information is available through displays and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects. This includes introducing students to Unifrog and aiming to raise aspirations, exploring stereotypes in the workplace, developing personal, social and employability skills. Assemblies and a parent and student information evening on choosing options are provided.

Key Stage 4

At Key Stage 4, students continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and T-Levels and Level 3 qualifications and a sixth form evening for parents and students.
The academy will work towards supporting the Government's ambition for all young people to benefit from

the equivalent of two weeks of meaningful work experience during their secondary education through work placements, employer encounters and workplace experiences.
Individual interviews are held with an independent careers' practitioner, who also provides guidance on apprenticeships. Individual or group careers interviews are offered with an independent Level 6 qualified careers practitioner.

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. A series of events are delivered from universities and employers. Some of these events are specifically devoted to the topic of UCAS applications and interview skills as well as Apprenticeships and support with applications. Year 12 has a week of work experience and there are drop down days which can include visits from external speakers. Individual careers interviews are offered with an independent Level 6 qualified careers practitioner.

Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.
Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans.
Careers provision will be tailored where necessary to meet the individual needs of learners with SEND, disadvantaged learners and those at risk of becoming NEET, ensuring equitable access to all careers education, information, advice and guidance activities.
This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.
Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.
No information will be given to students without SEND that is not also offered to our students with SEND.

Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how students, parents, teachers and employers can access information about the careers programme.
students, parents, teachers and employers can request any additional information about the careers programme by contacting the appropriate Careers Lead at either the Lower or Upper Academy with details found on page 4 of this policy.

Assessing the impact on students

The careers programme is reviewed annually. When monitoring the success of the careers programme, the school considers formal and informal measures and both qualitative and quantitative data. The careers programme is evaluated in a number of ways, including

● Student feedback on their experience of the careers programme and what they gained from it
● Where possible student evaluation feedback completed by the organisations and 3rd parties leading our careers opportunities
● Compass+ which is a tool to track and report on our careers programme
● Destination and NEET statistics provided by the local authority
● Gatsby Benchmark assessments and careers programme evaluations used to identify strengths, areas for development and future priorities.
● Analysis of destination outcomes and progression data to evaluate the effectiveness of the careers programme and support continuous improvement.

Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.