



# Careers Education, Advice & Guidance Policy

**Setting:** Castle Newnham School

AUTHOR:	Alex Stark – Careers Lead  Luke Skeel – Assistant Headteacher, School Community and Communications
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## A. AIMS

This policy aims to set out our school's provision of impartial and informed careers education, information, advice and guidance (CEIAG) for our pupils. The policy is designed to set out the expectations and standards of the CEIAG programme and how as an institution we are held to account over its delivery and quality.

## B. RATIONALE

Castle Newnham School is fully committed to ensuring that pupils receive high quality Careers Education, Information and Guidance (CEIAG) to manage their learning and careers progression, including support for all young people when considering their 'Next Steps'.

We are committed to providing a high quality careers programme that is important for our pupils' bright futures, and our provision aims to provide all pupils with sufficient opportunity to engage in information, advice and guidance activities that fully equip them to become 'career ready' through being confident decision makers and career managers. We recognise the important role that careers education and work related learning can play in;

- contributing to strategies for raising achievement, especially by increasing motivation
- promoting a culture of high aspirations and inspiring young people to achieve their full potential
- Improving attendance and punctuality
- preparing and supporting young people to sustain employability through the development of employability skills
- career and personal fulfilment to support wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- developing employability and enterprise competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes
- Every pupil will have at least two meaningful encounters with employers/employees each academic year from Year 7 to Year 11. These opportunities will be integrated across the curriculum and through enrichment activities, including visiting speakers, mentoring, and enterprise schemes.

- All pupils will participate in a progressive programme of encounters with further education (FE) and higher education (HE) providers, starting in Year 7, to understand the full range of academic and vocational learning opportunities available to them.

### C. PURPOSE

The purpose of this policy is to specify the school's approach in developing students' understanding of career progression routes and the level of preparation required for the workplace. The school's role is to;

- Help pupils understand and develop their key strengths, skills, qualities and work preferences
- Help pupils recognise career and further education opportunities
- Support pupils and families with their career and education pathways
- Develop our pupils so that they have the ability to research and enter the labour market and to progress effectively within their chosen sector.

### D. SCOPE

This policy relates to all pupils in Year 7 - 11.

The policy is intended for all staff in the delivery of careers education, information, advice and guidance through teaching, enterprise and employability skills.

### E. 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
- The Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

This policy is also in line with the more recent [Skills and Post-16 Act](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **4 encounters** with technical education or training providers to all pupils in years 8 - 11.

- Two encounters must take place during the 'first key phase (year 8 or 9) that are mandatory for all pupils to attend, to take place anytime between Year 8 and 28th February during Year 9.
- Two encounters must take place during the 'second key phase (year 10 or 11) that are mandatory for all pupils to attend, to take place anytime between Year 10 and 28th February during Year 9.
- Each encounter must include:
  - Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
  - Information about the careers to which those technical education qualifications or apprenticeships might lead
  - A description of what learning or training with the provider is like
  - Responses to questions from the pupils about the provider or approved technical education qualification and apprenticeships.

The 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;

- The school must now secure independent careers guidance from year 7 (instead of from year 8, previously). Every pupil is entitled to high quality, impartial, careers information, advice and guidance whenever significant study or career choices are being made. Additional guidance can be provided for those who require it.

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, which sets out how our school meets this duty, and can be found in the policy section on the Castle Newnham School Website -

<https://www.castlennwham.school/policies>

- The SEND Code of Practice - [SEND Code of Practice](#)

We expect the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their peers, with adjustments and additional support as needed. The careers lead will work with the SENDCO, teachers and where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

- Career Development Institute Code of Ethics (2019) - [CDI Code of Ethics \(2019\)](#)  
All members of the school community will uphold the CDI's Code of Ethics.

## F. ROLES AND RESPONSIBILITIES

### F(i) Careers Leader

Our careers leader is Alex Stark, and they can be contacted by phoning 01234 303403 or emailing [cn-brightfutures@bestacademies.org.uk](mailto:cn-brightfutures@bestacademies.org.uk). Our careers leader works closely with the senior leadership team (SLT). The careers leader will contribute to the design and delivery of CEIAG through;

- Completing the careers leader training to ensure that the careers leader role is delivered within the school. Continue to engage in additional CPD opportunities to develop knowledge and skill sets required for managing and enhancing the CEIAG programme.
- Reports directly to a member of the Senior Leadership Team (SLT) on careers strategy and is allocated sufficient protected time to lead, manage, and evaluate the CEIAG programme effectively.
- Taking responsibility for planning, managing, developing, running, evaluating and reporting on the school's CEIAG programme.
- Quality assuring and assessing the CEIAG programme design, delivery and impact (see section I - Monitoring, Assessment and Evaluation)
- Manage the budget for the careers programme
- Promoting and engaging staff in CPD opportunities for staff to develop their CEIAG knowledge and skills to better support pupils.
- Supporting teachers to build careers education and guidance into subjects across the curriculum

- Establishing and developing links with employers, education and training providers, and careers organisations
- Working closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and those with Educational Healthcare Plans (EHCP) and put in place personalised support and transition plans.
- Working with our schools designated teacher for looked-after children (LAC) and previously LAC to:
  - Make sure they know which pupils are in care or are care leavers
  - Understand their additional support needs
  - Make sure that, for LAC, their personal education plan can help inform careers advice
- Collaborating with Bedford Borough Council, Next Steps providers and SLT to track the intended and actual destinations of pupils leaving Castle Newnham School for up to 3 years.
- Collaborating with Bedford Borough Council and Next Steps providers and SLT to identify pupils at risk of not entering next steps education, employment or training (NEET) and devise support strategies to minimise this risk.
- Reviewing our schools provider access policy statement at least annually, in agreement with our governing board.

## **F (ii) Senior Leadership Team (SLT)**

The senior leadership team will contribute to the design and delivery of CEIAG through;

- Supporting the careers programme
- Supporting the careers leader in developing their strategic careers plan
- Ensuring the school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allowing training providers access to talk to pupils in years 8 to 11 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Networking with employers, education and training providers, and other careers organisations
- Collaborating with the Careers Lead and Bedford Borough Council in the recording of intended and actual destinations of Y11 pupils for up to 3 years.

- Working with the careers lead in the early identification of pupils at risk of NEET and working collaboratively with colleagues to apply suitable interventions to minimise this risk.
- Ensure the school's **Provider Access Policy Statement** is published, reviewed annually, and fully implemented to provide fair access to training providers in line with the Skills and Post-16 Act 2022.

### **F (iii) Governing Board**

The governing board will contribute to the design and delivery of the CEIAG through:

- Providing clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appointing a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Making sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Making sure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Making sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Making 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.

### **F (iv) Teaching Staff**

Teaching staff will contribute to the design and delivery of CEIAG through;

- The delivery of careers education in personal development lessons running through Year 7 – Year 11.
- Identifying and targeting subject specific employability skills, interests, qualities and experience through the use of Unifrog software.
- Form tutoring and pastoral support for learners in preparing students for their next steps. Learners are aware, monitor and review their individual targets and target setting.

- Proactively support the Careers Leader by engaging in relevant CPD and confidently highlighting subject-specific employability skills, interests, qualities, and experience using Unifrog software.
- Ensure that subject-specific curriculum maps explicitly identify and document how curriculum learning links to careers, including the relevance of STEM subjects for future career paths. These links will be actively signposted in lessons and recorded on the Unifrog and Compass+ platforms.

## **F (v) Support Staff**

Support staff will contribute to the design and delivery of CEIAG through;

- Logging all careers, employability, Further and Higher Education activities and interactions on Unifrog.
- Ensuring that learners and families receive information regarding vacancies, career and further / higher education opportunities.
- Liaise with the careers leader, form tutors, and SENDCO to prioritise and schedule One to One careers guidance appointments.
- Distribute students' individual careers plans to form tutors, families and students and file on Unifrog.

## **F (vi) Partners**

The CEIAG programme is enhanced through our links and will continue to work with a range of partners to assist and enhance the delivery of CEIAG and labour market information (LMI) . Additional partners include South East Midlands Local Enterprise Partnership (SEMLEP), the careers and enterprise companies (CEC) enterprise coordinator (Callen Hopkins), local and national employers, charitable organisations, apprenticeship employers, Bedford Borough Council, higher and further education providers, alumni, parents and other professional bodies.

## **G. PRINCIPLES OF THE CEIAG PROGRAMME**

The CEIAG policy supports and is itself underpinned by the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like. The latest (January 2023) DfE statutory guidance to secondary schools and colleges on fulfilling their statutory duty builds heavily upon the eight Gatsby Benchmarks for “Good Careers Guidance”, and DfE “strongly recommends” all secondary

schools and colleges to work towards and achieve the national Quality in Careers Standard (2019). This can be found by clicking the link here → [The National Quality in Careers Standard](#)

Whilst the school is working towards achieving all eight Gatsby benchmarks, it is recognised that monitoring of activities and outcomes, with continuous improvement is essential to keep up with the changing career landscape.

Where an item states **must**, this by law must happen.

Where an item states **should**, this should happen unless there is a valid reason as to why it isn't.

The eight Gatsby benchmarks are:

### **1. A stable careers programme**

- Every school and college must have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

### **2. Learning from career and labour market information**

- Every pupil 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.

### **3. Addressing the needs of each pupil**

- Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity consideration throughout.

### **4. Linking curriculum learning to careers**

- All teachers should link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.

### **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 activities including visiting speakers, mentoring and enterprise schemes.

## **6. Experiences of workplaces**

- Every pupil 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.

## **7. Encounters with further and higher education**

- All pupils 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.

## **8. Personal guidance**

- The school guarantees that every pupil will receive at least one high-quality, one-to-one careers guidance interview with a Level 6 trained Careers Adviser before the end of Year 11. These should be available whenever significant study or career choices are being made.
- Additional guidance and interviews will be prioritised and provided for pupils identified as requiring it, including those with SEND and those at risk of NEET. These appointments are scheduled in collaboration with support staff, form tutors, and the SENDCO.

The school's CEIAG provision reflects the Career Development Institute's (CDI) Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE and citizenship.

## **H. PROGRAMME – SECONDARY**

At Castle Newnham, careers education forms an integral part of the curriculum and is underpinned by the use of the careers platform, Unifrog. All pupils join the careers platform in Y7 and continue using this throughout their secondary journey. The taught curriculum is supported by a comprehensive programme of organised activities, in partnership with Bedford Borough Council, FE (Further Education), training and Higher Education (HE) providers, businesses, parents, alumni and other external agencies. Careers guidance focuses on the specific needs of individual pupils to promote self-awareness and personal development.

The School's CEIAG is planned, delivered, monitored and evaluated by the Careers Lead, in consultation with the Governor with overseeing responsibilities for Careers, the SLT, Head of Years and other relevant people, including:

- Form tutors and subject teachers
- CEIAG Link Governor
- SEMLEP Enterprise Adviser

### **CEIAG Provision**

The CEIAG programme is designed to meet the needs of pupils at different stages of their learning journey throughout the school. It is differentiated to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development. Consideration for SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

The CEIAG programme will not show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

All pupils study careers topics within Personal Development lessons. An outline of topics can be seen below:

#### **Key Stage 3 (Y7 - Y9)**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
The World Of Work (1)	Enterprise Skills (1)	Careers Planning
Interpersonal Skills	Employability Skills (2)	STEM/STEAM Careers
Team Work	Workplace Skills	Post 16 Options
Entrepreneurial Skills	Employment Skills	Post 16/18 Options

How do I choose the right career? (My Values)	Employment, Self Employment and Volunteering	Unifrog
How do I choose the right careers for me?	Unifrog	
Unifrog		

### Key Stage 4 (Year 10-11)

Year 10	Year 11
Preparing your CV for an interview	Rights and Responsibilities: Workplace Studying
Applications	How to get the job
Job Interviews	Working on a budget
Introduction to Finances	Long term financial planning
Finding the right financial product	
Ethical Finances	

This programme is monitored and updated to ensure that pupils receive the best CEIAG programme during personal development possible. The CEIAG programme is enhanced and supported by other activities and resources to ensure the eight Gatsby benchmarks are achieved to as high a standard as possible.

## I. REVIEW, MONITORING & EVALUATION

The Careers Leader, SLT and Governor with Careers Responsibilities are responsible for the reviewing, monitoring and evaluating the CEIAG programme. To ensure a thorough and high quality evaluation process takes place, the Careers Lead in collaboration with other professionals will use the Kirkpatrick (1967) model of evaluation to ensure the programme is being as effective as it possibly can be.

Time post activity	Level 1: What is the immediate reaction and impact of the activity
	Level 2: What is the learning that has taken place
	Level 3: What are the performance and behaviour outputs
	Level 4: What are the medium-long term results for the pupil or organisation
	Level 5: What is the ultimate return on investment

The Careers Lead will collaborate with professionals to plan how the programme will be meaningfully evaluated before conducting the evaluation process itself.

The Careers Lead will provide a report to the SLT and Governors which will draw upon information from a number of sources including:

- Termly Compass+ evaluation results, assessing the eight Gatsby Benchmarks
- Pupil surveys and results analysis from the Future Skills Questionnaire (FSQ's)
- Attendance and punctuality data
- Assessment against learning objectives and outcomes
- Careers readiness tools
- Classcharts data
- Pupil, parents and staff surveys.
- Evaluation of activities demonstrating their impact.
- Feedback from delivery partners (e.g. FE providers, HE providers, Careers Advisers)
- Pupil feedback (e.g. post activity)
- Information on intended destinations for year 11 pupils\*.
- Destination data\*.
- NEET (Not in education, employment or training) data.

This will be used to inform adjustments or amendments to the CEIAG programme, and inform features of the School Improvement Plan (SIP).

The CEIAG policy will also be reviewed every two years to ensure it is fully compliant with any updates to legislation or practice.

\*Castle Newnham School will comply with all GDPR regulations and Data protection Laws at all times when storing, using and sharing pupil data. Pupils will be provided with a GDPR statement and will be offered the chance to consent to their data being appropriately handled. Pupils have the right to withdraw consent at any stage.