Bede Academy

Careers Education, Information and Guidance Policy (CEIAG)

Last review: March 2025
Approved: May 2025
Governor Approval: October 2025
Next review: September 2026

Introduction

As a 'character-first' foundation we strive to cultivate good character as an end in itself; this raises expectations and supports high levels of performance. Our vision can be simply stated as excellence for all. We seek to provide our students with an outstanding education underpinned by traditional Christian values. Within a supportive environment, students are challenged to achieve their personal best and inspired to serve others with their talents. As members of an Academy which is safe and well-ordered, students can be confident to take risks as they explore their potential.

Here at Bede, we value wisdom, not just head knowledge. We are delighted to equip our students with the knowledge and skills they need for the workplace, but to see them develop in character thrills us more. By putting character first, we seek to show students that our community is enriched by their willingness to use their gifts to serve others. A good work ethic, mutual respect and responsibility are key qualities which are nurtured in Bede Academy students as we recognise that all are made in the image of God.

Purpose

Bede Academy we want our students to be able to make informed choices about their future learning and career pathways. We are keen to see our students move into post-16 and post-18 pathways that suit their skills, interests, personality and values, and which take account of their motivations. We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our expectations are high, including for our most vulnerable students and those with special educational needs, so that every child is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning that employer's value.

Bede Academy has a number of statutory duties in relation to careers guidance (DfE Careers guidance and access for educations and training providers September 2022 and The education (Careers Guidance in Schools) Act September 2022.

This includes the following:

- An obligation to provide independent careers guidance from Years 7 to 13
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 13
- Use the Gatsby Benchmarks to improve careers provision
- Appoint a named person to the role of Careers Leader (Appointed in September 2018)
- To publish details of the careers programme for young people and their parents (Term 1 annually)
- Publish a provider access policy so measures are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published (the legal requirements of the 'Baker Clause').
- By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

As well as:
The Department for Education's Statutory Guidance (issued in March 2015) identifies the need for schools to: "have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students." (Para 10, p.4)

Careers Guidance will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity.

Bede Academy endeavours to follow –

- Careers guidance and access for education and training providers (DfE, 2017)
- CDI Framework for careers, employability and enterprise education (2015)
- Any other relevant guidance or updates from DfE, QCA and Ofsted as appropriate.

Our commitment

The academy is committed to promoting high quality careers education, information, advice and guidance as an integral part of every student's education. Our Careers Plan does not exist in isolation from the Bede Academy Development Plan. At Bede Academy our mission is to provide all with the opportunity to work hard to achieve their personal best, to encourage personal, moral and spiritual development within a Christian framework; and to create a disciplined, sensitive environment where everyone is equally valued. Equity lies at the heart of our curriculum intent and eradicating disadvantaged is a core priority.

In particular, we intend our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

The statutory duty requires the governing body to ensure that all registered students at the school are provided with independent[1] careers guidance from Year 8. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial[2] manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Guidelines

Ofsted's Common Inspection Framework identifies the following requirements:

Personal development

[214] Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers students: −

- Unbiased careers advice − experience of work, and − contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.
- Supporting readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully.

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[1] Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, and website and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

[2] Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Objectives

- Raise aspirations, enabling students to achieve their personal best.
- Enable students to recognise they are gifted with a purpose and use their gifts to contribute to the world of work.
- Increase opportunity and access to fulfilling careers and further study.
- Provide a range of academic enrichment to enable students to make informed choices about future pathways
- Ensure all students are given appropriate levels of support to inform and stretch pathways, particularly those with SEN and at risk of disengagement.
- Ensure our curriculum looks outward to the opportunities and needs of Blyth and beyond, in particular through STEM links to the Port of Blyth, renewable energy industries and leading-edge technology firms.

This policy statement sets out the academy'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 academy's legal obligations under Section 42B of the Education act 1997.

Employer & Community Engagement
We are committed to engaging with our local employers and wider professional community to ensure that our students have access to high quality employer engagement activities as well as access to a range of activities that inspire them, including employer talks, visits, careers fairs/events, motivational speakers, college and university visits and access to coaches and mentors.

This will include:

- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work experience provision in Y10 & Y12 and where it is appropriate and beneficial.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available at Post-16 and Post-18 including apprenticeships and entrepreneurialism, and opportunities available from other post-16/18 providers.
- Face to face advice and guidance to build confidence and motivation.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16/post-18
- Information, including local Labour Market Information from a range of agencies to develop a smoother pathway between education and work.
- 24 hour access to careers advice from trained specialists using UniFrog.
- The opportunity to book a careers appointment with a trained specialist at school. This opportunity is available to all students in every year group.
- Activities during form time in all year groups that promotes awareness of a wide range of career opportunities and progression routes.
- Tailored support for all EHCP/LAC students through progression and transfer reviews.
- Access to Careers Fairs and Careers Networking Events.

Management of provider access requests

Opportunities for access
A number of events, integrated into the academy careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:
A provider wishing to request access should contact Dr C Sams, Careers Leader.

Telephone: 01670 545111 Email: careers@bedeacademy.org.uk

Premises and facilities
The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature.

Equality and Diversity
Bede Academy is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes.

Careers education is conducted in accordance with the Academy's equal opportunities policy and other relevant policies. The whole Academy remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole academy curriculum.

Implementation of the Policy
The Careers Guidance leadership and management team are responsible for:

- The CEIAG action plan, implementation of the careers strategy which will be developed each year and which is linked to the school improvement plan
- The Careers Guidance budget allocation and management of resources.
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities – in line with the Gatsby Benchmarks and CDI Framework.
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the Academy's website
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and members of the local business community).
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Assessment, Monitoring and Evaluation of the Careers Guidance provision.
- Providing an annual report to the governing body on Careers Guidance.

Monitoring of Careers Guidance Provision
Provision is monitored through a range of processes including:

- Careers activity drop-ins (for example lessons, career guidance activities/events, and work experience).
- Work scrutiny of students' work experience journals/files/exercise books.
- Scrutiny of sample careers interview action plans.
- Feedback discussions with focus groups of students, parents/carers, staff, employer representatives.
- Participation and attendance data is recorded and monitored.

Evaluating the effectiveness of our Careers Guidance

The effectiveness of guidance activities is evaluated through:

- Attainment and achievement key indicators at all transition stages
- Post 16 destinations of our students
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- Discussions with focus groups of students, parents/carers, staff, employer representatives.

We will know we have been successful when we have high numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or further education and high education providers.

Careers Guidance Leadership and Management Team

Nominated governor with responsibility for oversight of Careers Guidance	Nick Oates
Senior Leadership	Andrew Thelwell – Principal
Careers Leader	Craig Sams – AVP – Post-16 Academic and Careers
Careers Advisor	Linda Johnson