

Careers Education, Information, Advice and Guidance (CEIAG)

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1. Introduction

Beechwood School has a statutory duty to secure independent careers guidance for all year 7 to 13 students (The Education Act 2011/Careers guidance and access for education and training providers January 2018). Our aim for all students is to achieve their personal best. In Careers Education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships and Higher education) that are most likely to help them to achieve their ambitions.

Careers Education Information and Guidance is the responsibility of the school. The school recognises that there should be work related learning for all students. The relevant Director of Studies and the Careers Lead will work together such that they each provide elements of both careers' education and careers guidance.

Careers Education is integrated into the PSHCE Programme and is delivered by tutors. Career related issues will also be delivered through a range of activities in different subject areas.

2. Aim & Objectives

The aim of this Policy is to ensure that all students receive the careers education and guidance according to their individual needs and to which they are entitled.

Careers Education, Information Advice and Guidance at Beechwood School will:

- Provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- Provide personal advice and guidance which is in the interest of, and meets the needs of all students;
- Be based on the Gatsby benchmarks for Good Careers Guidance;
- Contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- Provide opportunities to work in partnership with employers, training providers, local colleges, local universities and others;
- Provide opportunities to inspire students through real-life contact with the world of work;
- Develop enterprise and employability skills;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage students to see career development as a life-long process;
- Develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);

- Ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- Provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- Support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with SEND and
- Be embedded into subjects across the curriculum (including PSHCE)

3. Commitment

The aim of our CEIAG programme is to raise our students' aspirations, to broaden their horizons, to inspire, and to empower them to make informed, realistic decisions at key transition points in learning and work.

Beechwood School is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:

- Independent and impartial careers guidance
- Access to external sources of information on the full range of education and training options
- A stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- Opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- At least one meaningful encounter with an employee or employer each academic year (at least one of which will be Science, Technology, Engineering and Mathematics (STEM) employers);
- Have access to good quality Labour Market Information and be supported to use this data to inform their decisions;
- Every student should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18.
 - To understand how to make applications for the full range of academic and technical courses.
 - To two weeks' worth of modern work experience for every young person

- Every student should have first -hand experiences of workplaces to help their exploration of career opportunities and expand their networks.
- By the age of 16, every student should have had meaningful experiences of workplaces.
- By the age of 18, every student should have had at least one further meaningful experience

4. Implementation

The Careers Lead, Mrs Krasteva-Ilkova, has overall responsibility for all aspects of the CEIAG programme.

The CEIAG programme is delivered across the school curriculum by Form Tutors, Subject Teachers, and Directors of Studies through a wide variety of activities and events. The Careers curriculum is mainly delivered through PSHCE lessons and Form Registration, and is emphasised during National Careers Week and National Apprenticeships Week. The school is supported on a strategic level by Enterprise Advisor, Rebecca Harte. An Enterprise Advisor is a business volunteer who works closely with our school to help develop a practical careers plan.

Adviza provides additional careers guidance interviews and one to one support or a group for targeted students. The school works with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

5. Governor Responsibilities

The governing body will be assured by the school that it has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders.

They should be assured that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will be assured that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

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

6. External partnership

The school works with a range of local employers, education and training providers to provide independent advice to students.

This provision includes:

- an annual careers fair;
- work experience (for all year 12 students);
- mentoring;
- Science, Technology, Engineering and Mathematics (STEM) events;
- workplace visits;
- visits to Further Education and Higher Education institutions;
- curriculum projects and
- National Careers Week.

Beechwood School provides opportunities for a range of education and training providers to access all students in years 7 to 13 for the purpose of informing them about approved higher educational qualifications or apprenticeships. Beechwood School has a published policy statement setting out arrangements for provider access. This is available on the school's website.

7. Curriculum

The school delivers careers education through a combination of methods:

- Careers units in key stage 3, 4 & 5, PSHCE lessons;
- Tutorial programmes for all year groups;
- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers);
- Work experience programme (Years 7 - 13);
- Careers assemblies;
- Annual careers fair;
- Workplace visits, Further Education and Higher Education visits;
- National Careers Service website;
- Apprenticeship Support and Knowledge (ASK) and BEEP for Schools Programme (assemblies and workshops);
- Individual careers guidance sessions with a qualified careers professional in year 11 -13 for all students (identified students receive additional careers guidance sessions and support prior to year 11) In addition, students (years 7 -11) can request a careers guidance session;

- Creating a learning environment which allows and encourages students to tackle
- real-life challenges and
- Employer based curriculum projects / challenges. More details of the careers
- programme are published on the schools' website.

8. Resources

Funding for CEIAG is allocated annually. Additional resources can be requested. The Careers Lead and Directors of Studies have responsibility for the management and deployment of the careers budget and careers resources.

9. Staffing

Learning to work alongside the Careers Lead to deliver personal guidance meetings.

10. Staff development

The Careers Lead attends CEIAG SASH meetings termly.

11. Communication

We communicate our activities through the termly School Bulletin and through displays in School. Careers packages such as Unifrog can be accessed by students either in school or at home. Information is available on our school website including a Comprehensive list of useful websites and links.

12 . Provider Access (PAL) - updated 5 January 2023

Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils 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 pupils in years 7-13 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 options events, assemblies and group discussions and taster events;

- 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 pupils and/or parents 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

13. Monitoring and evaluation

The Careers Lead monitors the effectiveness of careers activities through the use of student questionnaires, staff surveys and evaluation forms from external providers.

The Careers Lead reports to SLT link regarding the effectiveness and impact of different initiatives. The Careers programme is reviewed annually. The Careers Lead works in collaboration with the Careers and Enterprise Company to review the school's provision against the Gatsby benchmarks and evaluate using the online Compass tool and to form an action plan. Leavers' destinations are analysed at post-16 and post-18.

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

- Feedback from stakeholders, student and parent survey;
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

Appendix 1

The Gatsby Benchmarks

Updated June 2026

<https://www.gatsbybenchmarks.org.uk/understanding-the-gatsby-benchmarks/>

1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	▪ Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. ▪ The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. ▪ The careers programme should be published on the school's website and communicated in ways that enables pupils, parents and carers, staff and employers to access and understand it. ▪ The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.
2. Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with special educational needs and disabilities (SEND) and	▪ During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. ▪ Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour markets and future study options to inform their support to

	their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information	their children for pupils in their care.
3. Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	▪ A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. ▪ Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. ▪ For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. ▪ All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. ▪ Schools should collect, and maintain, and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support ▪ Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

4. Linking curriculum learning to careers	As part of the school's programme of careers education all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathway	▪ Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. ▪ Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils
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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own parttime employment where it exists.	▪ Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	▪ By the age of 16, every pupil should have had meaningful experiences of a workplaces. ▪ By the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace	▪ By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. ▪ By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	Every pupil should have opportunities for guidance meetings with a careers	▪ Every pupil should have at least one personal guidance meeting

	adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	with a careers adviser by the age of 16, and a further ▪ interview meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. ▪ Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website
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Appendix 2

Careers Charter

A number of events, integrated into the school careers' and IAG programme, will offer providers an opportunity to come into Beechwood School to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 8	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input ▪ Event for University Technical College/apprenticeships	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input. ▪ Parents' Reporting Evening ▪ Technical/vocational tasters at local college/s, training providers	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input ▪ KS4 Pathway's Evening ▪ Employer webinars event for pupils, parents –overview of local, regional, and national opportunities and skills requirement
Year 9	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input ▪ Careers Event for University Technical College/apprenticeships	▪ Assembly and tutor group opportunities ▪ Rolling rota or PSHCE input. ▪ Parents' Reporting Evening ▪ KS4 options event – Windsor Forest Colleges Group college and PwC apprenticeship provider attending to give presentations to pupils	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input ▪ Parents' Reporting Evening ▪ Meeting with careers adviser
Year 10	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input. ▪ Parents' Reporting Evening ▪ Event for University Technical College/apprenticeships	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input. ▪ Meeting with careers adviser	▪ Assembly and tutor group opportunities ▪ Rolling rota for PSHCE input ▪ Parents' Reporting Evening ▪ Technical/vocational tasters at Activate

	Post 16 technical education options assembly with General Further Education College		Learning college, training providers (PwC and GE)
	Autumn Term	Spring Term	Summer Term
Year 11	- Assembly and tutor group opportunities - Rolling rota for PSHCE input. - Parents' Reporting Evening - Pathway to PwC – Apprenticeship Workshop - Workshops – visiting speakers - Event for University Technical College/apprenticeships - Meeting with careers adviser	- Assembly and tutor group opportunities - Rolling rota for PSHCE input. - Parents' Reporting Evening - Post-16 Options evening - Apprenticeship's week assembly by Windsor Forest Colleges Group college	- Assembly and tutor group opportunities - Rolling rota for PSHCE input - Post-16 Induction Day - Confirmation of post-16 education and training destinations for all pupils
Year 12 & 13	- Assembly and tutor group opportunities - Rolling rota for PSHCE input. - Parents' Reporting Evening - Workshops – visiting speakers - Event for University Technical College/apprenticeships - Meeting with careers adviser	- Assembly and tutor group opportunities - Rolling rota for PSHCE input. - Parents' Reporting Evening - Small group sessions: future education, training and employment options	- Assembly and tutor group opportunities - Rolling rota for PSHCE input. - Year 12 Work experience - Technical/vocational tasters at local University /s, training providers - Confirmation of post-18 education and training destinations for all pupils

Please speak to Petya Krasteva-Ilkova, Director of Enterprise & Careers' Learning and IAG, to identify the most suitable opportunity for you.

Appendix 3

Application for Provider Access

Introduction

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

Pupil entitlement

All pupils in years 7-13 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 options events, assemblies and group discussions and taster events
- 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 Petya Krasteva-Ilkova

Telephone: 01753 520473

Email: p.ilkova@beechwood.slough.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 Charter 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 her team.

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 CEIAG policy is to be reviewed on an annual basis.