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Careers Education Information Advice Guidance Policy

LET YOUR LIGHT SHINE
LUCEAT LUX VESTRA

BURY CE HIGH SCHOOL

Careers Education Information Advice Guidance policy

Policy type	Supports a fair, consistent and inclusive approach to careers education, information, advice and guidance, including impartial guidance, provider access, personalised support, work-related learning, transition planning and clear responsibilities for helping all students make informed decisions about their future pathways.
Author Owner In Consultation With	Mrs R Doherty Kirkwood – Assistant Headteacher Mrs R Doherty Kirkwood – Assistant Headteacher Dr S Wrigley - Headteacher Canon L Nicholls - Chair of Governors
Approved by	Canon L Nicholls (Chair of Governors) September 2026
Review date	September 2027
Description of changes	Updated to align with Department for Education statutory guidance (June 2026), Gatsby Benchmarks Provider Access Entitlements Destination analysis Parent/carer engagement Leadership & Management

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1. INTENT

Our aim at Bury Church of England High School is that all our students, including those with additional needs or an Education, Health & Care Plan (EHCP), are well-prepared for successful transition into further education, apprenticeships, employment or training, and for the ever-changing world of work.

Our Careers Curriculum is designed to provide students with a bespoke, rich set of career-based learning experiences which enrich and underpin all other aspects of their school journey.

Through a well-considered careers, education, information, advice and guidance (CEIAG) programme of study, sequenced across each Key Stage, we aim to:

- raise aspirations
- improve social mobility
- develop employability skills
- prepare all students for successful transitions into high-quality destination pathways
- respond to the changing labour market and societal demands

Across their Academy journey, students will experience a range of meaningful encounters and enrichment opportunities that link classroom learning to career possibilities, strengthening students' knowledge and awareness of the wide range of opportunities around them.

Bury CE High School acknowledges its statutory duties under Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges, sixth form colleges and independent training providers (Department for Education, June 2026), the Education Act 1997, the Skills and Post-16 Education Act 2022 and the Provider Access Legislation. From September 2025, the school uses the updated Gatsby Benchmarks as the framework for its careers programme.

How We Meet the Gatsby Benchmarks

A stable careers programme

We deliver a stable, structured and sequenced careers programme embedded within the SHINE curriculum and aligned with the School Development Plan. It is structured around the eight updated Gatsby Benchmarks and underpinned by progressive career-related learning outcomes so that knowledge, skills and confidence build from Year 7 to Year 11. The programme has the explicit backing of the Headteacher, SLT and IEB/governing body and is published for pupils, parents/carers, staff, employers and other stakeholders.

Learning from careers and labour market information

Pupils access up-to-date labour market information (LMI) through PSHE/SHINE lessons, employer talks, college sessions, and digital careers platforms. Parents also receive LMI updates during options and transition events.

Addressing the needs of each pupil

We track progression, destinations and NEET risks through Compass+, internal data, and targeted intervention for disadvantaged, SEND, and high-need pupils. Careers activities are personalised, with enhanced transition for SEND pupils.

Linking curriculum learning to careers

All subjects highlight career pathways and real-world application through careers-in-the-curriculum mapping, curriculum roadmaps, and department-based employer links.

Encounters with employers and employees

Pupils engage with a wide range of employers through assemblies, career fairs, SHINE Days, employer-led workshops, mock interviews, and social action projects that link to real organisations.

Experiences of workplaces

All pupils have meaningful first-hand experiences of workplaces by age 16. Year 10 pupils undertake a structured work experience programme, supported by personalised placements for SEND pupils where appropriate. Additional workplace visits, virtual tours, employer-led projects and simulated workplace activities provide multiple progressive experiences across Key Stages 3 and 4. From September 2026, the school will continue to reform its provision towards the national expectation of two weeks' worth of high-quality work experience during Key Stages 3 and 4. Each experience is underpinned by learning outcomes, preparation and reflection.

Encounters with further and higher education

We work closely with local colleges, universities, training providers and apprenticeship organisations who deliver assemblies, workshops, campus visits and application support. Encounters are progressive, impartial and planned to meet the updated Gatsby definition of meaningful: pupils have the opportunity to learn about the provider's offer, ask questions and understand how to apply or progress. This includes enhanced transition for SEND learners.

Personal guidance

All pupils receive at least one personal guidance meeting with a Careers Adviser trained to the appropriate level by age 16. Meetings are scheduled according to need, with priority and follow-up support for Year 11 pupils, pupils with SEND, disadvantaged pupils and those at risk of becoming NEET. Guidance, agreed decisions and next steps are recorded at individual learner level and inform personalised support.

The updated Gatsby Benchmarks emphasise inclusion, senior leadership and governance engagement, parent/carer involvement, systematic learner records, destination data, evaluation and meaningful, progressive encounters. The school uses these principles to demonstrate intent, implementation and impact through its published programme, strategic action plan and annual evaluation.

2. PURPOSE AND AIMS

The purpose of CEIAG at Bury CE High School is to provide students with the opportunity to engage in a broad range of activities which enhance their knowledge and understanding of the world of work and the full range of education and training pathways, meeting their individual needs and ambitions.

Our commitment is not simply to meet statutory requirements, but to deliver exemplary, tailored support and guidance for every student throughout their time at our school.

The aims of our CEIAG programme are to:

- Provide contexts that help raise student motivation and attainment;

- Assist students to follow courses and pathways appropriate to their needs, interests and aspirations;
- Improve students' understanding of the world of work, labour market information (LMI) and changing industries;
- Ensure that all students receive appropriate advice and guidance;
- Secure successful transition to next stage of education, employment or training;
- Empower students to plan and manage their own futures;
- Offer a responsive service allowing time for face-to-face, impartial guidance;
- Provide comprehensive, unbiased advice and guidance;
- Actively promote equality of opportunity and challenge gender, racial, cultural or other stereotypes;
- Ensure that students with SEND and those at risk of being NEET receive enhanced support and personalised transition planning.

Methods by which we accomplish these goals include:

- Providing careers-linked opportunities that enhance the curriculum;
- Promoting awareness of the world of work, industry, economy and community;
- Relating the skills, attitudes and knowledge taught at school to the wider world of work;
- Developing students' personal and social skills (communication, collaboration, problem-solving, initiative, resilience);
- Providing informed and impartial guidance;
- Enabling students to make considered and realistic decisions about their future choices;
- Maintaining and developing effective links with key external partners (employers, providers, universities, FE colleges, training organisations);
- Ensuring comprehensive preparation for transition to further education, employment with training or apprenticeships;
- Publishing and following a current provider access policy statement, in accordance with section 42B of the Education Act 1997, so that every pupil can learn about approved technical education qualifications and apprenticeships.

Provider access entitlement

- As an 11-16 school, Bury CE High School provides the four mandatory encounters applicable to pupils in Years 8-11: two encounters during the first key phase (Year 8 or Year 9) and two during the second key phase (Year 10 or Year 11).
- All pupils are required to attend these encounters. Providers are given sufficient time to explain technical qualifications and apprenticeships, entry requirements, progression routes and how pupils can apply, and pupils have an opportunity to ask questions. Provision is impartial and does not favour any institution, academic route or technical route.

Specifically, impartial and independent IAG is provided to students through:

- Information on the school website;
- Dedicated careers lessons as part of Personal Development/PSHE across Years 7-11;
- Targeted drop-down events and assemblies for all year groups;
- Links with colleges, universities and training providers through visits, taster days, campus tours and outreach programmes to raise aspirations and awareness;
- Industry-specific talks and employer-led presentations;
- Face-to-face careers guidance from a qualified Level 6 Career Guidance Practitioner;

- Group sessions, assemblies and events focused on apprenticeship and technical options;
- Regular “Future Friday” careers sessions and “Career Spotlight” opportunities;
- Personalised transition planning and tracking, especially for SEND pupils and those identified as at risk of NEET.

Management

CEIAG is led and managed by the Careers SLT Leader, working with an appropriately trained Careers Leader and a Careers Adviser trained to the appropriate level. The Careers Leader is provided with appropriate authority, protected time and resources to develop and direct the programme. The Headteacher, SLT and IEB/governing body give explicit strategic backing to the programme. Careers is considered regularly through governance, with a designated careers link governor/IEB member taking a strategic interest in provision and employer engagement. Responsibilities include:

- The strategic development and coordination of the school’s CEIAG programme (the stable careers programme);
- Monitoring, evaluation and reporting of career provision;
- Liaison with wider SLT and the governing body/IEB;
- Regular meetings with the School Enterprise Adviser and regional LEP Careers Coordinator;
- Consulting with Heads of Faculty and Curriculum Leads to embed careers links in subject areas;
- Sharing good practice across the school and attending the regional Careers Leaders network;
- Ensuring ongoing CPD for staff involved in careers education and employer engagement;
- Overseeing the use of Compass/Compass+, the Careers Impact System and, where appropriate, the Future Skills Questionnaire to audit provision and evaluate pupils' career-related knowledge, skills and confidence.

Systematic learner records

The school maintains an individual learner-level record from first contact of participation in all aspects of the careers programme, personal guidance, advice provided, agreed decisions and next steps. Where a pupil transfers into or out of the school, relevant careers participation and guidance information is integrated into or shared with the learner's record where available and appropriate. Records are used to identify gaps in access, personalise support and evidence impact.

Strategic alignment and curriculum audit

The annual strategic careers plan is aligned with the School Development Plan and wider priorities including attendance, behaviour, wellbeing, inclusion and attainment. A curriculum audit identifies where careers learning, labour market information, employer engagement and technical pathways are taught across subjects. Careers-related CPD supports teachers, Careers Champions, pastoral staff, the SENCO and governors/IEB members to fulfil their roles.

3. REVIEW

Each academic year the Careers Leader develops a strategic CEIAG Action Plan aligned with whole-school priorities and undertakes a full careers audit using Compass/Compass+, the updated Gatsby Benchmarks and the Careers Impact System. The plan, progress and impact are monitored regularly by SLT and the IEB/governing body. Careers is included as a regular governance agenda item.
The programme is evaluated using feedback from pupils, parents/carers, teachers and other staff who support pupils, the Careers Adviser, employers, education and training providers and other partners. Evaluation findings, curriculum-audit evidence, learner participation data and destination information inform the next cycle of planning and are reported to SLT and the IEB/governing body.

3.1 GUIDANCE FOR EACH KEY STAGE

This policy has been written with regard to Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges, sixth form colleges and independent training providers (Department for Education, June 2026).
Careers guidance and access for education and training providers
Bury Church of England High School is working towards achieving the Gatsby Benchmarks Gatsby Benchmarks Explained

Key Stage 3 (Years 7–9)

Intent
At KS3, students begin their CEIAG journey through the SHINE curriculum, where careers education is woven into Personal Development, subject learning and enrichment. We aim for every student to recognise that each subject they study is a *gateway to future pathways* and that transferable skills—communication, confidence, resilience, teamwork, digital literacy and problem-solving—are essential for successful futures.
Through early exposure to employers, labour market information, and aspirational role models, students develop self-awareness and begin to explore how their strengths align to future opportunities.

Implementation
Our KS3 careers provision is delivered through SHINE, curriculum learning and enrichment:
SHINE Curriculum & Personal Development

- Dedicated SHINE/PSHE lessons in Years 7–9 explicitly teach careers themes such as skills for employment, personal strengths, digital footprints, workplace behaviours, financial literacy, equality in the workplace, and exploring career families.
- Social Action and Character Education units (e.g. Culture and community projects) build employability skills while linking to real-world careers (hospitality, health & social care, sustainability, community services, public sector roles).
- Career Connection activities delivered through form time encourage students to reflect weekly on aspirations, role models, strengths and future choices. Tutors facilitate structured discussion around careers, options and developing ambitions.

Careers in the Curriculum (All Subjects)

- Every subject highlights its career pathways through curriculum maps, display boards, and lesson links to industry.
- Subject teachers reference real employers, job roles and labour market information relevant to their discipline (e.g., science and NHS careers, computing and digital industry roles, PE and sports science, languages and global business).
- Departments participate in SHINE careers events and themed weeks to showcase careers organically through lessons.

Employer, FE & HE Encounters

- KS3 pupils access employer encounters through assemblies, visiting speakers, local business workshops and inspirational career stories.
- Visits from local colleges, apprenticeship providers and universities introduce early awareness of future pathways and raise aspirations.
- SEND pupils receive enhanced transition and early guidance, including smaller-group sessions and supported opportunities to explore pathways matched to their needs.

Options and Pathways Support (Year 9)

Extensive Year 9 support helps students make well-informed option choices:

- Options assemblies and SHINE lessons linking subject choices to future qualifications and careers.
- Parent/carer engagement through Options Evenings and digital resources.
- 1:1 guidance for pupils with SEND or those who require tailored support.

Impact

Our KS3 career provision ensures that students:

- understand the relevance of their learning to the world of work;
- develop early aspirations aligned with their strengths and interests;
- build resilience, confidence and communication through SHINE, enrichment and social action;
- gain meaningful employer exposure, supporting ambition and informed thinking from Year 7 onwards;
- are well prepared for their Year 9 options process, making choices that reflect their potential and long-term goals.

This early, broad engagement supports our whole-school priorities around Personal Development and reinforces our Christian vision to *"Let your light shine"*, encouraging every pupil to see themselves as capable, valued and prepared for the future.

Key Stage 4 (Years 10–11)

Intent

By KS4, students should have a confident understanding of their post-16 destination pathways — including further education, apprenticeships, technical qualifications, T-Levels, employment with training, and alternative specialist pathways for SEND learners. They will understand how their GCSE subjects link to future opportunities, recognise the demands of evolving local and national labour markets, and be able to make informed choices based on strengths, aspirations and career ambition.

Students will further develop core employability skills, including CV writing, interview technique, communication, teamwork, professional conduct and workplace readiness.

Implementation

Our KS4 careers programme builds on KS3 foundations and includes:

Formal Careers Lessons & SHINE Integration

- Weekly careers-focused SHINE/Personal Development lessons across Years 10–11 covering:
  - destination pathways and progression routes
  - employability skills
  - interview preparation
  - applying for college and apprenticeship opportunities
  - digital literacy and work-readiness
  - workplace rights, responsibilities and expectations

Employer & Alumni Encounters

- Targeted and meaningful encounters with employers, apprenticeship providers and alumni, linked specifically to subjects and pupils' aspirations.
- Careers fairs, mock interviews, visiting speakers and mentor sessions support direct engagement with local industry.

Experiences of Workplaces *(Benchmark 6)*

- A structured Year 10 work experience programme, with tailored placements for SEND pupils where needed.

Additional workplace insight through:

- virtual tours
- in-school simulated workplace tasks
- employer-led project days
  These ensure every student gains a real understanding of workplace expectations.

Further & Higher Education Encounters

- Visits, workshops and taster sessions delivered by colleges, universities, training providers and apprenticeship organisations.
- Strong emphasis on technical education (T-Levels, HTQs, apprenticeships) in line with the Provider Access Legislation (PAL).
- Early enhanced transition support for SEND pupils, including small-group visits and tailored guidance sessions.

Personal Guidance Interviews

- Every student receives at least one one-to-one careers guidance interview with a Level 6 qualified adviser by age 16.
- Priority support for SEND, disadvantaged, and students at risk of becoming NEET, with follow-up interviews where required.

Impact

At KS4, our CEIAG programme builds seamlessly on the strong foundations developed at KS3. Students leave Year 11 with a clear understanding of their next steps, a realistic plan for their future, and the confidence and resilience expected in modern workplaces.
Guided by our Christian vision to *"Let your light shine"*, students develop ambition, professionalism and self-awareness, enabling them to make informed, aspirational and sustainable post-16 decisions.

4. Enhanced Transition for Students with SEND

At Bury CE High School we recognise the importance of high-quality transition planning for students with Special Educational Needs and Disabilities (SEND) and those with an EHCP, to support them moving from school to post-16 education, employment or training.

Our approach includes:

- Early identification of transition needs, starting in KS3, and individualised transition planning in consultation with the SENCO, careers leader, pastoral staff, parents/carers and external agencies;
- Tailored careers guidance sessions aligned with the principles in the Gatsby Benchmarks case-studies for SEND.
- Additional employer/industry visits (including supported and inclusive workplaces) for SEND students;
- Supported work experience, job-matched placements, or simulated work environments tailored to students' needs;
- Transition visits and taster days at FE/training providers with SEND provisions;
- Regular monitoring of destination outcomes for SEND pupils and early alert if there is a risk of NEET;
- Collaborative working with local authority transition teams, Supported Internships and apprenticeship providers with SEND focus;
- Parental/carer engagement sessions specific to SEND transition (e.g., planning for supported employment, apprenticeships for learners with SEND, the 'right to ask' for apprenticeships).

5. Tracking Destinations and NEET Monitoring

We recognise that effective careers provision includes tracking and monitoring students' destinations once they leave school and identifying those at risk of becoming NEET (Not in Education, Employment or Training). Our strategy includes:

- Collecting, maintaining and analysing accurate individual-level data on pupils' aspirations, intended destinations, immediate destinations, sustained destinations and longer-term destinations;
- Monitoring immediate, sustained and longer-term destinations, working with the local authority, post-16 providers and available national data where appropriate;
- Identifying any students at risk of becoming NEET and implementing early intervention through the careers leader, designated NEET lead, pastoral team and external support agencies;
- Collating and reporting destination data (including progression to apprenticeships, employment, further education/training) in the school's annual careers report;

- Using destination data to evaluate and improve the CEIAG programme: linking improvement areas to curriculum, employer encounter opportunities or guidance gaps;
- Providing anonymised summary data to the IEB/governors and stakeholders to show impact of the career programme;
- Ensuring SEND pupils' destinations are specifically monitored and support or referral is provided where required, including supported internships and employment with support.
- Destination information is reviewed by SLT and used alongside learner participation records and stakeholder feedback to identify gaps, target support, evaluate programme impact and strengthen alumni links.

6. CAREER CHAMPIONS

Purpose:

At Bury CE High School, nominated champions act as the designated Careers lead within their department. Their role is to support the integration of careers education in subject areas, act as the CEIAG Coordinator's key contact, share relevant information, engage in careers-focused CPD, and identify subject-specific opportunities as they arise.

Whole-School Support Strategies:

To support Career Champions in their role, we provide:

- Half-termly meetings to share updates, resources, and upcoming CEIAG priorities.
- Access to a central CEIAG resource bank with subject-specific links, employer contacts, and teaching materials.
- Careers-focused CPD to strengthen understanding of LMI, Gatsby Benchmarks, and curriculum integration.
- Curriculum planning support to embed meaningful CEIAG links within subjects.
- Employer and alumni connections to enhance real-world relevance through talks, visits, or projects.
- Regular communication from the CEIAG Coordinator for consistent information flow.
- Recognition and feedback to ensure champions feel valued and involved in shaping the school's careers strategy.

This approach ensures careers education is embedded across the curriculum and supports all students in making informed, aspirational choices.

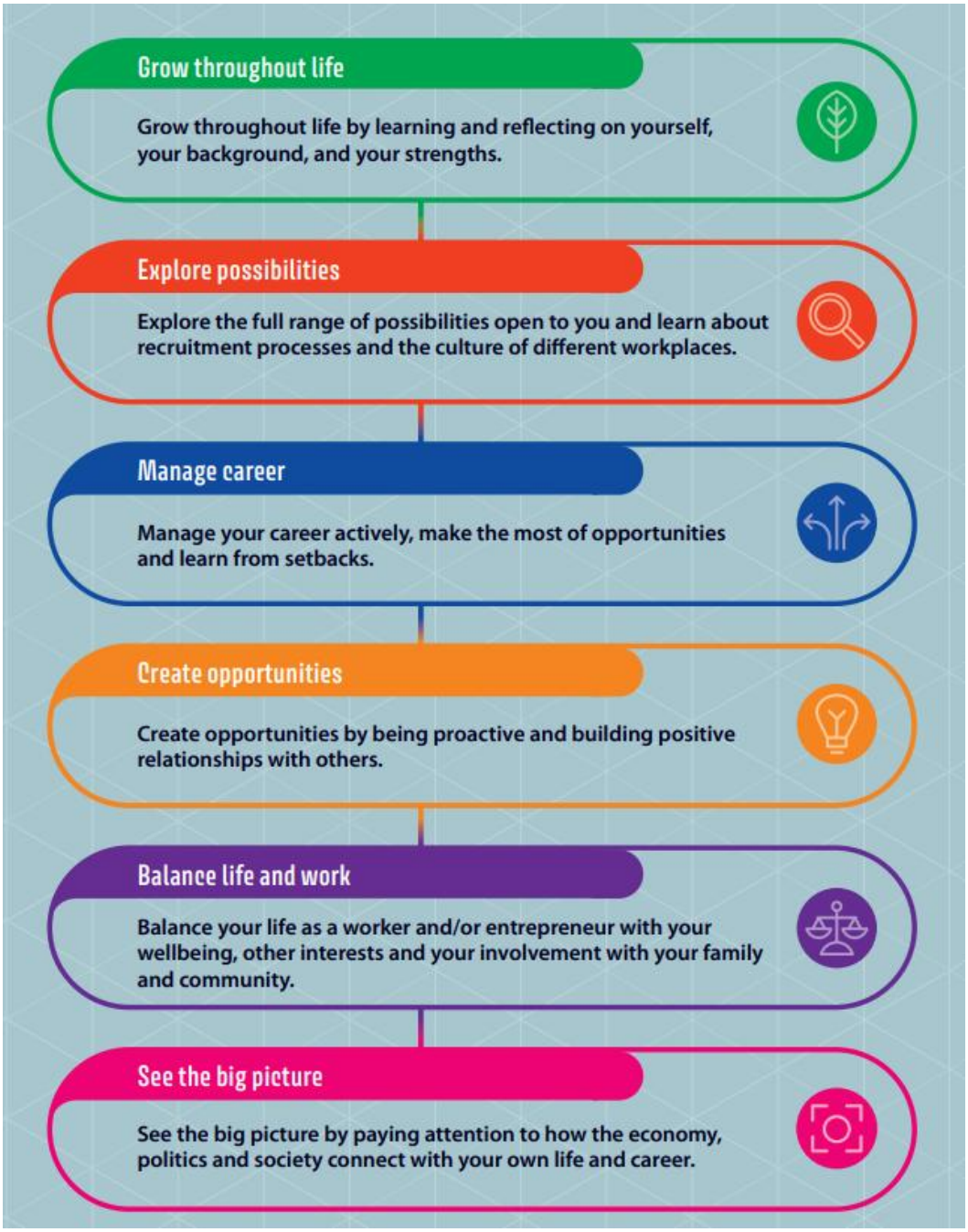
Department Career Champions subjects:
English
Maths
Science
RE
Art & Technology
Performing Arts
MFL
History
Geography
ICT
PE
Social Sciences (Child Development, Health & Social Care)
PSHE
SEND

7. BURY CE HIGH SCHOOL AND THE CDI FRAMEWORK:

The Framework clarifies the skills, knowledge and attitudes that individuals need to have a positive career.

As part of the new CDI Framework schools should be working towards the following SIX Learning aims within a structured Careers curriculum. BCEHS will use the learning aims to help students to connect careers / opportunities / experiences to the bigger picture, helping them to better understand future destinations and pathways. CDI 107-Framework Handbook.indd

1: Grow through Life
2: Explore Possibilities
3: Manage Career
4: Create Opportunities
5: Balance Life and Work
6: See the bigger Picture



We use these learning aims to ensure students not only understand pathways and opportunities, but develop attributes to navigate change, stay resilient, connect with the world of work and evaluate their career-life balance.
Our CEIAG lessons, employer encounters, work experience, mentoring and alumni links are all mapped to these aims so that every student can articulate their progress and readiness.

APPENDIX 1: EQUALITY IMPACT ASSESSMENT (EIA)

Name of person completing the EIA:	Rachael Doherty-Kirkwood
Role of person completing the EIA:	Assistant Headteacher
Date EIA completed:	21/04/2025

Please note, **you do not need to identify impacts for all categories**, just those that are applicable

Policy or Process Information		
Name of policy or process:	CEIAG Policy	
Purpose and intended aim of the policy or process (use policy or trip/event name)	To ensure careers education and guidance at Bury CE High School actively encourages young people to take ownership of their future careers and to consider all options, so that they are able to select the best way forward for their God given interests and aspirations. To develop a planned programme of activities, meetings and events supports them in choosing relevant 14-19 pathways.	See aims 2. in policy
Name of person responsible for the policy or process and its review:		
Protected Characteristic	Negative Impact Identified	Explanation Of Impact Analysis and Any Concessions Made
Age:	Age-appropriate presentations/ experiences/ activities	Ensure presentations/ experiences/ activities are age appropriate for students Y7-11.
Disability:	Access to trips/ activities	Ensure all venues/ transport have appropriate accessibility.
Sex:		
Gender reassignment: **S.7 Equality Act 2010. Where a person is proposing, is undergoing or has undergone, a process (or part of) for the purpose of reassigning the person's sex. No longer a requirement to be under medical supervision.**		

Ethnicity:	We are a CofE High School, where care and compassion underpins all our work. Our careers programme focuses on the inclusion of all people, regardless of ethnicity, religion or belief and sexual orientation. The programme will be delivered in line with Gatsby Benchmarks and will ensure students are exposed to talks from a diverse range of people and businesses. We will seek to ensure students feel represented and well informed about post-16 choices.	
Religion or belief:		
Sexual orientation:		
Marriage or civil partnership:		
Pregnancy and maternity:		
Carers/caring responsibilities		
Socio economic status	Restriction to external events	All students will be given the same opportunities to attend events. Disadvantaged students will receive financial support for events, if necessary. Students will be exposed to varied education setting and jobs in a wide range of sectors.
Other factors to be considered, e.g. contract type, grade		

Date EIA recommended to responsible body with proposed policy or plans (e.g. EV lead, HT, LGB) **Please note: ratification will occur at the same time a trip is approved or policy is adopted.**	September 2026