



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Date Reviewed	July 2025
Frequency	Annually
Next review date	July 2026
Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:.....

Dated: 10/07/2025

Chair of Governors

Signed:.....

Dated: 10/07/2025

Principal

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Careers responsibilities

Senior Leadership link – Mrs L Chapman

Careers Leader - Mr A Lucas

Careers administration – [Mrs J Catrambone](#)

Governor with Careers remit –Mrs Sara Redmond

Personal guidance Careers Adviser – Mrs Lorna Mullins

Enterprise Coordinator – Mrs Faye Gadsby

Enterprise Adviser – [Mrs Paula Grayson, Bell Consultancy](#)

Purpose and aims of Careers Education at Goldington Academy

Goldington Academy is fully committed to ensuring that all our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately we work towards them becoming independent and productive young adults who achieve their full potential. We aim to do this through our Careers Programme.

Our Careers Programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and they are supported during the decision-making process.

Students progress from Goldington Academy to a range of post-16 destinations which they have the right to choose from. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We seek to inform parents of labour market information and to provide them with the knowledge of the choices available to their children.

We recognise the importance of students developing strong interpersonal and communication skills as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by a social situation.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader, Mr A Lucas, is committed to providing a reviewed and evaluated programme of careers education from years 7 to 11, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- (Gatsby Foundation, 2014)

We adhere to the Department for Education guidance 'Careers guidance and access for education and training providers' (DfE, [January 2023](#)) which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

Careers Education, Information, Advice and Guidance Policy

Linked policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, more able learners and SEND. The policy must also be considered alongside the PSHE Policy, SEND Policy and the Provider Access Policy (Appendix 3).

All our policies are available via the Academy's website.

1.0 School Vision

1.1 Goldington Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. Through a planned programme of activities, CEIAG and Employability skills, Goldington Academy aims to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in key stages 3 and 4.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)

- 2.4 This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both key stages and in all years and these events will impact upon all students at the school.
- 2.7 All members of staff at Goldington Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.
- 2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:
 - 3.1.1 To ensure that all students at the school receive a stable careers programme
 - 3.1.2 To enable all students to learn from information provided by the career and labour market
 - 3.1.3 The CEIAG programme should be individual and address the needs of each student
 - 3.1.4 To link the curriculum learning to careers learning
 - 3.1.5 To provide students with a series of encounters with employers and employees
 - 3.1.6 To provide students with experiences of workplace(s)
 - 3.1.7 To ensure that students have a series of encounters with further and higher education
 - 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:
 - 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
 - 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

- 4.1.3 This advice must cover a range of education or training options – including level 1, 2 and 3 courses as well as T-levels and apprenticeships
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Years 7 – 11 in order to inform them about approved technical qualifications or apprenticeships.
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. See Appendix 3. This policy and these arrangements must be published.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- 4.3 Goldington Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. Critical friends, Employers, education providers, careers event visitors, School Improvement Partner or Ofsted)

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

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

6.0 Legal duty for schools and academies: access to providers of technical education and apprenticeships - Provider Access Legislation (PAL 2023)

- 6.1 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. "Every pupil, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools. That is why the department introduced a legal duty in 2018 to require all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. By hearing directly from a range of providers, every pupil can build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes. This will lead to better-informed choices and help to reduce the risk of young people dropping out of courses.", (DfE, January 2023)

- 6.2 As a minimum, schools must offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend, to take place any time during year 12 or between 1 September and 28 February during year 13.

- 6.3 Schools and providers should work together and schools must ask each provider to provide information to pupils that, as a minimum, includes:

- 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 qualifications and apprenticeships.

6.4 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

6.5 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

7.0 Monitoring, Evaluation and Review

7.1 The Principal will ensure that:

7.1.1 the work of the Careers Leader, Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

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

7.2.1 Feedback from stakeholders through mechanisms such as Student Voice and parent survey;

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The Governors of Goldington Academy will review this policy every three years.

Appendix 1 - The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, 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.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student 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.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student 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.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students 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.	• 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 apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. • *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2 – Statement of Entitlement



Careers Education, Information and Guidance Statement of Entitlement

As a student at Goldington Academy, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to:

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personal advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well-prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths, and preferred learning styles in relation to post-16 pathways and future goals
- be able to access careers information and resources via Unifrog
- receive careers information and on-going support from staff such as your tutor and Careers Leader
- participate in careers exploration via Life Skills lessons and careers learning platforms
- have listened to talks and presentations on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- participate in trips and visits with opportunities to ask employers questions about career pathways within their sector
- have opportunities to evaluate individual achievements, e.g. rewards assemblies

By the end of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of Life Skills, through tutor times and through assemblies
- be offered at least one personal guidance appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals
- have taken part in an enterprise activity
- have listened to talks and presentations on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- contribute to the careers programme as a Futures ambassador
- participate in trips and visits with opportunities to ask employers questions about career pathways within their sector
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via Unifrog
- have opportunities to evaluate individual achievements, e.g. rewards assemblies

Provider access policy statement

Goldington Academy



Approved by: Francis Galbraith

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1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2 Statutory requirements

2.1 General requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

2.2 Statutory - Provider Access Legislation (PAL)

All students in Years 7 to 11 at Goldington Academy are entitled to:

Two meaningful encounters with providers of approved technical education qualifications or apprenticeships during Key Stage 3 (Year 8 or 9).

Two further meaningful encounters during Key Stage 4 (Year 10 or 11).

These encounters are part of our planned careers programme and are designed to provide students with relevant information about technical and vocational options, in line with the Provider Access Legislation (January 2023).

2.3 Meaningful encounter

- Based on DfE guidance, a meaningful encounter is one where students:
- Learn about the provider and the qualifications or apprenticeships they offer.
- Understand potential career paths linked to those qualifications.
- Receive a clear description of what learning/training with that provider is like.
- Have the opportunity to ask questions.

3. Student entitlement

All students in years 7 to 11 at Goldington Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Mr A Lucas, Careers Leader. Email: lucasa@goldington.beds.sch.uk

4.2 Provider opportunities

At Goldington Academy, careers education is delivered through Life Skills lessons, assemblies, form time, curriculum links, and targeted events.

Year 7:

- Introduction to career interests and skills (FSQ, Life Skills)
- **GA Careers Week** (formerly Green Careers Week)
- STEM and subject-specific career links
- Employer talk and author visit

Year 8:

- Careers in the workplace (School Runner activity)
- Life Skills: Life & Work
- **GA Careers Week** and STEM focus
- Employer and provider encounters

Year 9:

- STEM Fair, University Fair (SEN focus)
- Life Skills: Post-16 Pathways
- Work shadowing, PP-targeted guidance
- Careers and Apprenticeships Week activities

Year 10:

- Careers guidance interviews begin
- Labour market info and post-16 exploration
- Talks from universities and apprenticeship providers
- STEM and subject-specific careers
- Post-16 Careers Week (new for 2024–25)

Year 11:

- Post-16 provider assemblies and careers fairs
- Mock interviews
- Further personalised guidance
- Career-linked subject content and destination planning

4.3 Granting and refusing access

Access to students will be refused under the following circumstances:

- On dates of national examinations
- During internal, formalised examinations
- If it is deemed that learning will be impacted (i.e. missing a significant number of lessons)
- During staff training days and school holidays
- Over a weekend, unless an event is specifically arranged for this time period
- Other circumstances that may arise

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy and sign an agreement upon their initial visit to the premises.

DBS checks should be provided if available. All visitors must report to Reception upon arrival at the school site, bringing a photographic means of identification (e.g. passport, driving licence)

4.5 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 be discussed and agreed in advance of the visit with the Careers Leader or member of the Careers Team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at our Reception desk for the attention of the Careers Leader.

There will be a Resource Centre available to all students at lunch and break times in our school library.

5. Links to other policies

For further information on our policies, please visit the policy area of our website. <http://www.goldingtonacademy.org.uk/Policies-list>

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Mike Birchall, School Business Manager.

This policy will be reviewed annually by Alex Lucas, Careers Leader.

At every review, the policy will be approved by Francis Galbraith, Principal.