

Brentside High School



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

(CEIAG - Careers Education, Information, Advice and Guidance)

Updated	March 2025
Review date	March 2026
SLT responsible	MRs

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Brentside High School
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1: Aims

'Brentside High School challenges all to achieve excellence as lifelong learners with the highest expectations of themselves and others. No exceptions, no excuses.'

This vision underpins our CEIAG policy and practice at Brentside: inspiring students to aim high and empowering them with the knowledge, attitudes and skills to make informed decisions about their next steps and meet their long-term life goals.

Through a planned programme of activities, Brentside High School seeks to ensure all students take their place as suitably qualified, skilled and responsible citizens within society.

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2: Commitment

Brentside High School is committed to:

- providing a programme of activities for students from Years 7 to 13 - an entitlement enabling all to plan and prepare for their future careers
- providing independent, impartial and high quality IAG targeting students' individual needs
- ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011); Careers guidance and access for education and training providers; the Gatsby benchmarks¹; guidelines from Ofsted and the Career Development Institute
- working in partnership with an independent Matrix accredited careers adviser (currently the London Borough of Ealing's Connexions Service) to ensure all students access education, employment or training at the relevant transition points
- demonstrating a commitment to raising, achieving and continuously improving standards by securing Quality in Careers Standard through Investor in Careers Award
- working in partnership with other schools and Ealing Local Authority (LA) to share good practice, reflect on and improve current practice
- building long term relationships with employers, apprenticeship providers, providers of vocational and technical pathways and higher education institutions to support and enrich students' experiences of learning about work, through work and preparation for work

3: Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008
- This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find [insert location of your statement].
- This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:
- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in our [documents and policies section of our website](#).

4: Roles and responsibilities:

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the PSHE team and tutor teams at Key Stages 3, 4 and 5. In addition, the Sixth Form team play a key role in preparing students at Key Stage 5 for life beyond Brentside. An independent Careers Adviser offers guidance and support through one-to-one and group sessions, and contributes to the delivery of the CEIAG programme.

4.1 Careers Leader

Our careers leader is Mel Rosenblatt, who can be contacted by phoning 0208 575 9162 ext 226 or emailing m.rosenblatt@brentsidehigh.ealing.sch.uk. Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

The Careers Leader is responsible to the Deputy Headteacher and supported by a link governor.

4.2 Senior leadership team (SLT)

Our Careers Leader is a member of the senior leadership team and will:

- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The deputy headteacher line manager will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

4.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4.4 Staff development

Staff training is identified by a needs analysis and planned for in the Team Development Plan (TDP). Training to enable tutors to provide informed information is planned in conjunction with the Careers Leader with the support of the Careers Advisor where appropriate.

5. External partnerships

Brentside has developed a wide range of sustained partnerships over time to support our CEIAG provision, working closely with further and higher education institutions, employers, apprenticeship providers, governors and alumni. Partnerships contribute to both curricular and extra-curricular provision, staff development and the pastoral care of the school. Where possible these are embedded within the curriculum to deepen links between the curriculum and the world of work.

An annual partnership agreement is negotiated between the school and the most appropriate independent Careers Guidance provider that identifies the contributions to the programme that each will make. Further details of partnerships are outlined in Appendix 3.

6. Student Entitlement

Students are entitled to high quality, personalised, independent and impartial CEIAG which is integrated into the curriculum and based on a partnership with students and their parents/carers. The programme should deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of all students at Brentside High School through its inclusive approach with activities appropriate to students' stages of career learning, planning and development.

The aims of the careers programme are to:

- Prepare students for the opportunities, responsibilities and experiences of adult life
- Help young people develop an understanding of their strengths and areas for development (skills, abilities, personal qualities)
- Develops skills and attributes valuable in the world of work
- Empower students to make informed choices about their next steps at key transition points
- Contribute to improving achievement by raising aspirations and motivation
- Ensure that every Brentside student progresses onto employment, further education or training

The intended career learning outcomes for students are based on the six learning areas of the Career Development Institute (CDI)'s Careers Development Framework and the eight Gatsby benchmarks and can be found embedded in the Student Entitlement (Appendix 1). The entitlement is published on the school website and shared via the School Cabinet with all students.

7. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: PSHE lessons via the citizenship timetable, core citizenship lessons, assemblies, tutor-led discussion, displays, Applied Learning Days, events and guest speakers. Details of the careers programme are outlined in Appendix 2.

7. Resources

Funding is allocated in the annual budget planning round in the context of school priorities and particular needs in the CEIAG area. The Careers Leader is responsible for the effective deployment of resources.

- Resources – access to careers education, impartial information, guidance and advice, prospectuses for the UK universities as well as local colleges are available via the website and ULAS (on-line platform).
- A space is allocated for confidential one-to-one sessions with our careers adviser
- Budget provision – funding is provided annually from the capitation budget and is deployed as appropriate.

8. Monitoring, review, evaluation and development of CEIAG

Through evaluation following careers-related events, we assess whether or not students have met the intended learning outcomes of each event. All stakeholders form part of the evaluation of CEIAG provision within the school which is outlined in the annual report to governors and work to improve for subsequent years.

9. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- SEND

Appendix 1: Student Entitlement

As a student at Brentside High School, you are entitled to receive a programme of work 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:

- daily form time with your tutor to offer support and guidance and prepare you for the day
- a half termly lesson with your form tutor working through Achievement Journal activities to reflect on your progress, skills and engagement in enrichment activities
- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to participate in a careers lesson that clearly links your curriculum to the world of work and your future
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- to be motivated and inspired to aim high, regardless of who you are (i.e. regardless of your social, economic, gender, religious or ethnic background).

Key Stage 3

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects.

By the end of Key Stage 3 (Year 8), all students will:

- begin to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- experience at least one meaningful encounter with technical education or training providers
- be able to access careers resources via the library, and links from the school website
- be set targets and review progress through Target Setting and Target Review Days
- receive careers information and participate in Options Evening where they can access information about different curriculum areas and the implications of studying specific subjects at Key Stage 4 (Years 9-11).
- have the opportunity to meet with a qualified, independent and impartial Careers Adviser
- participate in an enterprise event as part of Applied Learning Day
- further develop financial capability and budgeting skills
- engage in Your Life You Choose, exploring how your choices impact your futures

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training.

By the end of Key Stage 4, all students will:

- experience careers education, focused on personal development, knowledge and awareness of current labour market information, educational pathways and employability skills through tutor group time
- experience at least one encounters with technical education or training providers in Year 9
- experience at least one encounters with technical education or training providers in Year 10
- experience at least one encounters with technical education or training providers in Year 11 (Autumn term)
- have preparation time for mock interview day focusing on interview and employability skills
- participate in mock interviews with employers and reflect on feedback
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- be set targets and review progress through Target Setting and Target Review Days
- devise an action plan towards career goals
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- have written a job application form
- 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 the student bulletin and the school website
- have visited or spoken to representatives of further or higher education institutions, such as universities and colleges
- have opportunities to evaluate individual achievements e.g. Target Review Day, rewards assemblies

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways.

By the end of Key Stage 5 all students will:

- Have the opportunity to experience at least two meaningful encounters with technical education or training providers
- be offered at least one individual appointment with a qualified, independent, impartial Careers Adviser
- participate in an enrichment and tutorial programme focused on personal development
- have had the opportunity to set targets and review progress through Target Setting and Target Review Day and ongoing support from tutor and subject teachers
- develop independent research skills
- have taken part in Year 12 Futures Day

- have had the opportunity to meet university representatives
- have had the opportunity to meet apprenticeship providers
- have been given the opportunity to visit at least one university
- have been given the opportunity to undertake work experience
- have received a regular bulletin, containing up-to-date information on higher education taster days, apprenticeship, Insight days and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- have information and support with financial planning for university, work and training
- write a personal statement for a UCAS, apprenticeship or job application
- have been mentored through the university application process or supported with apprenticeship, job or training applications
- have access to information on how to apply for internships, sponsorships or gap year placements
- developed employability skills through the completion of the Extended Project Qualification
- have the opportunity to engage with a range of alumni to further enrich their research of pathways into employment
- to attend a range of career talks

Appendix 2 : Careers Programme

The CEIAG programme includes careers education sessions, career guidance activities (group work and individual interviews), mock interviews, information and research activities, work-related learning (including week of work experience for Year 12- currently under review) and individual learning planning/portfolio activities. Careers lessons are part of the school's PSHE programme. Other focused events take place across different key stages. Students are actively involved in the evaluation of activities through surveys and written feedback.

All students receive at least one careers interview with an independent and fully qualified (Level 6 accredited) careers adviser during Key Stage 4 and again at Key Stage 5, with additional intervention strategies for those students who are high risk of NEET (not in employment education or training).

The Director of Sixth Form, Sixth Form pastoral team and Careers Adviser are central to providing guidance to Key Stage 5 students on routes beyond school. The Careers Adviser also plays a vital role in supporting and guiding students who are unsure of their destination after Year 11, giving further mentoring to individuals as appropriate. Weekly lunchtime drop-in sessions are available to all students from all year groups seeking access to information and guidance from the Careers Adviser.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	<p>Achievement Journal – How to make ourselves employable</p> <p>Target Setting Day</p> <p>Your Life You Choose: Students meet people in a range of careers</p>	<p>Achievement Journal – How to make ourselves employable</p> <p>National Apprenticeship Week Assembly</p> <p>Meet an Apprenticeship provider: Q&A session</p> <p>National Careers Week Assembly</p> <p>Careers within the curriculum lesson</p> <p>Citizenship Scheme of Work: Careers and Employability</p> <p>Target Review Day</p>	<p>Achievement Journal – How to make ourselves employable</p> <p>Employer assembly</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 8	<p>Achievement Journal – How to make ourselves employable</p> <p>Target Setting Day</p>	<p>Achievement Journal – How to make ourselves employable</p> <p>Year 8 Options Evening</p> <p>National Apprenticeship Week Assembly</p> <p>Meet an Apprenticeship provider: Q&A session</p> <p>National Careers Week Assembly</p> <p>Careers within the curriculum lesson</p> <p>Applied Learning Day: Enterprise Activity</p> <p>Target Review Day</p>	<p>Achievement Journal – How to make ourselves employable</p> <p>Global Academy Assembly</p>
YEAR 9	<p>Achievement Journal – How to make ourselves employable</p> <p>Assembly and tutor group opportunities – employability skills</p> <p>Target Setting Day</p>	<p>Achievement Journal – How to make ourselves employable</p> <p>Apprenticeship Week Assembly</p> <p>Apprenticeship Week: Meet a provider: Q&A session</p> <p>National Careers Week- Assembly</p> <p>Careers within the curriculum lesson</p> <p>Target Review Day</p>	<p>No encounters – encounters must have taken place by 28 February</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 10	<p>Post-16 technical education options assembly with West London College</p> <p>Assembly and tutor group opportunities – employability skills</p> <p>Target Setting Day</p>	<p>National Apprenticeship Week Assembly</p> <p>National Careers Week Assembly- Preparation for Mock Interview Day</p> <p>Careers within the curriculum lesson</p> <p>Apprenticeship Week: Meet a provider: Q&A session</p> <p>Cambridge University Workshop (Selected students)</p> <p>Mock Interview Day: Employer event</p> <p>Target Review Day</p>	<p>Assembly and tutor group opportunities- pathways</p> <p>Applied Learning Day: Technical/vocational tasters at local college/s, training providers</p> <p>One to one meetings with careers adviser</p> <p>Citizenship students- Talk from MP</p>
YEAR 11	<p>Post-16 provider open evenings</p> <p>Post-16 apprenticeships assembly</p> <p>Meetings with careers adviser</p> <p>Post-16 applications</p> <p>Meetings with careers adviser</p> <p>Target Setting Day</p>	<p>Post-16 interviews</p> <p>National Careers Week- Assembly</p> <p>Careers within the curriculum lesson</p> <p>Apprenticeships – support with applications</p> <p>One to one meetings with careers adviser</p> <p>Target Review Day</p>	<p>No encounters – encounters must have taken place by 28 February</p> <p>Confirmation of post-16 education and training destinations for all pupils</p> <p>Meetings with careers adviser</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 12	<p>Post-18 assembly – apprenticeships</p> <p>Meetings with careers adviser</p> <p>Target Setting Day</p>	<p>Citizenship Scheme of Work: Careers, pathways, preparation</p> <p>National Careers Week- Assembly</p> <p>Careers within the curriculum lesson</p> <p>Apprenticeship Week Assembly: Apprenticeship Provider Capel Manor</p> <p>Apprenticeship Week: Meet a provider: Q&A session: HS2/Balfour Beatty</p> <p>One to one meetings with careers adviser</p> <p>Mock Interview Day: Employer event</p> <p>Target Review Day</p> <p>Art students: Workshops with RIBA and visit to RIBA Alumni workshops</p> <p>Business students: Business mentoring Insights day</p> <p>Psychology and sociology: Visit to The Old Bailey/Royal Courts of Justice</p>	<p>Futures Day</p> <p>UCAS convention</p> <p>Work Experience</p> <p>Meetings with careers adviser</p> <p>Government and Politics students- Talk from MP</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 13	<p>Post-18 assembly – with higher and degree apprenticeship providers</p> <p>Workshops – HE and higher apprenticeship applications</p> <p>Meetings with careers adviser if missed in Year 12</p> <p>Target Setting Day</p>	<p>National Careers Week- Assembly</p> <p>National Apprenticeship Week: Assembly</p> <p>Meet an Apprenticeship provider: Q&A session</p> <p>One to one meetings with careers adviser if missed in Year 12</p> <p>Target Review Day</p>	<p>No encounters – encounters must have taken place by 28 February</p> <p>Confirmation of post-18 education and training destinations for all pupils</p> <p>Careers support on results day</p>

Appendix 3: Additional information

Work experience:

Work experience currently sits within Year 12 and is led by the Director of Key Stage 5. The school is currently reviewing the role of work experience across the school. This The Careers Leader oversees work experience which is implemented by the Sixth Form student and family education (SAFE) worker, supported by the Sixth Form tutor team and citizenship staff. Students and staff evaluate work experience each year and this informs planning for the following academic year.

Staff development – Careers Leader:

The Careers Leader is a member of the Career Development Institute and an active member of the Ealing Careers Leader Network.

External partnerships:

Partnerships listed below give a flavour of our external partnerships. This is not intended as an exhaustive list

Employer Partnerships:

- HS2
- RIBA
- Found Futures
- Enterprise Adviser; HS2/Balfour Beatty
- Alumni deliver assemblies, mock interviews and careers talks
- Employers from a range of sectors offer work placements, support workshops in schools and conduct mock interviews.
- Mars

Apprentice partnerships:

- Capel Manor
- HS2/Balfour Beatty

Brentside actively promotes students learning about apprenticeships as a viable alternative to university. We offer students presentations on apprenticeships by apprentices, regular information about available apprenticeships and targeted support for students interested in applying for apprenticeships. In addition, employers offering apprenticeships visit the school to facilitate work related learning and speak to students about opportunities within their companies and sectors.

Higher and Further Education Partnerships:

- Oxford inspire Programme
- University of Cambridge- Higher Attainers Programme for Key Stages 4 and 5
- West London College

Policy Reviewed March 2025

Next review March 2026