



## Broughton Hall Catholic High School

# School Careers Education and Guidance Policy

Staff Responsible:	Name:	Signature and Date:
Key Staff:	T. Hesketh	
Key Governor:		
Last Reviewed:	October 2024	
To be reviewed	October 2026	





## Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review

- Appendix 1 Summary of the Gatsby Benchmarks
- Appendix 2 Entitlement Statement
- Appendix 3 Arrangements for Provider Access

## Linked Documents

- [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92222/careers-guidance-and-access-for-education-and-training-providers.pdf)  
(Department for Education, July 2021)
- Broughton Hall Catholic High School Entitlement Statement
- Broughton Hall Catholic High School Equality and Diversity Policy

**Adopted by the Governing Body on:**

**Compliance Check:**

**Review Period: 2 Years**

**Review Date: October 2026**

**Chair of Governors signature..... Date: .....**

**Headteacher signature..... Date:.....**





## Careers Education, Information, Advice and Guidance Policy 'One Heart, One Mind'

### 1.0. Broughton Hall Catholic High School Vision

1.1. Broughton Hall Catholic High School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school. The Careers Education and Guidance Programme at Broughton Hall is an important means of motivating students to raise aspirations and attainment. Students have an entitlement to independent careers guidance from Years 7 to 13. The independent and impartial careers guidance provided:

- Is presented in an impartial manner, showing no bias towards a particular institution, education or work option
- Includes information on the range of education or training options, including apprenticeships and technical education routes
- Is guidance that will promote the best interests of the pupils to whom it is given.

Broughton Hall 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.

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

### Aims

1.3. Aims Careers Education and Guidance in Broughton Hall Catholic High School is a progressive journey from Year 7–13 and has an important role to play in achieving the overall aims of the school. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. Careers Education and Guidance will enable them to:

- Develop positive attitudes towards study and work.
- Develop skills such as communication, team working and organisation which are required for successful employment.
- Help the students plan and take control of their future by making informed choices at key points in their education.
- Provide the students with the relevant careers inspiration and guidance that is suitable to their personal needs including age, ability, attitudes, and aptitudes.





- Provide the students with a comprehensive understanding of opportunities post 16 and post 18 including technical education qualifications, apprenticeships, HE, FE, employment and training opportunities.
- Help them to reflect on themselves – their abilities, skills, aptitudes, and attitudes – so that they can use this knowledge to consider their development.
- Provide students with impartial and independent advice about options that are available to them.
- Provide equal opportunities of access to careers inspiration and guidance.

## **2.0 Policy Scope**

- 2.1. This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3, 4 & 5.
- 2.2. The policy has been reviewed in line with the DfE guidance document [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/6409646/careers-guidance-and-access-for-education-and-training-providers) (Department for Education, July 2021)
- 2.3. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.
- 2.4. 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 Year 13, for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.5. 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.
- 2.6. All members of staff at Broughton Hall 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.
- 2.7. It is important therefore that our 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 and entitlement to receive personal guidance

#### **4.0 School Responsibilities**

- 4.1 The school has a series of statutory duties:
  - 4.1.1 All registered students at the school must receive independent careers advice in Years 7 to 13
  - 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
  - 4.1.4 This guidance must be in the best interests of the student
  - 4.1.5 There must be an opportunity for education and training providers to access students in Year 7 – Year 13 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. This policy and these arrangements must be published on the Careers Area of the school website.
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.
- 4.3. 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 (e.g. School Improvement Partner or Ofsted).
- 4.4 Destination data for Year 13 and 13 pupils; All student destinations are collected in house by the school Careers Adviser in collaboration with the Local Authority. Provisional data will be collated during CEIAG meetings with the Careers Leader which informs the school return which is submitted to the Local Authority.
- 4.5 Support for pupils with Special Education Needs or Disabilities – Broughton Hall Catholic High School has aspirations for all pupils, including those with special educational needs and disabilities (SEND) and supports them in preparing for the next phase of their education or training. Further information for students with SEND can be found in the SEND Policy, which is available on the school website.





## **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 – 13.
- 5.3. There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement and meets with the Careers Leader.

## **6.0. Provider Access**

- 6.1. 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.
- 6.2. All pupils in years 7-13 are entitled:
  - 6.2.1. 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
  - 6.2.2. 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
  - 6.2.3. To understand how to make applications for the full range of academic and technical courses
- 6.3. Appendix 3 shows the way in which education and training providers should get in touch with the school to gain access to pupils and/or parents to inform them about further opportunities
- 6.4. The school will then work with providers 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 Headteacher will ensure that:
  - 7.1.1. The work of the Careers Leader, independent and impartial Careers Adviser 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 the Parent View
  - 7.2.2. Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
  - 7.2.2. The NEET figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the Liverpool City Region.
- 7.3. The governors of Broughton Hall Catholic High School will review this policy every two years.





## Appendix One: The Gatsby Benchmarks

<b>1. A stable careers programme</b>	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.	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li></ul>
<b>2. Learning from career and labour market information</b>	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.	<ul style="list-style-type: none"><li>• 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.</li><li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li></ul>
<b>3. Addressing the needs of each student</b>	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	<ul style="list-style-type: none"><li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li><li>• Schools should keep systematic records of the individual advice given to</li></ul>







	equality and diversity considerations throughout.	<p>each pupil, and subsequent agreed decisions.</p> <ul style="list-style-type: none"><li>• All pupils should have access to these records to support their career development.</li><li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li></ul>
<b>4. Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"><li>• 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.</li></ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"><li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li><li>• *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.</li></ul>
<b>6. Experiences of workplaces</b>	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.	<ul style="list-style-type: none"><li>• 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.</li><li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li></ul>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of	<ul style="list-style-type: none"><li>• By the age of 16, every pupil should have had a</li></ul>





	<p>learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>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.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li></ul>
<b>8. Personal guidance</b>	<p>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.</p>	<ul style="list-style-type: none"><li>• 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.</li><li>•</li></ul>





## Appendix Two: Broughton Hall Student Entitlement Statement

Broughton Hall Catholic High School is committed to offering a high-quality Careers Education and Information, Advice and Guidance (CEIAG) service which is accessible to all students. We aim to support all students to develop their personal attributes, skills, and knowledge to enable them to successfully navigate their future career pathway confidently, effectively, and independently towards positive employment and life outcomes.

Students are entitled to access independent and impartial information, advice, and guidance from a qualified and experienced Adviser. This is in line with the schools CEIAG Policy and Strategy<sup>i</sup> and adheres to the Career Development Institutes Code of Practice<sup>ii</sup>. Broughton Hall Catholic High School is committed to the achievement and sustainability of the Gatsby Foundation's 8 benchmarks<sup>iii</sup>.

### Students are entitled to access:

- **Independent and Impartial CEIAG:** that is inclusive and tailored to individual circumstances. It is confidential, impartial, accessible, transparent and provides equity of opportunity. Careers Guidance seeks to support the decision-making process through exploring options and providing information. Broughton Hall Catholic High School is committed to student-centred support.
- **A Careers Education, Information, Advice and Guidance Programme:** that is relevant to all, fulfils the criteria of the Gatsby benchmarks and contributes to the school meeting its strategic objectives.
- **Workshops/Employer Visits and Work Experience:** as part of student's course of study or stand-alone.
- **Labour Market Information:** that is relevant, up to date and impartial. This enables students to understand the range of opportunities available in the Liverpool City Region and nationally.
- **Support with preparing for and getting a job:** Informing students about the range of skills and qualifications they will need to succeed in the workplace both today and in the future. This includes information on career choice, job search, CV writing, completing applications and access to placements.
- **A range of relevant on-line and virtual CEIAG Support:** for example, UniFrog, National Careers Service<sup>iv</sup> and National Apprenticeship Service. Please refer to the Careers Area the school website: [Broughton Hall Catholic High School - Careers](#)

**Confidentiality:** No student details will be disclosed to a 3<sup>rd</sup> Party without the student's individual prior consent, unless required by law, or if the individual is at risk or harm or threatens another individual. Student records are held securely in accordance with the Data Protection Act (1998)<sup>v</sup>. Students may request sight of their records.





**Equality and Diversity:** The Equality and Diversity Act 2010<sup>vi</sup> Broughton Hall Catholic High School is committed to equal treatment of all people.

**Feedback:** Feedback is important to our school and is sought from students via questionnaires/ focus groups and helps to improve and inform our services. In addition to formal feedback processes, students and their parents can make further comments, compliments, and suggestions by emailing us at: [admin@broughtonhall.com](mailto:admin@broughtonhall.com)

**Complaints:** Broughton Hall takes complaints very seriously. Please click here for details. [Microsoft Word - Complaints policy March 2020.doc \(broughtonhall.com\)](#)

<sup>1</sup> Broughton Hall Catholic High CEIAG Strategy

<sup>1</sup> CDI Code of Ethics <https://www.thecdi.net/Code-of-Ethics>

<sup>1</sup> Gatsby Foundation's Benchmarks <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>1</sup> National Careers Service: <https://nationalcareers.service.gov.uk/>

<sup>1</sup> UK Data Protection Act 1998: <https://www.legislation.gov.uk/ukpga/1998/29/contents>

<sup>1</sup> UK Equality and Diversity Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>





## **Appendix 3: Provider Access Statement**

### **Introduction**

This document sets out the school's arrangements for managing the access of providers to students at Broughton Hall 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: Tom Hesketh, Careers Leader.

Telephone: 0151 541 9440

Email: Tom Hesketh [hesketht@broughtonhall.com](mailto:hesketht@broughtonhall.com)

### **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 Area via the school website.

Please speak to our Careers Leader 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 Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.





\_\_\_\_\_

