



Batchwood School

CAREERS POLICY

Signed – Governor
Print Name: **D Laverick-Brown**

Signed - Headteacher
Print Name: **Ross Whitaker**

Date reviewed: June 2026

Next review due: June 2027

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

Statutory Policy • Operational Guidance • Review Cycle: Annual

Vision and Values

At Batchwood School, we aim to inspire all students to develop high aspirations, understand the opportunities available to them, and confidently plan their future pathways. Careers education, information, advice and guidance (CEIAG) is an essential part of the whole-school curriculum and supports students in developing the knowledge, skills, confidence and resilience required for success in education, employment and adult life.

We believe that every student should have access to a high-quality careers programme that prepares them for the rapidly changing world of work. Our careers provision supports students to understand themselves, explore opportunities, make informed decisions and develop the employability skills required for lifelong career development.

Our careers programme is designed to:

- Raise aspirations and challenge stereotypes about career pathways
- Ensure all students understand the full range of academic, technical and vocational routes available
- Develop employability, enterprise and transferable skills
- Provide meaningful encounters with employers, education providers and workplaces
- Support students to make informed decisions at key transition points
- Promote equality of opportunity and remove barriers to progression

Statutory Requirements and Expectations

Batchwood School meets the statutory requirements outlined in:

- The Education Act 2011
- The Skills and Post-16 Education Act 2022
- The Department for Education statutory guidance “Careers guidance and access for education and training providers” (January 2023)
- The Gatsby Benchmarks for Good Careers Guidance
- The CDI Careers Development Framework (2021)
- The Careers and Enterprise Company Compass+ framework

The school is committed to ensuring that all students in Years 7–11 have access to independent and impartial careers guidance, meaningful employer encounters, information about technical education and apprenticeships, and opportunities to understand the full range of progression routes available.

Batchwood School works with external partners including Services for Young People and the Careers and Enterprise Company to evaluate and continuously improve careers provision. The school is committed to maintaining quality assurance through recognised careers quality standards.

Gatsby Benchmarks

Batchwood School's careers programme is structured around the eight Gatsby Benchmarks:

Benchmark	School Delivery Description
1. A stable careers programme	The school provides a planned and progressive careers programme from Year 7 to Year 11, incorporating careers education, information, advice and guidance.
2. Learning from career & labour market information	Students are supported to understand employment trends, labour market information, skills shortages and future opportunities.
3. Addressing the needs of each pupil	Careers provision is personalised and inclusive, supporting the needs of all students including SEND learners, disadvantaged students and those requiring additional support.
4. Linking curriculum learning to careers	All curriculum areas identify and promote links between subjects, skills development and future career pathways.
5. Encounters with employers & employees	Students participate in meaningful encounters with employers and employees from a range of sectors and occupations.
6. Experiences of workplaces	Students access workplace experiences that develop their understanding of workplace expectations, skills and career pathways.
7. Encounters with further & higher education	Students engage with colleges, universities, apprenticeship providers and training organisations.
8. Personal guidance	Students receive impartial careers guidance from qualified advisers at appropriate transition points.

Communication of the Careers Policy

This policy is effectively communicated to all core stakeholders through targeted channels:

- **Governors:** Through meetings with the Careers Lead and Careers Governor; via regular careers updates and reports; and through governor visits and monitoring activities.
- **Staff:** Through scheduled staff briefings, professional development (CPD) sessions, and the standard school policy distribution system.

- **Students:** Fully integrated through dedicated tutor time, RSHE lessons, assemblies, targeted careers lessons, and school enrichment activities.
- **Parents/Carers:** Publicly available via the school website, newsletters, ParentMail communications, and school careers events.

Learner Entitlement

Every student at Batchwood School is entitled to a comprehensive careers programme aligned with the CDI Careers Development Framework. Through this entitlement, students will cover three core areas:

1. Developing yourself through careers, employability and enterprise education

Students will explore:

- Personal strengths, interests and values
- Skills development, confidence and resilience
- Enterprise and employability skills

2. Learning about careers and the world of work

Students will understand:

- Different sectors, occupations and labour market trends
- Workplace expectations and environmental professional standards
- Education, training and employment routes

3. Developing career management skills

Students will learn:

- Decision-making and rigorous research skills
- Application techniques and interview skills
- Transition planning for post-secondary education or work

Note: The full, detailed careers entitlement document is available transparently on the Batchwood School website.

Management and Delivery

The Headteacher has overall strategic responsibility for careers education. The Careers Lead manages the operational development, implementation, and rigorous evaluation of the careers programme.

Careers education is delivered holistically through:

- Curriculum learning
- RSHE lessons
- Workplace experiences
- Careers interviews

- Tutor programme
- Employer encounters
- Apprenticeship and FE/HE engagement
- Online resources & assemblies

The entire careers programme is formally reviewed annually using the Compass+ evaluation system alongside cross-stakeholder feedback.

Roles and Responsibilities

Governing Body

The Governing Body ensures that a Careers Governor is appointed, the school meets all statutory careers requirements, and careers provision is effectively monitored and evaluated.

Senior Leadership Team (SLT)

SLT ensures careers remains an embedded strategic priority, opportunities are mapped across the curriculum, and appropriate resources support effective delivery.

Careers Lead

The Careers Lead develops and manages the careers programme, ensures complete Gatsby Benchmark compliance, coordinates employer and provider engagement, uses labour market information to inform provision, evaluates impact through Compass+, and coordinates work experience and major careers events.

Careers Adviser

The Careers Adviser provides independent careers guidance, personalised careers support, post-16 transition guidance, and active support with applications and decision-making.

Subject Leaders & Tutors

Subject Leaders identify specific careers links within curriculum areas and actively promote pathways connected to their subjects. Tutors support students with personal career development and encourage ongoing reflection on aspirations and future pathways.

Staff Development

All staff contribute to careers learning and development. Training needs are proactively identified through staff feedback and periodic training needs analysis. Staff are encouraged to develop their understanding of:

- Labour market information (LMI)
- Apprenticeships and technical pathways
- Careers opportunities linked directly to curriculum areas
- Inclusive careers guidance methods

Teaching, Learning and Assessment

The careers curriculum is structured to be progressive and age-appropriate. Students experience a mix of careers education lessons, employer encounters, workplace learning, career research activities, personal guidance, and targeted application preparation. Provision is adapted dynamically to meet the needs of all students, including students with SEND and those requiring additional support.

Modern Work Experience and Employer Encounters

Batchwood School recognises that effective work experience is an important part of preparing students for adult life and future employment. Modern work experience follows the principles of the **Equalex Framework**, ensuring that encounters are meaningful, inclusive, equitable, skills-focused, and explicitly connected to future opportunities.

Work experience is not viewed simply as a short-term placement but as an opportunity for students to understand workplace culture, develop employability skills, and experience authentic interactions with employers. Modern workplace encounters may include:

- Traditional placements
- Workplace visits
- Employer-led projects
- Virtual workplace experiences
- Industry challenges
- Mentoring and simulations
- Workplace simulations
- Employer-led curriculum activities

Information, Advice and Guidance

Students will receive comprehensive, individualised support to understand employability skills, explore education and training pathways, research careers using reliable sources, understand apprenticeships and vocational routes, prepare professional CVs/applications, develop interview skills, and make highly informed GCSE and Post-16 choices. Every student has direct access to independent careers guidance through qualified advisers.

Monitoring, Evaluation and Reporting

The careers programme is continuously evaluated through Gatsby Benchmark assessment, Compass+ evaluation, student, employer, and parent/carer feedback, destination data tracking, alumni feedback, lesson evaluations, and feedback from individual careers interviews. Evaluation outcomes are formally reported to the Senior Leadership Team, the Governors, and the Careers Committee to guide future improvements.

Stakeholders and Partnerships

- **Parents and Carers:** Encouraged to support career development through active attendance at careers events, employer engagement opportunities, feedback activities, and access to home-focused careers information.
- **Careers Support Agencies:** The school works in close lockstep with Services for Young People, the Careers and Enterprise Company, external independent careers advisers, and local training providers.

- **Employers, Education Providers and Community Partners:** The school works collaboratively with local/national employers, further education providers, higher education providers, apprenticeship providers, and community organisations to maximize meaningful encounters.

Related Policies

This policy should be read in conjunction with the following school documents:

- Provider Access Policy
- RSHE Policy
- SEND Policy
- Personal Development Curriculum
- Equality Policy

Appendix

- CDI Careers Development Framework (2021)
- Careers Programme Overview
- Provider Access Arrangements