



Strategic Aims

This policy aims to:

- The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which Careers Education, Information, Advice and Guidance (CEIAG) is delivered to all students.

Responsibility: Strategic Lead - Careers	Date Approved: Spring 2025
Approved by: Principal	Review Date: Spring 2026
Monitored by: Principal	Links to other Policies: Curriculum Provider Access Child Protection & Safeguarding

Introduction

The following policy has been developed in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2023.

Ernest Bevin Academy is dedicated to providing its students with a well-rounded and high-quality education which provides all students with the best start in life.

We are committed to ensuring that students in Years 7-13:

- Are provided with high quality education and careers provision
- Are provided with guidance and independent advice for careers and their future
- Are prepared for the world of work and adult life with timely information, advice, guidance, development of skills and experiences

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks, updated in 2024, as to what good, quality, impartial CEIAG should look like.

Gatsby Benchmarks

The eight Gatsby Benchmarks of Good Career Guidance:

1. A stable career 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

Rationale

Careers Education, Information, Advice and Guidance across Ernest Bevin Academy should provide a foundation for pupils to move, not only into further or higher education, vocational training or employment, but to the next stage of their development as citizens.

We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders, our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed. We are committed to providing a planned programme of high quality to all students and recognise the important role that careers education/work-related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Empowering young people to plan and manage their own futures
- Contributing to strategies for raising achievement, especially by increasing motivation
- Raising aspirations and inspiring young people to achieve their full potential
- Developing core competencies, such as communication, resilience, team working, problem solving and personal management
- Promoting equality, diversity, social mobility and challenging stereotypes

Aims and Objectives

The school's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, our CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions.

The school's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

Leadership and Management

CEIAG is planned, delivered, monitored and evaluated by the Careers Team

- Director of Learning KS5 Careers Strategic Lead
- Careers Lead
- Careers and Aspirations Student Support Advisor

The work is supported by the following members of staff:

- Heads of Year
- SENDCO
- CEIAG Link Governor
- Form tutors and subject teachers

Provision

The CEIAG programme is designed to meet the needs of students at different stages. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate.

At present, CEIAG involves , whole school assemblies, lessons delivered by tutors during PHSE and across the curriculum in all subjects. In addition, there are focused sessions for students in assemblies and workshops by outside agencies.

Other focused events take place on an annual basis include Parent Information evenings, Options evenings, taster days, mock interviews, and business-related enterprise. Year 12 students undertake compulsory Work Experience placements. Year 11 students have a 1:1 CEIAG interview to support them with their future careers aspirations and what to do next to achieve them.

Resources

The school has invested in the Unifrog careers platform. This provides up to date market guidance as well as access to university and apprenticeship applications. We also work closely with a Careers Hub and Enterprise coordinator, DWP outreach programme, the Careers & Enterprise Company and have a Business Education partnership with Wandsworth BEST. Guidance is provided in partnership with CDR.

Monitoring, Review and Evaluation

The Careers Lead is responsible for overseeing the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. This draws information from a number of sources including:

- Regular meetings with the Careers Advisor
- Evaluation of activities as and when they happen for one off activities via Unifrog
- Use of Compass+ to monitor Gatsby Benchmarks
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for year 11 and 13 learners
- Publish destination data
- Careers audit
- Visits from UL Careers Lead with feedback given

Staff Training and Professional Development

Training needs are to be identified through the annual needs assessment and appropriate arrangements are provided in partnership with the Careers & Enterprise Careers Hub Group and United Learning Careers Strategist.

Alumni

The school's and MATs Alumni Programme is currently being developed and aims to create strong links with former students and staff to enable them to support careers provision in the future.

All former students or member of staff who are encouraged to join the school's Alumni Programme, by contacting a member of the Careers Team as per below.

Partnerships and Service Level Agreement

The CEIAG programme is enhanced through our links with several partners. Partnerships agreements and Service Level Agreements are reviewed annually.

We constantly strive to expand and improve our links with employers and other local organisations.

Businesses that currently do not have a link with the academy but wish to form one, are encouraged to do so by using the contacts list below:

Contact a Member of the Careers Team:

Ms Chidi Iweha

Director of Learning KS5, Careers strategic lead: chidi.iweha@ernestbevinacademy.org.uk

Ms Jayne Young

Careers Lead: jayne.young@ernestbevinacademy.org.uk

Caitlin Coleman

Careers and Aspirations Student Support Officer: caitlin.coleman@ernestbevinacademy.org.uk

Careers Plan

Year Group	Learning Outcome
7	To be aware of the jobs that exist now, in the future and in my local area
8	To be able to identify my own skills, likes and dislikes and how these relate to different types of work
9	To understand how subjects and hobbies can link to the world of work and formulate an idea of what options and career pathway I want to take
10	To have a variety of employability skills and be able to put them into practice
11	To understand a variety of routes into further education and employment
12	To be able to identify my strengths and weaknesses and develop a personal development plan
13	To develop the skills needed to live and/or work independently

Careers Plan

The careers plan is reviewed yearly. Students can gain more information from the careers advisor located in the library.

Year Group	Learning Objectives	Activities	Gatsby Benchmark
7	To know what jobs are important to my local economy	Geography topic, my local area and study of Tooting.	5, 2
	To start to formulate an idea of my dreams and goals	During PHSE lessons, naming different job roles and how to achieve them. Watching careers videos. What happens if we don't reach our goals, how do we cope? How does it affect wellbeing?	5, 2
	To start to create an idea of what university life is like and understand further education	Visit to a local university. Assembly on university.	3, 5, 7
	To settle into school and develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop "life skills" such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
8	To know my strengths and weaknesses	PHSE 'Who am I?' to establish their strengths and weaknesses and apply this to possible careers.	3
	To be able to name different careers and learn that money matters	PHSE lessons Tuesday mornings during form times students will focus on careers and money. They will look at long term goals, money and earnings.	2, 8
	To explore the different careers available to me	Watching career videos during form time.	5, 6
	To start to create an idea of what university life is like and understand further education	Visit to a local university. Assembly on university.	3, 5, 7

	To develop my leadership skills	Buddy afternoon, supporting and mentoring a year 7 student who has just joined EBC.	3
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop “life skills” such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
9	To link my subjects to future career options.	Watching career videos during form time.	5, 6
	To make an informed decision about my option choices.	Taster lessons (subjects which are not studied KS3). Assemblies about options. PHSE lessons to cover options.	3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
	To decide on my career route and education pathway post KS3	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure e.g. possible NEET students.	3, 4, 8
	To decide on my options.	Advice on GCSE Option Choices - Individual appointments with HOY or Member of Leadership to discuss Options.	3, 4
	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure. In particular to support SEND and PP students.	3, 4, 8
	To attend a GCSE options fair	To attend an options evening at EBC and speak to class teachers about their subjects, and the connection to career paths.	3, 4
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop “life skills” such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include	2, 3

		Literacy skills, mindfulness, PHSE lessons and assembly.	
10	To gain first-hand experience of work	All year 10 students will attend work experience for one week. External agency (Wandsworth) to deliver an assembly on it.	5, 6
	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure.	3, 4, 8
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop "life skills" such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
11	To explore different employment options available to me	PHSE lessons every Tuesday morning. To cover success, next steps, applications, job interviews and behaviour in the workplace.	1, 3, 4
	To practice interview techniques and develop interview skills	Job interview 1:1 practice, with member of staff and practice for sixth form applications/interviews. PHSE lesson interview skills development and CV writing.	8, 3
	To attend EBC sixth form open evening.	Information on EBC Sixth Form - Opportunities in Sixth Form Evening; setting provides students with the chance to learn more about the courses we offer in sixth form	3, 7
	To attend year 11 induction.	Students will take part in sixth form taster sessions and year 11 induction, where they have a tour and can ask sixth formers questions.	7
	To understand alternative Further Education.	Information on alternative FE and apprenticeships – Workshops, talks by visiting providers, prospectuses and emails forwarded to students	3, 7

	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options in PHSE.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure e.g. possible NEET students.	3, 4, 8
12	To decide on my education pathway and career route	Careers during form time, using Uni frog.	7, 4, 3, 2
	To decide on my career route and education pathway	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure	3, 4, 8
	To apply to UCAS	During form time, and tutors to track.	7
	To start to decide on my future career based on my A-levels, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on FE options	Applying to apprenticeships.	7
	To visit universities	To arrange individual visits to universities, year 12. Departments may arrange visits to local universities which have excellent course for their subject e.g. computer science.	7
	To arrange internships during Summer.	For year 12 students to arrange internships over Summer.	7
	To complete a personal statement.	To Attend "UCAS week" and finalise personal statements, with support.	7
13	To decide on my education pathway and career route	Careers during form time, using Uni frog; personal statements writing, CVs and interview techniques.	7, 4, 3, 2
	To decide on my career route and education pathway post KS5	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure priority to possible NEETs	3, 4, 8
	To start to decide on my future career based on my A-levels, strengths and weaknesses	Attend careers fair. Form time (Unifrog)	5, 2
	To assist students on results day	Assist with confirmation and clearing – results service provided	7