



Careers Education, Information, Advice and Guidance Policy (CEIAG Policy)	
Reviewed by:	Nichole Hewison – Careers Lead Oliver Rose – Director of Teaching and Learning
Review Date:	September 2025
Next Review due:	September 2026

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

Contents

1. Ballard School's Vision
2. Policy Scope
3. Objectives
4. Ballard School Responsibilities
5. Governor Responsibilities
6. Provider Access
7. Monitoring, Evaluation and Review

Appendix 1 Summary of the Gatsby Benchmarks

Appendix 2 Arrangements for Provider Access

Linked Policies: Curriculum Policy
PSHE and RSE Policy
Co-Curricular Policy
Educational Visits Policy
Safeguarding and Child Protection Policy
SEND Policy
Spiritual, Moral, Social and Cultural Education Policy

Linked Documents:

Gatsby - <https://www.goodcareerguidance.org.uk/benchmarks-and-background>

DfE - <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-school>

DfE - <https://www.thecdi.net/resources/cdi-framework>

1. Ballard School's Vision

- 1.1 Ballard School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond Ballard School. The values of Ballard School aim to develop for pupils:

'knowledge, skills and attributes they need to lead successful and happy lives'

- 1.2 Ballard school has created this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

2. Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages One, Two, Three and Four.
- 2.2 The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training to reduce the risk of NEET ('Not in Education, Employment, or Training').
- 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, Ballard School leaders and Ballard School staff.' (DfE, 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 Ballard School to ensure that a range of education and training providers can access pupils for the purpose of informing them about approved technical education qualifications or apprenticeships, for all pupils from Year 1 to Year 11.
- 2.6 This policy refers to events and opportunities throughout Ballard School.
- 2.7 Staff at Ballard School are expected to be aware of the CEIAG Policy and its integration into the curriculum at Ballard School.
- 2.8 It is important therefore that pupils leave Ballard School aware of themselves as individuals, aware of the opportunities available to them and can make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. CEIAG's provision at Ballard School prepares pupils for life in the modern world.
- 2.9 Post 16 transition work – Departments will prepare pupils for their next steps in education and training with key structural content-based questions.

3. Objectives

- 3.1 The objectives of the Careers Education, Information, Advice and Guidance Policy are as follows:
- 3.1.1 To ensure that all pupils at the Ballard School receive a stable careers programme from EYFS – Year 11 - Gatsby Benchmark 1.
- 3.1.2 To enable all pupils to learn from information provided by the career and labour market - Gatsby Benchmark 2.
- 3.1.3 The CEIAG programme should be individual and address the needs of each pupil - Gatsby Benchmark 3.

3.1.4 Embedding CEIAG into the curriculum - Gatsby Benchmark 4.

3.1.5 To provide pupils with a series of encounters with employers and employees - Gatsby Benchmark 5.

3.1.6 To provide pupils with experiences of workplace(s) - Gatsby Benchmark 6.

3.1.7 To ensure that pupils have a series of encounters with further and higher education - Gatsby Benchmark 7

3.1.8 To provide each pupil with the opportunity to receive personal guidance - Gatsby Benchmark 8.

4. Ballard School Responsibilities

4.1 The School has the following educational duties:

4.1.1 All registered pupils at Ballard School must receive independent careers advice in Years 9 to 11.

4.1.2 Ballard School provides the opportunity for education and training providers to access pupils (if deemed appropriate in compliance with the **Baker Clause, 2018**) to inform them about approved technical qualifications, apprenticeships or training options. Careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.

4.1.3 This guidance must be in the best interests of the pupil and reflect a variety of pathways post -16.

4.1.4 Ballard School must have a clear policy setting out the way providers will be given access to pupils. Refer to the Safeguarding and Child Protection Policy. This policy and these arrangements must be published.

4.2 Ballard School will base its careers provision around the Gatsby Benchmarks and the (CDi) Career Development Institute Framework. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3.

4.3 Ballard School believes that effective CEIAG connects learning at Ballard School to future pathways. It motivates and inspires young people by giving them a clearer idea of the routes to jobs and careers through a comprehensive and engaging careers programme taught through PSHE – as part of the Living in the Wider World strand and dedicated 50-minute lessons from Year 1 to Year 11. Careers provision is also delivered through the form tutor and assembly programme, with additional bespoke workshops. Effective CEIAG widens horizons, challenge 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 policy is fully inclusive (**Baker Clause, 2018**) and is intended to support the full range and diversity of all of Ballard School's young people.

4.4 Ballard School will continuously monitor its CEIAG provision and seek to evolve as per DoFE guidance and changes. This will be undertaken by those staff members involved in the design and delivery of the programme, Careers Lead, Head of PSHE, Heads of Section and the Director of Teaching and Learning.

5. Governor Responsibilities

5.1 The governing body will ensure that Ballard 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 and the CDi Framework Careers Handbook.

5.1.2 meeting Ballard 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 based on their age and stage in their educational journey.

6. Provider Access

- 6.1 This section of the policy sets out Ballard School's arrangements for managing the access of providers to pupils at Ballard School for the purpose of giving them information about the provider's education or training offer. This complies with Ballard School's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in Years 1 to 11 at Ballard School are entitled:
- 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a stable 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 PSHE lessons, options events, Careers Exhibition, tutor times, assemblies, and taster events.
 - 6.2.3 to gain support and guidance in making applications for the full range of academic and technical courses post-16.
- 6.3 Appendix 2 shows the way in which education and training providers should get in touch with Ballard School to gain access to pupils and/or parents to inform them about further opportunities.
- 6.4 Ballard School will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities

7. Monitoring, Evaluation and Review

- 7.1 The Headmaster will ensure that:
- 7.1.1 the work of the Careers Lead, Assistant Head, line management and CEIAG events are supported and monitored;
 - 7.1.2 the Assistant Head responsible for CEIAG has an overview of CEIAG work and reports back regularly to the Leadership team.
- 7.2 The effectiveness of this policy will be measured in a variety of ways:
- 7.2.1 Feedback from stakeholders occurs through mechanisms such as pupils' PSHE workbooks (that monitor individual pupil progress), personal statement guidance and feedback from Form Tutors, staff CPD, and Ballard School surveys;
 - 7.2.2 Feedback from external visitors to Ballard School such as the ISI, ISA.
 - 7.2.3 The number of pupils who are NEET in October having left Ballard 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 Ballard School will review this policy every three years to ensure that this policy is in-line with the government guidelines.

Nichole Hewison, Careers Lead
Oliver Rose, Director of Teaching & Learning
September 2025

Policy Log

Creation Date	Version	Author	Next Review
November 2022	1	Matthew Higgins & Nichole Hewison	August 2023
August 2023	2	Matthew Higgins & Nichole Hewison	July 2024
October 2024	3	Oliver Rose & Nichole Hewison	September 2025
September 2025	4	Oliver Rose & Nichole Hewison	September 2026

Appendix 1 - The Gatsby Benchmarks with Ballard School's provision

Gatsby Benchmark	DfE Requirement	Career Objectives	Ballard School's Current Provision
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 pupils, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the Leadership Team and has an identified and appropriately trained person responsible for it. The careers programme is published on Ballard School's website (PSHE page link) for all stakeholders. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	PSHE – Living in the Wider World is part of the dedicated 50-minute PSHE lessons provided each week from Years 1 to 11. Dedicated careers sessions for all pupils in Year 6 to 11 take place in three form time sessions per term across the school year. Careers Lead, Head of PSHE have created a careers map outlining provision from Years 1 to 11. Careers tabs added within PSHE Teams and Class Notebooks – improving access to resources. Pupils in Years 6-9 make use of Careerpilot. Year 9 Options process guides pupils in choosing their GCSE options by explaining the range of qualifications available – GCSE, BTEC, T-Levels, A-Levels, Apprenticeships, degrees and the principle of 'Progression'. Year 9 Pupils receive dedicated 1-1 Careers Guidance Interviews via EBP South. Careers updates via dedicated Year 11 Teams area and frequent communication to Parents via Group -call/Teams/Notices/Parent Notices - Careers Lead liaison with Heads of section. Ballard School Post 16 Careers Exhibition - annual event in autumn – event has grown and offers more breadth - Apprenticeships/local industry, companies as well as nursing, policing and the Army. National Careers Week celebrated in March school-wide in PSHE & Form times - assemblies, posters and tasks for all ages and stages.

			Careers Lead offers bookable sessions with individual pupils for careers help. Regular input into Parent Notices items for information/events/updates – parental contact.
2. Learning from career and labour market information	Every pupil, 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 of their children.	PSHE – Living in the Wider World is part of the dedicated 50-minute PSHE lessons provided each week from Years 1 to 11. Overviews shared on School MSP. Careers tabs added to every PSHE Teams area for all pupils in Years 9 to 11 for provision/resources/events/ information. Career pilot: Years 6 to 8. Regular communication with parents via weekly Parent Notices/Group call and website to update re careers events/opportunities. Ballard School Post-16 Careers Exhibition - annual event - expanded and offers greater breadth/LMI now a feature. External speakers & in-house Lecture series- relates to LMI (labour market information – ensures students/parents being kept up to date with workforce trends). Elevate programme for Years 9-11 – supports study habits/underpins future study options/offers motivational help/inclusivity - parents.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. The Ballard School's careers programme should embed equality and diversity considerations throughout.	Ballard School's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Ballard School should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.	Year 11 Mock interview programme (in-house). One-to-one mock interview to prepare Y11 for sixth form/college interviews and to review post-16 plans. Pupils gain feedback and this is kept centrally. Autumn Term. PSHE – Living in the Wider World is part of the dedicated 50-minute PSHE lessons provided each week from Years 1 to 11. Careers tabs added within the PSHE Teams area online – for provision/resources/ information/events for all pupils Years 9 to 11.

		All pupils should have access to these records to support their career development. Ballard School should collect and maintain accurate data for each pupil on their education, training or employment destinations.	All school subject departments have rewritten their SOW/ MTPS to reflect the requirement for explicit careers links/outcomes in relation to their specialist curricula. Revamped Year 9 Options programme – fully supported with booklets/assembly information points. EBP South Year 9 1-1s Careers Guidance Career pilot: Years 6 to 8. Elevate programme – parental inclusion and motivational. STEM/STEAM initiatives (with DT HOD) - offers equality/diversity/breadth. Ballard Post-16 Careers Exhibition – growth of this event - now includes local companies and range of employers (solicitors, financial institutions, Armed Forces, NHS pathways). Assemblies in all stages of the school that inform/advise/ challenge/and inspire. Dedicated Careers area housed in the senior library. Regularly updated and added to by Careers Lead and librarian - holds Prospectuses for FE and HE with Pathways and variety of Training information.
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.	All school subject departments have rewritten their SOW/MTPs to include explicit careers links and outcomes in their teaching and learning in relation to their specialist area. School-wide celebration of National Careers Week (March, annually) with one-off events and resources delivered through Form times, PSHE lesson and assemblies/guest speakers. Curriculum-specific assemblies and activities - Science Day; STEM/STEAM trips/Maths challenge days/Languages Day/Shakespeare visits and performance in-house/PE fixtures and special visits/Eco Club and Awards.

			Townsend-Warner competition/LAMDA/ Wide-range of activities available in the 4.15-5.00pm slot forms the school's enrichment programme. Wide-range of school trips which offer some links to curriculum subjects (for example: Spain; languages; New York - history, drama; Battlefields – history, languages). PSHE – Living in the Wider World is part of the dedicated 50-minute PSHE lessons provided each week from Years 1 to 11. Careers tabs created within the PSHE Teams area - provision/resources/information and events. Years 9 to 11. STEM/STEAM initiative - annual trip and competition/STEM club. Revamped Year 9 Options programme – to clearly show timeline to and from GCSEs and beyond; curriculum specific information. Dedicated Careers area housed in the senior library – updated by Careers Lead and librarian. Holds prospectuses for HE and FE and literature to support training and wide range of career pathways.
5. Encounters with employers and employees	Every pupil 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 pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	Work Experience for Year 10 during Activities Week. Face to Face. EBP South. Virtual (MOOCS and Spring Pod) to be offered to Years 9 and 11, along with post-16 in-house WEX for Year 11 only - parental support and involvement in WEX process. PSHE lessons – visits from speakers (Police and NCS), video resources shared with pupils to exemplify the world of work expectations and seasonal/part-time work and legislation details for children under 18; the Prefect application process is delivered through PSHE. Year 10 and 11 PSHE Personal statement launch with the Head and Careers Lead—links into the Year 11 Mock interview programme. Well-established and in-house Post-16 Careers Exhibition – offers pupils and parents the chance to meet and gain specific information regarding the breadth of post-16 study and training- this has been continuously

			expanded to include local companies, industries and BTEC and Apprenticeship options. The Lecture series provides both experiential information as well as inspiration, for pupils and parents. **Icould.com, Career pilot and BBC bitesizecareers – new online resources- also offer videos about jobs/pathways.
6. Experiences of workplaces	Every pupil 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.	All ages and stages at Ballard have assemblies by external organisations/speakers and the Lecture series, which model/typify/introduce aspects of the world of work. PSHE lessons – visits from external providers and motivational speakers - NCS and the Police. Ballard Post 16 Careers Exhibition (annually, autumn term) enables pupils and parents to explore career pathways and to establish work/career networks.
7. Encounters with further and higher education	All pupils 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 pupil has an	Ballard School Post 16 Careers Exhibition – held annually: well-attended. Event is promoted to Years 9 to 11 pupils and parents. Wide range of local (and further afield) sixth forms and colleges in attendance. Feedback is very favourable – from attendees and exhibitors. Recently had a London sixth form request to attend! This event now includes Apprenticeship stalls along with BTEC placements from financial, legal and engineering sectors. External speakers, alumni, local Sixth Forms and the Lecture series all offer a wide programme of speakers from the world of work/FE and HE to provide information and insight. We encourage Year 11 pupils to attend taster days and open day events at their Sixth Form/ College choices. PSHE programme offers video resources about vocational and further education study; Career pilot both offer extensive digital resources and

		opportunity to explore what it is like to learn in that environment.	up to date information about further and higher education training and courses, both in the UK and worldwide. Pupils attending applying for university workshops at Arnewood School.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of Ballard 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.	EBP South provide 1-1 guidance for all Year 9 pupils in Autumn Term. Revamped Year 9 Options programme introduced. Whole year group introduction with information booklets individual guidance from subject staff to steer GCSE Options choices process - underpinned by PSHE lessons online resources including CareerPilot. Year 11 Mock interview programme - Autumn term. Offers interview and interpersonal skills/review of options and feedback. Careers Lead offers bookable help sessions for senior school pupils.

Appendix 2 - Application for Provider Access

Introduction

This document sets out Ballard School's arrangements for managing the access of providers to pupils at Ballard School for the purpose of giving them information about the provider's education or training offer. This complies with Ballard School's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in Years 7 to 11 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 the Careers Lead or Head of PSHE.

Opportunities for access

Ballard School offers a comprehensive Careers Education, Information, Advice and Guidance (CEIAG) programme and an overview of this programme can be seen on the PSHE published lesson overviews which can be seen on the Ballard School website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

Ballard School will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. Ballard 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 Lead, Head of PSHE or Assistant Headteacher in charge of Careers.

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