



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

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Responsible Officer	Careers and Curriculum Lead
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**This policy is underpinned by a range of School wide policies, such as safeguarding, equal opportunities, SEN, and data protection. All of which can be found on the school’s website. We also have a statement of provider access for CEIAG which is also published on our website.**

## **1. Introduction**

Bishopton PRU, Atomix, (the Trust) aims to have robust, clear processes in place for the Careers Education, Information, Advice and Guidance policy.

Bishopton Pupil Referral Unit is part of the Atomix Educational Trust. Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Bishopton PRU. Effective careers support is a vital part of the curriculum and helps to prepare young people for the opportunities, responsibilities and experiences they will encounter as they prepare for transition within the PRU, back to mainstream school, or their transition to a post-16 destination and beyond. Our Careers Education, Information, Advice, and Guidance (CEIAG) programme is an integral part of our curriculum and reflects the diverse needs and aspirations of our learners, many of whom have experienced barriers to education and may have disengaged from mainstream settings and is designed to raise aspirations, develop confidence, and equip learners with the knowledge and skills they need to transition successfully into further education, apprenticeships, or employment.

As options for young people become more varied and complex, it is vital that we support our students to develop the knowledge and skills they need to make informed choices for their future. Whilst the structured programme is clearly defined, it is incumbent on all members of staff to take the opportunities, when they arise, to support the delivery of CEIAG provision both within and beyond the taught curriculum, we are actively working towards the recommendations of the Gatsby Benchmarks (see references). Our careers provision is explicitly mapped against the Gatsby Benchmarks, which form the foundation of our careers curriculum. By aligning with these national standards, we ensure that all learners benefit from a progressive, high-impact careers programme that prepares them for further education, employment, or training, whilst ensuring that it responds directly to their individual needs and ambitions.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. This is provided alongside provision from the student’s home schools (where appropriate). Staff will work with student’s home schools to ensure provision is continued, any gaps in provision are identified and transition support is provided.

## **2. Aims and objectives**

The Bishopton PRU careers programme aims to:

### **Raise Aspirations and Promote Ambition:**

- Inspire learners to look beyond their current circumstances and set realistic yet aspirational goals for their future.
- Challenge stereotypes and promote diversity and inclusion by ensuring all learners have equal access to career opportunities.
- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their time at school.
- Embed careers education into all subject areas, demonstrating the relevance of learning to real-world applications.

### **Develop Career Awareness and Understanding:**

- Provide learners with accurate and up-to-date information about the labour market, career pathways, and further education opportunities.
- Promote an understanding of vocational and academic pathways, ensuring that learners are well-informed about their options.

### **Promote Informed and Empowered Decision-Making:**

- Equip learners with the skills and confidence to critically evaluate their options and make informed choices.
- Develop learners' ability to analyse and interpret information to identify the most suitable pathways. ensure students' readiness to take their next step in their learning or career.

### **Embed Employability and Life Skills:**

- Develop essential employability skills, including communication, problem-solving, teamwork, and time management.
- Promote resilience, adaptability, and self-confidence to prepare learners for the demands of the modern workplace.

### **Reduce the Risk of NEET (Not in Education, Employment, or Training):**

- Provide targeted support to learners identified as being at risk of disengagement.
- Ensure that all learners leave Bishopton with a clear post-16 plan and the skills required to sustain engagement in education or employment.

### **Foster a Culture of Lifelong Learning:**

- Encourage learners to see education and skill development as an ongoing journey that extends beyond their time at Bishopton.
- Develop a growth mindset that promotes continuous improvement and reflection.

### **The objectives for the careers programme are as follows:**

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions to an appropriate post-16 destination
- Enabling students to develop the research skills to find out about career opportunities

- Encouraging participation in continued learning, challenging the young people to identify their route to a future career via traineeships, apprenticeships or further and higher education
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation
- Know how to interview successfully in a variety of contexts
- Have an opportunity to access real contact with the world of work through visits, talks or work experience. Be prepared for the opportunities and challenges of the world of work

## **Gatsby Benchmarks: Our Curriculum Framework**

Our CEIAG programme is designed and delivered in alignment with the Gatsby Benchmarks, which are the standard for good careers Guidance in schools ensuring that our learners benefit from a comprehensive and evidence-based careers curriculum. We aim to:

### **1. A Stable Careers Programme**

- We provide a well-structured, progressive careers programme that is embedded into the curriculum and tailored to the unique needs of our learners.
- Our programme is regularly reviewed and evaluated to ensure continuous improvement and relevance to our learners' aspirations and the changing labour market.

### **2. Learning from Career and Labour Market Information (LMI)**

- Learners have access to up-to-date and relevant LMI, enabling them to make informed choices about their future.
- We embed LMI across the curriculum, specifically in tutorials, ensuring that learners can explore the demand and opportunities within different industries.

### **3. Addressing the Needs of Each Learner**

- Our CEIAG provision is highly personalised and recognises the diverse backgrounds, abilities, and aspirations of our learners.
- Targeted interventions and individualised action plans support learners at risk of becoming NEET or disengaging from education.

### **4. Linking Curriculum Learning to Careers**

- Careers education is embedded across all subject areas, ensuring that learners understand the relevance of their studies to real-world applications.
- Our English, Maths, and Vocational programmes are explicitly linked to future career opportunities, fostering deeper engagement and understanding.

### **5. Encounters with Employers and Employees**

- Learners participate in meaningful encounters with employers through workplace visits, career talks, and mentoring programmes.
- These encounters provide learners with insights into the world of work, helping them develop realistic expectations and aspirations.

### **6. Experiences of Workplaces**

- Work experience and work-related learning are embedded into our KS4 curriculum, providing learners with hands-on, practical experiences that build confidence and employability skills.

### **7. Encounters with Further and Higher Education**

- Learners have opportunities to engage with further education, higher education, and training providers to explore a variety of pathways.
- Visits to local colleges, apprenticeship providers, and universities help to broaden learners' horizons and raise their aspirations.

## 8. Personal Guidance

- All learners receive individualised and impartial careers guidance from a qualified careers adviser.
- Bespoke action plans are developed for each learner to ensure they are fully supported in pursuing their next steps.

### Intent

The careers curriculum at KS3 is carefully sequenced to progressively build learners' knowledge, skills, and aspirations. It is coherently sequenced to ensure careers foundations are started at KS3 and build upon in KS4, with a strong focus on post 16 pathways, employability skills and transition planning. It is designed to provide the learners with the knowledge and skills they need to help them take advantage of opportunities, responsibilities and experiences of later life and reflect on and address gaps in pupils' knowledge about local skills

Each year group focuses on key areas that develop financial awareness, employability skills, and an understanding of available career pathways. Careers education at KS4 builds on the foundations established in KS3, with a strong focus on post-16 pathways, employability skills, and transition planning and will provide a comprehensive and accessible careers provision, which supports the needs of all the students.

### Implementation

It is delivered through tutor time: Short, focused sessions to reinforce learning, provide updates on careers events, and facilitate reflective discussions. In addition to dedicated Careers Sessions: Two timetabled sessions each week, providing deeper exploration of careers-related topics and post-16 opportunities and intervention periods allowing targeted, bespoke support for learners. Each learner receives an individual careers action plan that:

Identifies their aspirations, skills, and next steps, sets achievable goals and milestones for progression and provides a structured plan to address barriers and develop employability skills.

### Key Stage 3 (Years 7 and 8): Building Foundations

During KS3, our curriculum:

- Introduces learners to a broad range of career pathways and opportunities.
- Develops self-awareness by encouraging learners to identify their strengths, interests, and aspirations.
- Incorporates careers-related learning into core subjects to contextualise learning and highlight its real-world relevance.
- Embeds opportunities for learners to explore the world of work through employer visits, careers fairs, and project-based learning.

### Key Stage 4 (Years 9, 10, and 11): Preparing for Progression

At KS4, our curriculum:

- Provides targeted careers guidance and bespoke support for learners as they explore post-16 pathways.
- Embeds work-related learning opportunities and real-world application of skills.

- Offers vocational learning experiences through alternative provision placements where appropriate.
- Develops learners' ability to navigate application processes by enhancing CV writing, interview skills, and personal statement development.

### **Assessment, Monitoring, and Evaluation**

**Formative Assessment:** Ongoing through class discussion, project work, and self-reflection, questioning, discussion, peer reflection, and low stakes quizzing to gauge understanding and promote self-reflection, including:

- Peer and tutor feedback during classroom activities.
- Low stakes quizzing to assess knowledge of career pathways and employability skills.
- Verbal and written reflections in tutorial sessions to monitor progress in career planning.

Learners regularly demonstrate their understanding and skills in both written and verbal formats.

**Summative Assessment:** At the end of intervention periods, learner progress is evaluated through structured reflections and tutor feedback on career goals and skill development, completion of individual action plans, tracking key milestones in career readiness and end-of-unit assessments on labour market knowledge, workplace expectations, and financial literacy. Learners continue to use their online assessment log to record reflections, achievements, and next steps.

**Self-Assessment and Reflection:** Learners engage in periodic self-assessment using an online career log, enabling them to track their own progress and reflect on their learning journey and record career aspirations and changes in goals over time, Work experience reflections and skills gained and tracking of completed qualifications, CV drafts, and application processes.

**Tracking and Monitoring:** Progress in PSHE and Careers is tracked in line with the Academy's tracking and monitoring policy, ensuring regular reviews of learner development and identifying areas for targeted support. In addition to this tracking and monitoring also ensures the following:

- **Gatsby Benchmark tracking:** Annual review using Careers & Enterprise Company audit tools.
- **Destination Data Monitoring:**
  - Percentage of students securing post-16 education, employment, or training.
  - Reduction in NEET figures through targeted support.
- **Stakeholder Feedback Surveys:**
  - **Students:** Termly surveys on careers programme relevance.
  - **Parents/Carers:** Annual feedback on engagement and support effectiveness.
  - **Employers & External Partners:** Reflection on student preparedness and skills observed in work placements.

### **How Feedback Informs Programme Adjustments:**

- **Identified Gaps:** For example, if employer feedback highlights a lack of interview skills, additional mock interview sessions are incorporated into future sessions.
- **Student Engagement Trends:** If student feedback indicates low awareness of apprenticeship routes, then more targeted employer talks are to be introduced.
- **Destination Trends:** If data shows students struggle with college applications, one-to-one support is increased.

## **Impact**

**By the time learners leave Bishopton PRU, they will:**

- Have a clear understanding of their post-16 options and how to access them. Develop the skills and confidence needed to succeed in the workplace, further education, or training.
- Demonstrate resilience, independence, and employability skills aligned with the needs of the labour market.
- Have engaged with meaningful encounters with employers, further education providers, and external agencies, in line with the Gatsby Benchmarks.

This carefully sequenced and well-structured curriculum ensures that all learners develop the knowledge, skills, and confidence they need to successfully transition to their next steps.

**The impact of our CEIAG programme is measured through:**

- **Destination Data:** Tracking post-16 destinations to ensure positive and sustained progression. Positive and sustained destinations are a key measure of success, with a focus on reducing the number of learners who become NEET.
- **Learner Voice:** Regular feedback from learners to assess the relevance and effectiveness of the programme. Learners are encouraged to reflect on their career journeys and articulate how the programme has influenced their aspirations and decisions.
- **Employer and Stakeholder Feedback:** Ensuring that employer encounters and workplace experiences meet the aims of the programme.
- **Gatsby Benchmark Self-Assessment:** Annual audits to evaluate our provision against national standards and ensure continuous improvement.

## **Delivery/ Partnerships and Stakeholder Collaboration**

Careers education is delivered through a combination of timetabled lessons and tutorial sessions, with some tutorials specifically focused on Labour Market Information (LMI), career pathways, and the development of essential employability skills. This structured approach ensures that learners receive early exposure to careers, financial literacy, and employability skills, laying a strong foundation for future decision-making.

Bishopton has an external agreement in place with Youth Directions who work with our year 11 pupils. All advisors are suitably qualified and bound by the CDI code of ethics, which include impartiality, transparency, confidentiality, and competence, these will be integrated into our careers programme in line with our strategy and the Gatsby Benchmarks; ensuring careers initiatives deliver a highly regarded student experience across the whole curriculum, raising aspirations, challenging stereotypes and promoting equality and diversity.

In addition to the delivery on site, our provision also works collaboratively with:

- **Employers and Industry Professionals:** Providing real-world insights and exposure to different careers through guest speakers, work placements, and site visits. Alongside Post

placement evaluations from employers and industry partners to assess students' preparedness and engagement during work experience.

- **Further Education and Apprenticeship Providers:** Supporting smooth and informed transitions to post-16 education through college taster days and apprenticeship fairs.
- **Annual Career Fair:** Organised in partnership with Tees Valley Combined Authority, showcasing opportunities in apprenticeships, further education, and local employment.
- **Local Authorities and Alternative Providers:** Ensuring continuity of support for vulnerable learners and those requiring additional guidance for example YJS caseworkers attend career planning meetings with students to ensure that their post-16 pathways include realistic and structured employment or training opportunities.
- **Parents and Carers:** Engaging families in the careers education process to promote shared aspirations and informed decision-making by hosting career awareness sessions and employability skill-building events. Conducting parent/carer forums and feedback forms following career workshops and information evenings to evaluate accessibility and usefulness.

By embedding individualised careers support within multi-agency collaboration, we ensure that all students, regardless of their background, receive the guidance and opportunities needed to secure positive post-16 destinations.

### Statement of Provider Access

It is our statutory duty to provide access to all different FE, HE, apprenticeship providers, training providers, technical colleges, businesses and more to our students, so that can have meaningful encounters that may help them to make informed decisions. We have a statement of provider access for CEIAG, and this is published on our website.