Belfairs Academy



Careers Education, Information, Advice & Guidance (CEIAG)

September 2026

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1. Introduction

The academy is committed to providing high-quality careers education, information, advice and guidance (CEIAG) to all students. This is delivered through the curriculum, planned activities, workshops, experiences and opportunities.
The Careers programme is overseen by SLT and the governing body and managed by the Careers Leader. The Careers Leader ensures delivery of the programme assisted by the careers coordinator, Subject Leads, RSHE teachers, Leader of the Tutor Time Programme and appropriate external partners. The careers programme includes activities *about work*, to develop knowledge; and *for work*, to develop skills.

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then brought back into the academy and shared with other staff members.

2. Aims

Our aim is to work towards achieving the 8 Gatsby Benchmarks and we review our careers provision regularly, making use of the Compass+ tool provided by the Careers and Enterprise Company. Our Careers programme is designed to support every student in developing the knowledge, skills, confidence and aspirations needed to make informed decisions about their future education, employment or training.
Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students and encompass the Academy values:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance and encouragement to take on work related experiences and voluntary activities.
- Career management by making and adjusting plans to manage change and transition.
- Independent investigation through teaching and learning and RSHE lessons.
- Progression planning through the provision of Information and Guidance (IAG) from external partners, support across the curriculum, organised progression activities and events and association with local colleges, independent training providers and businesses. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

3. Statutory requirements

This policy is based on the Department for Education's statutory guidance careers guidance provision for young people in schools – updated 23 June 2026

This guidance refers to:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

This policy is also in line with the more recent Skills and Post 16 Education Act 2022 which explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in year 8 to 13. For more information on this, please see our provider access policy. Details of provider access legislation can also be found in the DfE's statutory careers guidance provision for young people in schools.

4. Roles and Responsibilities

Careers Leader – Victoria Fox
Careers Coordinator- Jessica Nicholls
Senior Leadership Lead – Gregory Rodulfo
Governor for Careers – Aideen Sadler
Level 6 Careers Adviser – Victoria Fox

4.1. Careers Leader

Our careers leader is Victoria Fox, contactable by calling 01702 509000 or by emailing enquiries@belfairsacademy.org.uk.

The careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for strategic planning, developing, running and reporting on the school's career programme.
- Plan and manage careers activities liaising with the careers coordinator
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO), to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to ensure that any students in care, or care leavers are supported and that their Personal Education Plans can help inform careers advice.
- Review the careers policy, and provider access policy regularly to make sure it is in line with current statutory guidance.

4.2. Careers Coordinator

Our Careers Coordinator is Jessica Nicholls, contactable on 01702 509000 and via enquiries@belfairsacademy.org.uk and is responsible for:

- Liaising with our careers leader to support the operational side of the careers programme, planning events, workshops and careers activities.

- Building our network and maintaining links with employers, education and training providers and careers organisations.
- Working closely with our Teaching staff, developing and sharing resources to support careers in the curriculum
- Ensuring that regular updates on careers information and opportunities are shared through relevant means with students, teaching staff and parents/carers.
- Support our careers adviser with organisation of group workshops or scheduling meetings

4.3. Senior Leadership Team
Gregory Rodulfo is our SLT lead for Careers and his responsibilities are to:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

4.4. The Governing Board
Aideen Sadler is our Lead Governor with strategic interest in Careers
The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website Make sure that arrangements are in place for the school to meet the legal requirements

4.5. Careers Adviser
Miss Fox is our Careers Adviser and is trained to level 6 in careers guidance and development. The careers adviser:

- Provides independent and impartial careers advice to all students in both Year 13 and Year 11 in line with statutory guidance. Students in other Year groups are also able to request a guidance meeting, and these will be allocated when possible.
- Keep systematic records of meetings and action plans or notes created from meetings.

- Discuss with clients how to overcome any barriers to reaching their goals and signpost or refer them to other agencies for advice where appropriate
- Research careers, options and support organisations to meet students' needs

5. Our Careers Programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. There are several Career related activities throughout the year, which enhance our belief in career development including career-related assemblies for careers and apprenticeships week, careers carousel days for our year 8 and year 10 students, workshops or assemblies with various local or London based employers and training providers for all year groups, and regular trips with careers related learning links.
Activities are underpinned by learning objectives. We have an overview of the careers programme in the form of a careers roadmap and provision map on our academy website for further information on provision. Participation in activities is encouraged, both in school and off-site and the Academy provides employer and FE/HE contact together with up-to-date information. Careers resources are available in the Learning Resource Centre, Post 16 area and by using computer software throughout the Academy. Resources are relevant and up-dated regularly.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

More information on the Gatsby Benchmarks can be found here: Gatsby Benchmarks
Our careers programme does not show any bias towards one pathway and promotes a range of technical and academic routes to students. In line with Gatsby benchmark 8, we provide statutory independent careers guidance to students with a level 6 qualified careers adviser.

Pupils with Special Educational Needs and Disabilities (SEND)

We aim for our careers programme to be inclusive and expect that the majority of students with SEND would follow the same careers programme that meets the Gatsby Benchmarks. Where needed, adjustments are made to ensure appropriate support is given to ensure SEND students can access and are included in careers learning. We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. No information will be given to pupils without SEND that is not also offered to our pupils with SEND. Our careers adviser will meet with SENCO and parents where needed for additional support with transition planning as well as liaise with any relevant organisations to support students with EHCPS with careers and future planning.

6. Links to other Policies

This policy recognises and is applied in accordance with the Academy's policies for Teaching and Learning; Personal, Social, Careers & Health Education and Citizenship; Enterprise and Employability; Work Experience; Equal Opportunities; Health and Safety; Students with SEN and Disabilities; Students registered under Pupil Premium and Supporting Looked after Children.
This policy is written to reflect the National policies, legislation and frameworks, these include:

- Gov UK 'Skills and post-16 Education Act 2022'
- Careers guidance and access for education and training providers - Updated 23 June 2026
- DfE: 'Careers guidance and access for education and training providers' - Updated January 2023
- Provider Access Legislation (PAL) introduced in January 2018.
- The updated Gatsby Benchmarks (updated 2024)

7. Monitoring and Review

The SLT lead and Careers leader are responsible for the monitoring, review and evaluation of the programme and changes may be made as a result. Auditing of the whole school approach will also take place through the governing body and support offered where required.

- **Students:** will be consulted on the impact of the CEIAG programme by evaluations at the end of each activity and destination data.
- **Parents/Carers** will receive evaluation opportunities through progress evenings and other contact points such as parent voice meetings and parent forums.
- **Employers** involvement is evaluated after each activity.
- **Teachers** feedback is encouraged at key points of the careers programme.

The Careers Leader makes use of the Compass+ tool provided by the Careers and Enterprise company to evaluate and review the academy careers programme.
Belfairs Academy plans to monitor and evaluate the careers programme through the following channels to explore the impact of the careers programme.

- Future Skills Questionnaire (FSQ) to be utilised to support the planning of careers provision as well as highlight target groups for guidance or employer and provider encounters.
- Compass Plus will be used termly to review how the school is meeting the Gatsby benchmarks and identify areas of development.
- Intended destination data will also be reviewed to support planning and development of the careers programme to ensure students have access to relevant information.