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LEAD PERSON: John O'Regan		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
Date	Head of EE	Full review to align with statutory requirements

Careers guidance procedure

The Bicester School

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1. Aims

This procedure aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world

- Develop students' awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This procedure is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This procedure is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access procedure statement, which you can find [on the ALET Trust website alet.org.uk/our-trust/policies/](#)

This procedure is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This procedure includes this information and shows how our school complies with this requirement.

This procedure complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This procedure should be read in conjunction with our provider access procedure statement, which sets out how our school meets this duty, and can be found [here: Careers | The Bicester School](#)

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is John O'Regan and they can be contacted by phoning 01869 243331 or emailing john.oregan@thebicestersterschool.org.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- 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) and careers adviser, to identify the guidance needs of all of our students 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:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access procedure statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- 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 students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access procedure statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

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 students 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 students
- Make sure that a range of education and training providers can access students 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 of the 'Baker Clause', including that the school has published a provider access procedure statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage students to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from year 7 onwards.

Commented [SB1]: Consider adding student entitlement above here? or changing some of the wording to "Our students are entitled to" then a bullet pointed list?

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 student
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

Our programme doesn't show bias towards any particular career path and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Specific lessons across the curriculum
- Assemblies
- One to one Careers Advisor interviews
- Specific careers events in school such as the Human Library
- Specific careers events outside of school such as Careers Fest
- STEM Learning with a focus on Careers
- Trips to education providers such as University
- Work Experience Placements
- Access to Unifrog

Key Stage 3

Our Key Stage 3 careers programme begins in Year 7 with an Enterprise Event and continues through Year 8 and 9 with a focus on introducing students to as a wide array of careers. In Year 9 we also support students in their planning and choices of GCSE subjects. All Year Groups receive the following:

- Enrolled on the iDEA employment skills online scheme - Duke of York Award
- Subject specific career guidance – How Does my subject help me in the future – future careers
- More Able tutoring sessions
- Students have specific careers lessons in PSHE
- Students have subject specific careers lessons within curriculum
- Students have specific careers assemblies
- Students are given access to Unifrog
- Maths week where they have access to a range of external speakers and learn how Maths is used in various industries

In addition, each year group has bespoke events tailored to their needs:

- > Yr 7
 - Yr 7 Enterprise Day
 - STEM activities
- > Yr 8
 - Employability Skills Sessions
 - STEM activities

> Yr 9

- Visit to Bicester Heritage
- Human Library
- KS4 Information Evening
- Bespoke Tutor lessons on subject choices and careers
- Horizon Visits

Key Stage 4

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training beyond Key Stage Four. This includes:

Year 10

- Year 10 Work Experience is a chance to spend 4 days with an employer.
- A visit to Careers Fest
- Regular access to Unifrog during tutor slots to help prepare for Work Experience
- PSHE Lessons on the World of Work
- Duke of Edinburgh Award
- Targeted Careers support for students at risk of NEET
- Bespoke ongoing Work Experience placements for students who need additional support

Year 11

- Students are given a one-to-one careers interview
- KS5 Options Evening
- Various opportunities to hear from local employers and apprenticeship providers

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, focusing on UCAS and Apprenticeship applications. This includes:

Year 12

- UCAS-getting started
- Sutton Trust application support
- Occupational and health awareness
- Post 16 Options and progression assembly
- Student finance
- UCAS process and personal statement – Student and parent information evening
- One to one career guidance
- Oxford library – 'How to revise' visit
- National Citizen Service
- Career focused external speakers
- Vocational pathways linked to local and national employers
- University visits

- Oxford Brookes – FE Enrichment Day
- Future Plans Enrichment Day
- Careers Fest

Year 13

- Personal statement (one to one feedback)
- UCAS applications
- Career focused external speakers
- Time management workshops - enrichment
- Apprenticeship workshop
- Student Finance
- Finance, loans, bursaries, sponsorship
- Higher Education interview skills - needs based
- One to one guidance for students not applying for University
- CV/ job hunting skills workshops
- HE-clearing, adjustment, extra
- Oxford library - How to revise' visit
- Vocational pathways linked to local and national employers
- University visits
- Professional Mentoring

4.1 Students with special educational needs or disabilities (SEND)

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to students without SEND that is not also offered to our students with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parents, teachers and employers can request any additional information about the careers programme by contacting **John O'Regan** by email: john.oregan@thebicesterschool.org.uk

4.3 Assessing the impact on students

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Surveys following trips, visits and in school events
- Unifrog activities
- Leavers destination data

5. Links to other policies and procedures

This procedure links to the following policies:

- Provider access procedure [Please add link to your school policy area](#)
- Child protection and Safeguarding procedure [2024-25-Child-Protection-and-Safeguarding-Policy-for-The-Bicester-School.pdf](#)
- Careers Education and Information Guidance Policy available on the ALET Trust website alet.org.uk/our-trust/policies

6. Monitoring and review

This procedure, the information included, and its implementation will be monitored by the Local Governing Committee and reviewed annually.

The next review date is: **March 2026**