



Outcomes  
First Group

# CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE



**Belmont  
School**

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## 1.0 INTRODUCTION

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The Careers Lead for Belmont School is Tom Bamber.

Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive program of activities supports them in choosing 11–16 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Belmont School seeks to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school. The values and principals document makes direct reference to developing the knowledge, skills and attributes Belmont School students need to lead successful, fulfilling and happy lives.

## 2.0 COMMITMENT

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Belmont School is committed to providing our students with a program of careers education, information, advice and guidance (CEIAG) for all students in years 7–11 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The school endeavors to follow the DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for schools and colleges for providing careers guidance. (Published March 2015, last updated May 2025) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

## 3.0 AIMS

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Belmont School’s Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers

#### **4.0 STUDENT ENTITLEMENT**

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Careers Education and guidance (CEIAG) is an important component of the 11-16 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–11.

Students also have access to a group careers program which is managed in conjunction with the careers teacher, careers lead and the OFG Regional Careers Advisor. This gives them the opportunity to explore the different careers, qualifications and learning routes available to them.

Students also have direct careers meetings with the OFG Regional Careers Advisor and the attendance of or CEIAG lead at PEP's, LACS and EHC reviews.

#### **5.0 DEVELOPMENT**

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The policy was developed and is reviewed every 2 years by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

#### **6.0 LINKS WITH OTHER POLICIES**

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The Careers Education, Information, Advice and Guidance Policy supports and is underpinned by key school policies including those for Accessibility, Health and Safety, Work Experience, SEN and curriculum policies for relevant key stages.

#### **7.0 IMPLEMENTATION OF CAREERS ADVICE**

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Careers Education is delivered via access to the school's PSHE and careers curriculum, completion of careers portfolios and Careers interviews.

#### **8.0 EQUALITY AND DIVERSITY**

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Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead and careers subject specialists, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

## 9.0 Key Stage 1 and 2

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The focus is on introducing jobs and careers through visits and trips. Each year we will complete a careers week when pupils are invited to come to school dressed in the clothes they may wear in a job they would like to do in the future. KS2 pupils will also take part in an enterprise project. These experiences help to build a picture of pupils' future aspirations as they transition into KS3.

## 10.0 YEAR 7

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The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work. Initial skills and qualities identified and vocational profiles created. Pupil's interests and likes identified, build a picture of pupil aspirations.

## 11.0 YEAR 8

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The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks. Targets and profiles re-visited. Introduce the idea of responsibilities and time management, views sought for the type of experiences wanted for aspirations week.

11.1 Pupils will begin 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. Pupils will also get to hear from a range of local providers about the opportunities they offer.

## 12.0 YEAR 9

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The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

12.1 Specifically, pupils will continue 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. Pupils will also get to hear from a range of local providers about the opportunities they offer.

## 13.0 YEAR 10

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The focus is work experience including preparation, implementation and evaluation as well as pupils focusing on their post-16 options and potential pathways. Not all students undertake work experience outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work.

13.1 Pupils will have access to one-to-one career interviews with a qualified careers advisor

where they will gain information and guidance on their potential post-16 pathway.

## 14.0 YEAR 11

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The focus is post 16 options and the Application process. There will be visits to other educational/training providers, places of work, career fairs and also job centres and business enterprise specialists. To support the transition process, the school will run weekly familiarization visits to local colleges.

## 15.0 WORK EXPERIENCE

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All pupils are given the opportunity and encouraged to undertake both work experience activities and placements from years 7 to 11. These are planned in conjunction with employers from a wide range of industries.

## 16.0 IMPLEMENTATION OF CAREERS ADVICE

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### i) Careers resources

- These are available from the career's teacher.
- Accessible on request and during sessions for careers guidance

### ii) Impartial Careers Guidance

- Available to students from their placing LA's-working in conjunction with on-site CEG
- Used for individual interviews with all year 10's and 11's and other targeted pupils throughout the year.

### iii) Extra support where appropriate

- Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO, Head of KS3 and KS4 and Head of Careers

### iv) Career events

- All Key stage 3 and 4 students are given the opportunity to attend off site careers events and college open evenings / events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.
- Employers, further education and training providers are also invited into school as part of the Provider Access Legislation (PAL) to showcase opportunities that are on offer to our pupils.

## 17.0 PARENTS AND CARERS

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Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC).

Parents/carers are also invited into school careers events where information and opportunities will be available for families to digest and decide which pathways are the most appropriate.

## 18.0 MANAGEMENT AND GOVERNOR RESPONSIBILITIES

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A named member of staff coordinates the Careers and work experience programme.

- 18.1 The governing body will ensure that the School has a clear Careers Policy and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks and is meeting the school's legal requirements
- 18.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8-11.
- 18.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.
- 18.4 It is the role of the governing body to hold the relevant member of the Senior Leadership Team to account if the school is not fulfilling its statutory requirements.
- 18.5 The governing body will provide clear advice and guidance to Belmont on which to base a strategic careers plan which will include be developed in line with the Gatsby Benchmarks, show how the careers programme will be implemented and show how its impact will be measured.
- 18.6 The governing body will ensure that independent careers guidance is provided to all learners throughout their secondary education.
- 18.7 The governing body will support and approve the Provider Access Statement (PAL)
- 18.8 The governing body will have a role in resolving complaints about the school's career programme

## 19.0 STAFFING

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All staff contribute to CEIAG through their roles as tutors, subject teachers and PSW's. The Careers program is planned, monitored and evaluated by the Careers Lead. The careers lead will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

## 20.0 CURRICULUM

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The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organised separately throughout the year to provide further enrichment opportunities.

## 21.0 PARTNERSHIPS

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Other links with local 14-18 providers are made when required. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and parent's evenings). Links with local LA's careers teams are also made in order to best support those young people that are LAC.

## 22.0 MONITORING, REVIEWING AND EVALUATION

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The Headteacher will ensure that:

- 22.1 The work of the Careers Advisor and CEIAG events are supported and monitored
- 22.2 A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 22.3 The effectiveness of this policy will be measured in a variety of ways:
- 22.4 Feedback from stakeholders through mechanisms including learners, parents and employers.
- 22.5 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 22.6 Through the collection of destination data for post-16 pathways
- 22.7 This policy is subject to annual review unless changing circumstances require an earlier review.



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