

1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.	• The Henry Beaufort School has a CEIAG Pathway and Policy led by the Assistant Headteacher: Pastoral • These are both published on the website and created in consultation with all stakeholders. • Both are reviewed each year by all stakeholders and quality assured through SLT meetings and governors (Welfare Committee). • Feedback given via Student Voice, staff voice and parent feedback.
2. Learning from career and labour market information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	• Students given guidance on the labour market information (LMI) through careers advisor, subjects, PD Days and during National Career Week. • Each subject has specific LMI within their team area displayed for all and career links outlined in 5 year curriculum journey's. • Ensuring regular contact is kept up with local FE Colleges

			• Students and parents kept informed via tutor time, website, and half termly careers newsletter. • Students access LMI through individual Careers Appointment. Parents are invited to attend these appointments if required. • SEND Team offer bespoke support to students with SEND needs.
3.Addressing the needs of each student	Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	• Students receive a wide range of assemblies/workshops/visiting speakers from charities/workplaces and institutions to raise their aspirations, challenge any stereotypical thinking, help them reflect and evaluate and become more self-aware. • By the end of Year 11 all students would have attended a 1:1 career appointment. Where necessary, to meet the needs of the pupil they have the opportunity to attend more than one. • Disadvantaged students have mentors within school to help support future pathways. • Students in AP are closely monitored to ensure future pathways. • Students receive an individual career plan, following any careers appointment which is given as a paper copy and stored centrally to ensure it can be accessed again if needed and shared with parents. • Destination forms are collected in conjunction with HCC and data from this is supplied to the school each year to target specific students who are at risk of NEET.

4.Linking curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	• The school has a range of STEM subjects and vocational courses that students can choose in Year 8 to study. • Each subject has specific LMI within their team area displayed for all. • The CEIAG Pathway is published on posters and displayed in every classroom linking the curriculum to careers throughout. • National Careers Week, held in March, will see all subjects link their curriculum to various career opportunities • Subjects to make specific reference to LMI in their curriculum intent document which parents can find on the school website.

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 opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils. *A 'meaningful encounter' is one in which the student has an opportunity to learn about whatwork is like or what it takes to be successful in the workplace.	• Each Year Group has a guest speaker within the PD Day schedule to raise aspirations and give information about their own career pathway. • EBP run workshops to teach students about life skills and the world of work such as mock interviews and Business Speed Networking. • Year 10 students attend work experience. Guidance is given within a log book on how students can engage with their employer in a conversation about how to be successful in that workplace. • During Year 11 students have interview preparation with local businesses and college interviews.
6.Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.	• In Year 10 students are supported to gain a work experience placement. • Bespoke package of support for disadvantaged students to secure valuable work experience placement. • A Virtual Work Experience provision is provided as an alternative if required which is interactive and purposeful.

7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.	• All Year 10 students are actively encouraged to sign up for the Local College's Taster event in Summer 2. • During CC day 1 all Year 10 students visit a Local University where they explore a variety of university courses. Students get the opportunity to attend a university style lecture. • During PD Day, all Year 9,10 and 11 students are invited to the Further Education Fair where a number of local colleges and university will have a stall promoting there Post 16 opportunities • All local Open Events are published to students and Parents regularly via email, the school website and the half termly careers newsletter • Bespoke opportunities to visit university including: • Year 8 Brilliant Club University Visit • Year 10 T5 Oxford University Visit
8.Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.	• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners	• Every Student has a one-to-one interview with a qualified careers advisor by the age of 16. • A further group interview is offered for students seeking advice on specific courses or pathways. • HOY/Tutors can refer Year 9-11 students to the career advisor if they feel this is necessary. • The Individual Careers Appointments invite extends to parents where applicable – specifically SEND students

