



At The Henry Beaufort School, there are no limitations to success.

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

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1. Our Vision

At The Henry Beaufort School there are no limitations to success; it is therefore our aim to provide an inclusive, effective and consistent careers strategy which raises our students' aspirations throughout the entirety of their school career.

We believe that students should be appropriately prepared for the choices that they make during their education and the choices they make in the future. Students should have an understanding how their education will prepare them for the world of work and should feel confident when making choices about their education and future career pathways. Alongside this, The Henry Beaufort School is committed to ensuring that students have a clear understanding of how to achieve their goal.

2. Rationale

Careers will be integrated into the student's experience of the whole curriculum and therefore explicit in each subject 5 year Curriculum Intent Map. We will work in partnership with stakeholders such as businesses, educational institutes, teachers, students and parents.

Our careers programme is in line with the National Careers Strategy (December 2017) and Careers Guidance and Access for Education and Training Providers statutory guidance (January 2023).

This policy and full careers programme has been developed in conjunction with the DfE Careers Guidance and Access for Education and Training Providers (January 2023). It is guided by the Gatsby Benchmarks (see Appendix 1) to ensure best practice and to conform to statutory requirements. Both the policy and the careers programme are published on the school website, reviewed annually and available to all stakeholders.

3. Our Commitment

- To ensure equality, diversity and inclusion is central throughout the school's careers provision, breaking down gender stereotypes and raising aspirations for all students.
- To recognise the importance of providing young people with real-life contacts and experiences from the world of work.
- To ensure students are given independent and impartial careers guidance that includes information on the range of education and training options, including apprenticeships and vocational pathways.
- To work in close conjunction with stakeholders including, EBP South and other providers to assist with raising aspirations.
- To ensure regular and up to date careers and further education information is provided to support both parents and students.
- To facilitate students support and information, advice, and guidance to set personal objectives and goals in relation to their future choices.
- To help student's development of employability and key skills so they can succeed in the world of work as well as developing a thirst for lifelong learning.

4. Management and Review

Assistant Headteacher: Pastoral will oversee the vision, working closely with Academic Leaders/Heads of Department and Heads of Year, parents, and external providers to ensure the above objectives are met.

The review of the strategy and policy will be conducted annually with the Senior Leadership Team and approved by Governors.

5. Student Entitlement

All students 11- 16 at The Henry Beaufort School are entitled to receive unbiased information, advice and guidance through the schools' careers programme and careers advisor. The following is a summary of the CEIAG programme:

Year 7

- An introduction to the schools Careers, Education, Information, Advice and Guidance (CEIAG programme)
- Develop learning skills for life and future plans through Personal Development Days (PD) Days (Appendix 2), Cultural Capital (CC) Days (Appendix 3) and the tutor and assembly programme
- Develop a knowledge of careers related to specific subjects
- Attend a Business Speed Networking Enterprise led by EBP.

Year 8

- Specific focus on careers and future planning given in one or more of the PD Day schedules
- Attend Option Assembly to consider the subjects available to study in Year 9 and beyond
- Participate in Taster sessions for GCSE and Cambridge National subjects
- Detailed information to be given to parents and students regarding the specific content of GCSE and Cambridge National option courses.
- Make an informed decision on their future plans

Year 9

- Students will get the opportunity to attend the School Careers/Further Education Fair to give them the opportunity to explore a range of different job roles with emphasis on local businesses and speak with local college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decision on future plans and life skills such as 'money matters'.
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.
- A targeted group of students will receive independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.
- Start option courses

Year 10

- Students given information, advice and guidance on how to apply for work placements as well as interview practice through PD Day schedule and Tutor time programme.
- All students given the opportunity to attend a weeklong work experience.
- All students will visit Colleges and attend Taster days which gives them the opportunity to experience 'a day in the life of a college student'.
- Students will get the opportunity to attend the Further Education Fair to give them the opportunity to explore a range of different college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decisions on future plans and life skills like workplace behaviours
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.
- A targeted group of students will receive independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.
- Students will be given the opportunity to go through an application process and possible interview by applying for a Student Leader position at the school

Year 11

- Students will visit Colleges and attend open events which gives them the opportunity to experience what life will be like at a further education institute. Information on these will be provided regularly by the school.
- Students given IAG on how to apply for Further Education/Apprentices through tutors/Head of Year and careers advisor.
- Students will get the opportunity to attend the Further Education Fair to give them the opportunity to explore a range of different college/sixth forms/universities.
- Engage in PD and CC Day content to help make informed decision on future plans and life skills such as personal statements.
- Subject teachers will give students the opportunity to visit workplaces, exploring the types of careers available in that subject and a variety of job sectors.

- All students will have received independent careers advice from a careers advisor to help them to understand their options when they leave school including, apprenticeships/T-Levels/A-levels routes.

More information can be found on the CEIAG Pathway (Appendix 4)

6. Implementation

The implementation will be achieved through a whole school approach, according to the activity and year group. All staff have a responsibility to involve careers within their teaching and to work towards raising the aspirations of students. They will receive training in the form of Continuing Professional Development (CPD) linked to careers in the curriculum. The Assistant Headteacher: Pastoral will work closely with external providers such as Further and Higher Education Providers, Businesses and EBP South. In addition, students will receive CEIAG through a range of different mediums including assemblies, tutor time, one to one and group career appointments, PD Days (Appendix 2), CC Days (Appendix 3) and Further and Higher Education Taster days.

The impact of the learning will be measured through student and staff evaluation such as surveys and student voice.

7. Staff Development

Staff training needs are identified in conjunction with the Senior Leader responsible for CPD and training, and with a continual awareness of local and national careers agendas. The school will endeavour to meet training needs within a reasonable period of time.

8. Partnerships/Service Level Agreements

The Henry Beaufort School has a range of partnerships with local and national businesses who work with the Pastoral Team and Academic Leaders/Heads of Department to develop curriculum content, deliver assemblies, and facilitate workshops.

The Henry Beaufort School currently uses the service of EBP South to provide impartial advice to our students through a Careers Advisor. They also provide resources and deliver content through PD Days. This contract is renewed annually subject to agreement at Senior Leader level.

9. Engaging the Parents/Carers

Parents are encouraged to get involved in the progress and career awareness development of their children through:

- Yearly Information Evenings aimed at key decisions points e.g., GCSE Options, Post-16 Options.
- Access to school website with supporting information, newsletters and resources
- Yearly Progress Evening evenings
- Access to the schools Careers Advisor via email or through booking an appointment.
- Policy, Programmes and Resources on the school website.

10. Equal Opportunities

This policy should be read in conjunction with the following school policies:

- Single Equality Policy

All information, advice and guidance will be provided impartially to students and will be provided free of bias. The schools CEIAG Pathway is designed to raise aspirations of all students through the various activities delivered.

Students with Special Educational Needs, those considered at risk and/or potentially not in Education, Employment or Training (NEET) will also have access to external information, advice and Guidance. Heads of Years/tutors are also encouraged to refer individual students to the schools' careers advisor if they feel this necessary.

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	• 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	• 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

	information.	care.	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	• 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

		longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	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

Personal Development Appendix 2

Health and wellbeing

Living in the wider world

Relationships

Personal Development Curriculum:

Our Personal Development Programme equips students with the knowledge, skills, and values needed to navigate their formative years with confidence and resilience. Rooted in our core values of pride, happiness, and ambition, the programme promotes critical thinking, character development, and informed decision-making to support students' health, safety, and overall wellbeing. It integrates high-quality careers education, enabling students to explore future pathways and develop key employability skills, while also fostering active citizenship and a deep understanding of British values such as democracy, the rule of law, individual liberty, and mutual respect. Through a structured and progressive approach, students are empowered to manage their academic, personal, and social lives positively, take pride in their growth, pursue ambitious goals, and prepare for life in modern Britain as open-minded, happy, and responsible individuals.

Personal Development Days 2025 - 2026 (writing in red = year group assembly/outside speaker opportunities)

Year group	PD 1 – Tuesday 7 th October 2025	PD 2 – Tuesday 2 nd December 2025	PD 3 – Monday 26 th January 2026	PD 4 – Thursday 19 th March 2026	PD 5 – Wednesday 1 st July 2026
Year 7	Transition and safety – including personal safety in and outside of school	Diversity, prejudice and bullying Team Building and New Challenges.	Healthy Routines and influence on health, puberty, FGM, unwanted contact Your Future – Hampshire Police - ASB	Building relationships – self worth and romance and friendships	Living in the wider world – financial and borrowing Government, Parliament and democracy Your Future – EBP Business Networking 4x1hr P2 –5 - booked

Personal Development Appendix 2

Year 8	Drugs Education – <i>Smoking, Vaping, Alcohol, the law, and peer pressure</i>	Human Rights – <i>stereotyping, discrimination, and respectful behaviours.</i> OPTIONS fayre 4 and 5 assembly Straw Poll 1	Emotional well being – mental health and emotional well being (including body image and self-esteem) OPTIONS assembly Taster session Straw Poll 2 P5	Gender identity, sexual orientation, consent, introduction to contraception	Digital Literacy safety – <i>online safety, to include sexting</i> <i>British Values</i> Hampshire Police – Keeping Safe online
Year 9	Choices and consequences of risky behaviours, gangs exploitation Hampshire Police – County Lines exploitation Further Education Fair	Respectful relationships – families and Global Citizens <i>tackling disability discrimination and Prevent</i> STAR provisionally booked cost or free?	Healthy lifestyle – diet, exercise, lifestyle	RSE – <i>relationships, LGBTQ, FGM and laws, contraception and STIs.</i> ARMY BOOKED with assembly	Employability and online presence
Year 10	Work Experience – <i>introduction to process, skills, and qualities</i> Further Education Fair Mental Health and ill health RE– Wealth, Poverty and Exploitation of the poor.	Healthy relationships – relationships and sex education. Impact of the media and pornography RE Fighting for Human Rights. Hampshire Police – VAWG and Misogyny Re test	Exploring influence – impact of drugs, gangs, role models Daniel Spargo Mabb's Foundation CONFIRMED Crime and Punishment, tackling Racism and Discrimination	<i>Addressing exteremism and radicatilisation (Prevent)</i> RE- Stephen Lawrence Racism Chris Lubbe pencilled in	Reward Trip

Personal Development Appendix 2

Year 11	Building for the future – stress management, future opportunities Future Pathways – <i>Personal Statements</i> Further Education Fair RE Punishments, are they necessary?	Communication in relationships, becoming an adult RE: Sanctity of Life EPB Interview ready 3x1hr - confirmed	Emotional Health and Wellbeing – RE: Religious Attitudes to roles and relationships. Inspirational Speak A Phipps CONFIRMED	Families – different families, pregnancy, marriage, forced marriage, changing relationships	
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Differentiation for Personal Development

- Seating plan
- Targeted questioning
- Group/paired tasks
- Resources (includes subtitles)
- Through explanations
- Where necessary, differentiated worksheets
- Think – Pair – Share

Key to core themes of Personal Development:

Health and wellbeing

Living in the wider world

Relationships

Across all 3 personal development themes citizenship, careers, critical thinking and character development is thoughtfully integrated throughout the 5 PD days and the 5 year programme.

Please note that our students continue to learn about Personal Development through our tutor and assembly programme.

Year 10 students are taught RSE in a timetabled lesson, once per fortnight.

Cultural Capital Days – 2025/2026

Rationale: To provide our students with a broad and balanced curriculum while keeping future pathways open, we offer three Cultural Capital Days each academic year.

From Years 7 to 9, students engage in 10 hours of exposure to option-based subjects. This content is thoughtfully developed, drawing from the National Curriculum, the Key Stage 3 and 4 Citizenship curriculum, and key elements of the Department for Education's RSHE guidance. It is intentionally ambitious to challenge and support all learners.

In Years 10 and 11, the focus is life skills development. Students gain experiences such as exploring university life, understanding the societal impact of core subjects, and enhancing memory retention strategies. These experiences are designed to broaden their horizons and equip them with essential skills for future success.

Date	Year 7	Year 8	Year 9	Year 10	Year 11
Wednesday 12 th November 2025	<u>Language Day</u> <u>*Paired with PE</u> Year 7 Languages Day – students will learn about the importance of languages, learn a new language in a taster session, try sports from around the world know about how language and culture intertwine. Learn how to become and global citizen and appreciate different cultures	<u>Expressive Arts Paired with Technology</u> Year 8 students will develop their understanding of Expressive Arts by the exposure of theatre productions, musicians, and skills that be used in everyday life. They will explore music from a different culture and link with Technology To fit in with Chinese New Year students design and make Chinese lanterns and a noodle dish.	<u>Humanities</u> Year 9 students will continue to develop their understanding of Hums outside of the classroom by attending a trip to Portsmouth moving between Gunwharf Quays (Geography), the Historic Dockyard (History) and St George's Church (RE)	<u>University of Winchester</u> <u>Taster Day</u> Students will spend the day focusing on 'life as a university student'. They will be exposed to lectures, speaking to students and having a tour of the university campus.	<u>MOCK EXAMS</u>

Personal Development - Cultural Capital Appendix 3

Wednesday 25th Feb 2026	<u>Expressive Arts</u> Year 7 students will develop their understanding of Expressive Arts by visiting Southampton Gallery	<u>Languages</u> *Paired with HIU Apprentice Task – students will undertake a task in which they will design a marketing campaign for a new cruise line.	<u>Design and Technology</u> Students find out how biscuits are made on an industrial scale, and then design their own to fit a design brief and make their own biscuits. Students also design and test bridges and make their own outfits by upcycling.	<u>First Aid Course</u> Students will learn basic skills of first aid including primary survey, recovery position, CPR, dealing with shock; whilst applying to real life scenarios.	<u>Memory Retention</u> Across the 3 core subjects, students will participate in activities to support memory retention. These will provide skills that students can apply for years beyond the classroom.
Wednesday 17th June 2026	<u>STEM Design and Technology</u> Students investigate the history of Lego and take part in a Lego workshop at LegoLand, Windsor	<u>Humanities</u> Year 8 students will develop their understanding of Hums outside of the classroom through School Fieldwork (Geography), Second World War Drama (History) and attend a Holocaust Survivor discussion (RE)	<u>PE – HB Festival of Sport</u> Interhouse sports tournament. Students will learn about sporting values and participate in different sports tournaments against other year 9 houses.	<u>Language in Law</u> Students will take on the role of barristers, crafting opening and closing statements for a real life case. Budgeting for the future Exploring minimum wage, payslips, national insurance, tax, government spending, household costs, insurance, needs and wants, lifestyle choices, budgeting, unexpected costs, and savings. Bad Science Exploration of ‘Bad Science’ exploration of scientific process and the difficulties of interpreting science in the news and media around us to develop students as Scientifically literate citizens.	

Cultural Capital Days continue to expose our students to a wide range of cultural influences. Students learn about our own heritage and others, understand different faiths and cultural diversity, take part in artistic, musical, sporting, and cultural opportunities.

Our students will continue to be exposed to Cultural Capital throughout their timetabled lessons and as part of our extra-curricular provision.

The Henry Beaufort School Careers Education, Information, Advice and Guidance (CEIAG) Journey

