



Batley Multi Academy Trust

Careers Education, Information and Guidance Policy

2025-27

Batley Multi Academy Trust

Approved by: Board of Trustees

Ratified: October 2025

Created by: Trust Careers Network

Next review due by: January 2027

New Trust-wide policy: October 2025*

**Replaces school-specific policies*

Version History

Version	Date	Outline Description	Revision Author
1	October 2025	New Trust-wide policy (replacing school-specific policies)	Trust Careers Network

Policy Statement	3
Introduction	3
CEIAG at Batley Multi Academy Trust	4
Statutory Requirements	6
Expectation for Learners	6
Organisation and Content	7
School Improvement Plans	7
Cross-Curricular Links	7
Tracking	7
Provision for SEND Learners	7
Key Personnel	8
Governance	8
Partnership Activities & Support	8
Destination Data	9
Assessment, Review and Evaluation	9
Resources	9
Appendix A - The Gatsby Benchmarks	10

Policy Statement

This policy was developed in collaboration with C&K Careers and Careers Leaders from across our Trust family of schools.

High-quality careers education and guidance is a golden thread throughout our whole organisation and every school's curriculum. Careers is the hook to engage all children in their learning, and to encourage them in securing a job they enjoy and can be successful in during adulthood.

Every school must ensure their Careers Leader attends the Trust Careers Network meetings. If they are ever unable to attend, they should send a colleague as their representative who has delegated decision making authority.

Attendance at wider networks is also encouraged, and the Leader/Chair of the Trust Careers Network meetings will attend the Careers Association meetings, and wider local and national network meetings to keep up to date with current thinking in Careers Educations & Guidance (CEG) and Information, Advice & Guidance (IAG) and Quality Standards (QiCS) and disseminate good practice across the Trust family of schools.

The policy will be reviewed every two years, and will be regularly reviewed in the light of legislation and guidance from the Government, current trends, development plans and partnership activities. Careers Leaders and school leaders will ensure the policy is well implemented and evaluated for impact in every setting.

Trust Careers Leaders design and deliver bespoke activities and enrichment experiences across all key stages throughout the academic year, and develop partnership work between all schools, business and industry, HE/FE, Apprenticeships/Technical providers, parents/carers and learners on a range of careers activities. These are mapped and updates provided to key stakeholders.

Introduction

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for learners, and access to up to date information on careers and other issues affecting their wellbeing and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for all young people from Year 7 to Year 13 (Last updated May 2025).

This policy links to the key objectives of each Trust schools' improvement plan, which focuses on raising achievement and accelerating progress for all learners. Schools achieve this by having a broad, balanced and ambitious curriculum and by ensuring high-quality first teaching.

High-quality CEIAG should help learners develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective

careers education, information, advice and guidance raises aspirations, enables learners to make informed choices and helps them achieve their potential. It can help young people and their parents/carers make informed decisions about the number of opportunities available. CEIAG should equip learners to meet challenges positively and to learn throughout life.

All of our schools' careers programmes are in conjunction with the Gatsby Benchmarks set by the Government. These were effective from September 2018, and updated September 2025. Please refer to Appendix A for a copy of the benchmarks. The benchmarks are a framework of eight standards for world-class careers education, guidance, and provision for young people in England.

All learners need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. Our Trust schools have a significant contribution to make, along with parents/carers and other support agencies in providing an effective programme of careers education, advice and guidance. The process is developmental and continuous and all staff contribute alongside external agencies working in partnership with the schools. The guidance encompasses all aspects of school life and all staff who are involved in the personal, social and emotional wellbeing of the young person.

CEIAG at Batley Multi Academy Trust

Our Trust aims to:

- Provide effective leadership, management and promotion of CEIAG.
- Ensure effective collaboration across all of our Trust schools to promote and share career initiatives.
- Work with and involve our Trustees and Governors to promote each school's careers programme. All Local Governing Boards will have a link governor for careers.
- Ensure appropriate training and continuing professional development of staff leading CEIAG in their school. The Trust network meetings are one part of this CPD and a vehicle to disseminate key national guidance and updates.
- Provide totally impartial and up to date information and guidance to all learners to explore career opportunities through close working with C&K Careers in secondary schools, and in all schools working with different employers, Enterprise advisors, FE/HE institutions and other relevant partners as appropriate to the age range/key stage of the learners.

- Use current Labour Market Information to provide learners with a deeper awareness of occupational sectors and regional growth opportunities which will inform future study options.
- Enable all learners to access the appropriate online resources or tools, or in-school careers guidance resources.
- Encourage all parents/carers to be involved in their child's career development and given the opportunity to take part in various career initiatives where appropriate.
- Encourage all learners to recognise and value their own skills and abilities and to appreciate their relationships with and responsibilities towards other people, the community and environment.
- Develop learners' skills which will help them to make informed and realistic choices for their future.
- Enable learners and parents/carers to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations.
- Empower our learners to be the best version of themselves.
- Develop the skills, including communication and confidence that will be needed in new roles and situations.
- Encourage understanding and experience of the world of work.
- Promote equality of opportunity in respect of all protected characteristics.
- Encourage learners to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities.
- Encourage learners to consider their career options based on their skills and interests, and to implement their career plans.
- Careers leaders and school staff review and evaluate the careers offer in order to make improved decisions and manage the transition processes effectively, involving parents/carers as appropriate for the individual needs of that learner.
- Provide access to a range of activities that inspire our learners, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.

- Ensure learners are aware of all options to develop further in their chosen pathway.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping learners to apply knowledge and understanding and skills to their own circumstances.

Best practice provision integrates careers guidance with a well-planned programme of careers education.

Statutory Requirements

Statutory guidance places schools under a duty to secure access to independent careers guidance for their learners in school Years 7-13. This must be presented impartially and must promote the best interests of learners.

The provider access legislation includes the minimum requirement to provide six encounters for learners during years 7-13. Please see our Provider Access Policy for further information.

In our Trust family of schools we aim to commence the careers provision from the very start of a children's education journey in primary school as best practice provision.

Expectation for Learners

Learners should expect:

- to be told about key people who can help with education, careers and any other personal, health or financial problem.
- to have access to two weeks (50 hours) of work experience opportunities (which does not need to be taken in a two week block) throughout their time in education.
- to get information on the guarantee of an offer of further learning at key points.
- to be told about financial help they can get to stay in education (e.g. bursaries/loans/grants).
- to know how to access information.
- to know where to get help after 19 years of age, 25 years if they have a disability.
- to be given opportunities to get involved in planning and improving information and advice services.
- to complete an exit interview where learners move elsewhere at the end of Year 11 and 12/13.

Help should:

- be quickly and easily available.
- respect individual needs.

- be confidential.
- instil confidence in order to plan the next step.
- be impartial and all relevant options should be considered.
- signpost the National Careers Service and local websites where appropriate.
- include access to the CEIAG team and relevant staff.

To ensure quality and demonstrate it meets robust national standards the school will work towards continuously achieving the Gatsby Benchmarks.

Wherever possible, parents/carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, internet and email also allows current information to be given to parents/carers.

Organisation and Content

The careers education programme is delivered through a structured programme throughout every key stage, and is age appropriate. To access each school's career programme and information, please see school websites.

School Improvement Plans

The yearly Career Plan/Service Delivery Agreement is put together in consultation with staff, Careers Advisers and senior leadership in each school. The focal areas are driven by the individual school improvement plans.

Cross-Curricular Links

These are made with appropriate departments/teams in each school and enhanced by work related learning/enterprise activities. All learners are encouraged to develop an understanding and awareness of equality in relation to all protected characteristics.

Our Trust schools actively promote personalised learning approaches in order to raise aspirations, build self-esteem and increase learner confidence levels, and to break down cultural, social and economic barriers in order to fulfil their potential.

Tracking

The career related opportunities that learners access will be recorded and tracked in school (a process overseen by the school careers lead) to ensure that all learners participate in at least one meaningful encounter with an employer every year from the age of 11.

Provision for SEND Learners

Close links with the Special Educational Needs and Disabilities Coordinator (SENDCo) ensure that equal opportunities and inclusion are addressed. Reference should be made to the [SEND Code of Practice](#).

Key Personnel

CEIAG Delivery

The careers education programme is delivered through the PSHCE/More In Common programme in each school. The Careers Leaders in each school ensure that staff are updated and given the appropriate training either through formal requests or informal sessions. The school careers leader in our secondary schools will be qualified (L6 standard).

In Trust secondary schools, the Careers Leaders map intervention across the relevant Key Stages throughout the academic year and this is mapped with the Gatsby Benchmarks and the CDI Framework.

The CEIAG team works with key school and external partners to promote age appropriate focus events. These are developed on a rolling programme with the aim of raising awareness of progression opportunities in specific sectors both within schools, and where appropriate across the Trust. These activities will also include parents/carers to participate wherever possible and relevant. C&K Careers in conjunction with the secondary schools will implement virtual activities for learners (where necessary and appropriate).

There are regular links with identified personnel to ensure individual learner needs are met. Key pastoral staff such as progress leaders/form tutors/year leaders and pastoral colleagues feed in information to support the guidance process. Careers advisers are invited to contribute to Year 9 and Year 11 learner reviews, and often to Year 12 and 13 events and activities. Overall responsibility is given to the Careers Leaders to ensure the CEIAG programme is regularly updated and developed in their school. Careers Champions have been identified in each school to ensure that careers are an integral part of the school, and each key subject area.

Governance

A Trustee and at each school level, a Governor, is strategically linked to Careers Education and Guidance. The Governors work closely with the Careers Leader and are consulted regularly on the careers programme. Governors offer a critical but supportive challenge to the CEIAG team to ensure the school is meeting its requirements. The Trustee link will have full oversight across the Trust and ensure a collaborative approach is embedded across the Trust family of schools and provide support and challenge where necessary and appropriate.

Safeguarding and Child Protection

Our Safeguarding and Child Protection Policy (and procedures) is paramount and can be found [here](#). All colleagues have access to the policy and are aware of their responsibilities.

Partnership Activities & Support

C&K Careers service supports our Trust schools in enhancing the CEIAG provision through

INSET, network meetings, advisory sessions and consultancy e.g. support for the Awarding body for the Quality in Careers Standard. An annual service delivery agreement is drawn up between the school and C&K Careers in the secondary schools. Links with employers and training providers enhance the programmes where possible for all key stages.

Destination Data

At secondary level, recent results from our learners' destinations are published annually on each schools' website.

Assessment, Review and Evaluation

The Careers Leader at each Trust school is responsible for the annual review of CEIAG. Review and evaluation is carried out termly on an informal basis between the school's Careers Leader, and/or the SLT link with responsibility for Careers, and if applicable the Careers Adviser in line with the Service Delivery Agreement. Feedback from staff, learners and year teams/pastoral staff, and parents/carers also helps in evaluating the CEIAG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEIAG programme. Feedback from staff, learners and careers advisers helps to monitor any deficiencies. The Trust's process of Plan, Do, Review and Evaluate is always followed.

Careers teams in the secondary schools update the Careers Enterprise Compass tool every term to meet, if not exceed the 8 Gatsby Benchmarks.

Learner voice is encouraged through the use of the website, school council/learner leadership teams and focus groups.

To ensure a high quality offer, secondary schools actively work towards maintaining the Quality in Careers standard.

Resources

www.cegnet.co.uk

www.the CDI.net

www.careersengland.org.uk (for information on QiCS)

www.education.gov.uk (for information on Raising the Participation Age)

www.ofsted.gov.uk: Ofsted Thematic Review of Careers Guidance, Going in the Right Direction?

Publications:

[DfE Statutory Guidance on Careers Guidance & Access for Education & Training providers](#)

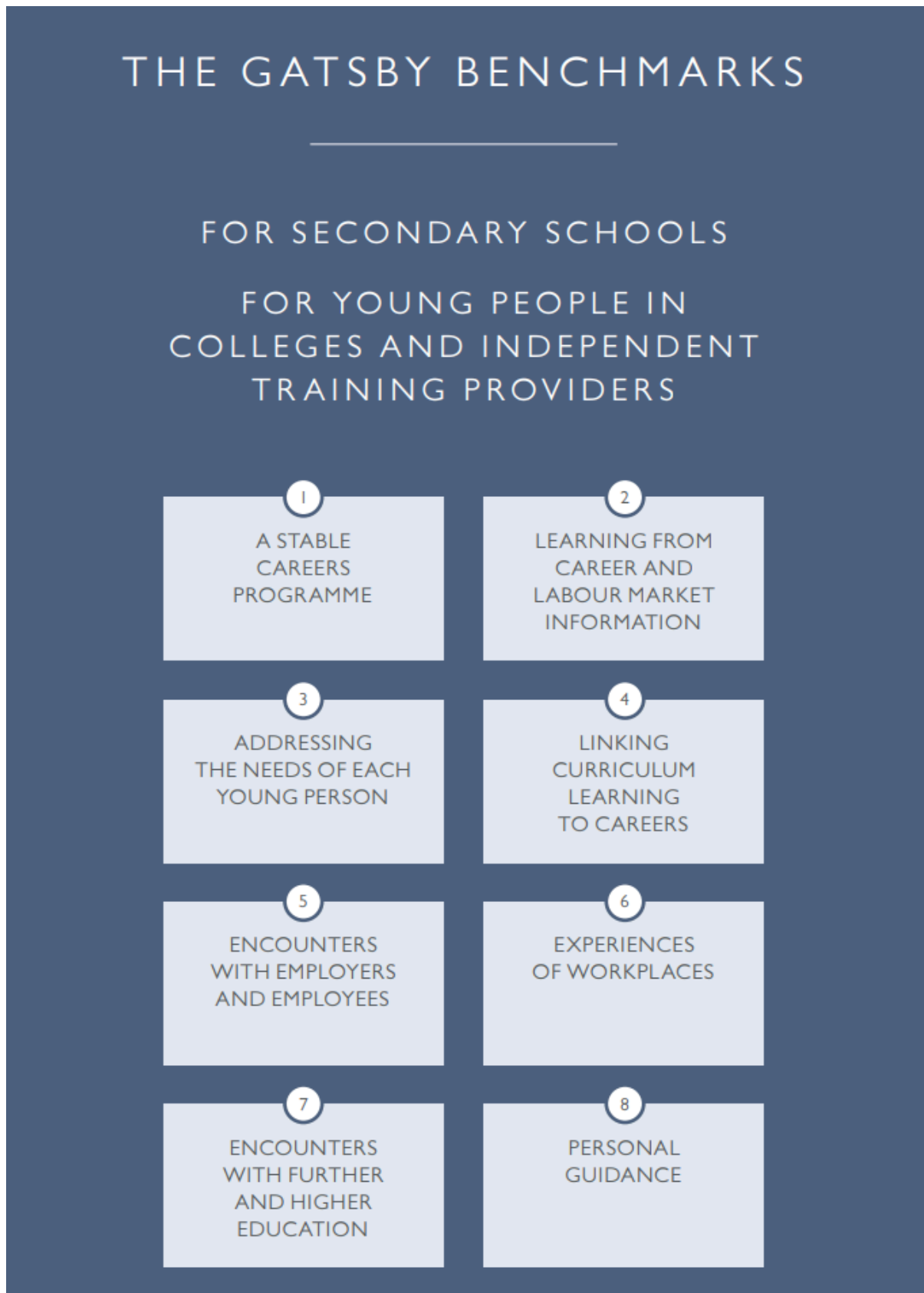
CDI Career Development Framework

Career & Work Related Education Framework ACEG

[National Careers Service 'The Right Advice at the Right Time' Department for Business Innovation & Skills](#)

[Destinations Data Good practice for schools](#)

Appendix A - [The Gatsby Benchmarks](#)



GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

BENCHMARK	SUMMARY	CRITERIA
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.	<ul style="list-style-type: none"> • 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.
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.	<ul style="list-style-type: none"> • 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.

BENCHMARK	SUMMARY	CRITERIA
<p>3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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.

BENCHMARK	SUMMARY	CRITERIA
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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • 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.
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.	<ul style="list-style-type: none"> • 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.
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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.