



Boston Endeavour Academy Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, May 2025

Adopted by the Governing	July 2026
Body: Review Period:	Annually
Review Date:	July 2027

1.0 School Intent, Ethos and Core Values

This policy provides us with a framework for meeting statutory requirements and for achieving Boston Endeavour Academy's Intent, Ethos and Values.

Our school's intent statement is 'Preparing for life after BEA'.

Our Ethos is:

Build knowledge through curiosity and critical thinking.

Empower pupils with the tools. Support and confidence they need to thrive.

Achieve goals with purpose, perseverance, and passion.

Our Core Values are: 'Care and Encourage', 'Include, Adapt, Succeed', 'Pupils Are Our Priority', 'Safe and Secure' and 'Passionate about Learning'.

The governing body have therefore adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1 Coverage

This policy outlines the provision of Careers Education, Information, Advice and Guidance (CEIAG) for all students across Key Stages 3, 4, and 5 at Boston Endeavour Academy.

2.2 Statutory Framework

The policy has been reviewed and updated in accordance with the latest Department for Education (DfE) statutory guidance:

"Careers Guidance and Access for Education and Training Providers – Statutory Guidance for Governing Bodies, School Leaders and School Staff" (DfE, June 2026).

2.3 Gatsby Benchmarks

Boston Endeavour Academy fully endorses and implements the eight Gatsby Benchmarks for good career guidance, as outlined in the DfE guidance, June 2026. These benchmarks are detailed in Appendix I of this policy.

2.4 Provider Access

In line with statutory requirements, the school ensures that a range of education and training providers are given access to students in Years 7 to 13. This is to inform them about approved technical education qualifications and apprenticeship opportunities.

2.5 Whole-School Impact

This policy applies to all year groups and key stages. The careers-related events and opportunities described herein are designed to benefit all students, supporting their personal development and future planning.

2.6 Staff Responsibility

While the Careers Leader coordinates CEIAG provision, all staff members at Boston Endeavour Academy share responsibility for supporting students' career development. Staff are expected to be familiar with this policy and to actively contribute to its implementation.

2.7 Student Outcomes

The overarching aim of this policy is to ensure that students leave school with:

- A strong sense of self-awareness and personal strengths.
- A clear understanding of the opportunities available to them.
- The ability to make informed decisions about their future.
- The confidence and preparation needed to transition successfully from full-time education to the wider world.

3.0 Objectives

3.1 Purpose of the CEIAG Policy

The primary objective of this policy is to ensure that all students at Boston Endeavour Academy receive high-quality, inclusive, and impactful careers education, information, advice, and guidance. The CEIAG programme is designed to support students in making informed decisions about their future education, training, and employment pathways.

3.2 Specific Objectives

The CEIAG programme aims to:

- 3.2.1** Provide all students with access to a stable and structured careers programme that is embedded across all year groups.
- 3.2.2** Enable students to make informed choices by learning from up-to-date career and labour market information.
- 3.2.3** Deliver a personalised CEIAG experience that meets the individual needs of each student, while maintaining a strong focus on quality assurance and continuous improvement.
- 3.2.4** Integrate curriculum learning with careers education, helping students understand the relevance of their studies to future career opportunities.
- 3.2.5** Facilitate meaningful encounters with employers and employees, providing real-world insights into various industries and professions.
- 3.2.6** Offer students first-hand experiences of the workplace, helping them develop practical understanding and employability skills.
- 3.2.7** Ensure students have multiple opportunities to engage with further and higher education providers, including colleges, universities, and training organisations.
- 3.2.8** Guarantee that every student has access to individualised personal guidance from a qualified careers adviser at key transition points.

4.1 School Responsibilities

Boston Endeavour Academy recognises its statutory responsibilities in delivering high-quality Careers Education, Information, Advice and Guidance (CEIAG). The school is committed to meeting the following legal obligations:

- 4.1.1** All registered pupils in Years 8 to 13 must be given the opportunity to receive independent careers advice, where such guidance is deemed beneficial, purposeful, and relevant to the

individual student's learning pathway. This advice should support each student's educational and career development, aligning with their interests, strengths, and aspirations.

4.1.2 Careers advice must be delivered in an impartial manner, with no bias towards any particular institution, education route, or employment option.

4.1.3 The guidance must include information on a broad range of education and training options, including academic, vocational, and technical pathways.

4.1.4 All careers guidance must be in the best interests of the student and presented in a way that is accessible and inclusive.

4.1.5 The school must provide opportunities for education and training providers to access students in Years 8 to 13 to inform them about approved technical qualifications and apprenticeships. (See Section 6)

4.1.6 The school must maintain a clear and transparent policy outlining how providers can access students. This policy must be published on the school website and reviewed annually. (See Section 6)

4.2 Framework for Delivery

The school's careers provision is structured around the Gatsby Benchmarks, which serve as a framework for delivering high-quality CEIAG. A summary of the benchmarks is provided in Appendix I, and they are directly aligned with the objectives outlined in Section 3 of this policy.

4.3 Vision for CEIAG

At Boston Endeavour Academy, we believe that high-quality Careers Education, Information, Advice and Guidance (CEIAG) is essential for connecting learning to the future. Effective CEIAG:

- Motivates students by providing a clear understanding of the pathways to careers that are engaging and rewarding.
- Broadens horizons, challenges stereotypes, and raises aspirations.
- Equips students with the knowledge, skills, and confidence needed to make successful transitions to the next stage of their lives.
- Promotes social mobility by improving opportunities for all students, particularly those from disadvantaged backgrounds and those with special educational needs and disabilities (SEND).

4.4 Continuous Improvement

The school is committed to the ongoing evaluation and enhancement of its CEIAG provision. This will be achieved through:

- Regular internal review by staff involved in the design and delivery of the programme.
- Feedback from students, parents, and external partners.
- External evaluation, including assessments by Ofsted and other relevant stakeholders.

4.5 Implementation of Statutory Duties

Boston Endeavour Academy meets its statutory CEIAG responsibilities through a comprehensive and inclusive programme that includes:

- Completion of Vocational Profiles to support personalised planning.
- Work experience opportunities, both within school and in external settings.
- Employer engagement activities, including workplace visits and in-school workshops.
- Celebration of National Careers Week through themed events and activities.
- Careers fairs attended by:
 - Local employers and businesses

- Further Education providers
- The Department for Work and Pensions (DWP)
- Support and advisory organisations
- Local day opportunity providers
- Participation in short courses at local colleges, where appropriate.
- Access to individual and small group careers guidance sessions.
- Ongoing staff training and professional development, delivered both internally and through external providers.

5.0 Governor Responsibilities

5.1 Strategic Oversight

The Governing Body plays a vital role in supporting and overseeing the Careers Education, Information, Advice and Guidance (CEIAG) provision at Boston Endeavour Academy. Governors will provide clear advice and guidance to the Careers Leader to support the development of a strategic careers plan that:

- Is aligned with the eight Gatsby Benchmarks for good career guidance
- Reflects the statutory requirements and expectations outlined in this policy
- Clearly outlines how the careers programme will be implemented
- Includes a framework for measuring the impact and effectiveness of the programme

The Governing Body will also ensure that the school maintains a clear and accessible CEIAG policy, which is:

- Based on the Gatsby Benchmarks
- Compliant with the school's legal obligations

5.2 Provider Access

Governors will ensure that appropriate arrangements are in place to allow a range of education and training providers to access students in Years 8 to 13, in line with the school's statutory duties and the Provider Access Policy (see Section 6).

5.3 Link Governor for CEIAG

Abi Smith is the designated member of the Governing Body with a strategic interest in CEIAG. She actively supports the development of the programme and promotes employer engagement across the school.

6.0 Provider Access- Please see Boston Endeavour Academy's Policy Statement on Provider Access

7.0 Monitoring, Evaluation and Review

7.1 Leadership Oversight

The Headteacher will ensure that:

7.1.1 The work of the Careers Leader and the delivery of CEIAG events is effectively supported and monitored.

7.1.2 A designated member of the Senior Leadership Team (SLT) maintains strategic oversight of CEIAG provision and provides regular updates to the wider leadership team.

7.2 Measuring Effectiveness

The effectiveness of the CEIAG policy and programme will be evaluated using a range of qualitative and quantitative measures, including:

7.2.1 Stakeholder feedback gathered through surveys of students, parents/carers, and staff.

7.2.2 External evaluations from visitors such as the Community Inclusive Trust Executive Leadership Team (CIT ELT) and Ofsted.

7.2.3 Post-16 and post-18 destination data, particularly the percentage of students who are Not in Education, Employment or Training (NEET) in the October following their departure from the school. This data will be benchmarked against national averages and comparable schools both locally and nationally.

7.3 Policy Review

The Governing Body of Boston Endeavour Academy will review this policy annually to ensure it remains compliant with statutory requirements and continues to meet the needs of all students.

Approval and review

This policy is reviewed annually by the LSB and was last reviewed on: 21/07/2026

Next review: July 2027



Signed:

Chair of Governors: Mr. Dave Anderson



Signed:

Head teacher: Dr. Jessica Newcombe

Appendix 1- The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	□ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. □ The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. □ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	□ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. □ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	□ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. □ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. □ All pupils should have access to these records to support their career development. □ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4.Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	□ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	□ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	□ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. □ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	□ By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. □ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	□ Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.