



ACADEMY
GREAT BARR

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

Policy Owner:	Luke Price
Ratified by:	Local Governing Body
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Introduction

Q3 Academy Great Barr has high quality careers advice and guidance, to support our wide range of students. This is developed throughout a student's time at the Academy and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at widening the awareness of students' understanding and experiences of the world of work to enable them to make informed and appropriate decisions as they move onto their next stages of education or employment.

The [Gatsby Benchmarks](#) and Baker Clause underpin our Careers Programme which students are exposed to from the very start of Year 7.

Aims and Purpose

Every student is entitled to high-quality Careers Information and Guidance (CIAG) as part of their education. Careers is delivered through the RSHE programme throughout all Year groups, embedded into curriculum and with stage-specific additional opportunities. These opportunities are designed to further engage students with businesses and further/higher educational establishments, along with vocational options. This includes University experiences across all Year Groups. Through our programme of CIAG we intend to provide students:

- ✓ High quality, impartial guidance to support making informed choices;
- ✓ A wider awareness of options available at both Post-16 and Post-18 education and beyond;
- ✓ An environment to challenge stereotypical thinking and job roles;
- ✓ A wide variety of employer engagement to broaden awareness of opportunities and develop career profiles;
- ✓ Personalised careers advice tailored to specific needs, targets and aspirations;
- ✓ Experience of work place(s) relevant to aspirations and needs;
- ✓ Early exposure to University options;
- ✓ Preparation for transition to life beyond Key Stage 4 and Key Stage 5.

Statutory Requirements and Expectations

The Academy has a legal requirement to provide all students with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act). The 2002 Education Act requires the Academy to provide a balanced and broadly-based curriculum which:

- ✓ promotes the spiritual, moral, cultural, mental, and physical development of students at the Academy and of society,
- ✓ prepares students at the Academy for the opportunities, responsibilities and experiences of later life. We have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act) requires the Academy to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Statutory guidance: [Careers guidance and access for education and training providers \(DfE, 2018\)](#)

New legislation (2018, paras 61-69) requires the Academy to provide opportunities for a range of education and training providers to have access to students from Years 8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33).

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals. Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

Management and Delivery

Careers Education is delivered through the 'Wellbeing Inspire' programme. Careers Education in the classroom focuses on 'the world of work' and 'employment laws', but is furthermore embedded within subject areas.

In addition to our robustly mapped classroom-based Careers programme, students experience CEIAG through a wide exposure to a number of enrichment opportunities which take place throughout the year. These are tailored to meet the age-specific requirements of each Year group and are adapted to reflect the aspirations and goals of different cohorts. A full overview of our [Careers Education Programme](#) can be found on our website.

Students in Year 11 receive one-to-one, impartial careers guidance with a Level 6 qualified Careers Advisor. Earlier careers guidance is provided for younger years, particularly those identified as disadvantaged. The specialist Connexions service is offered to those Year 11 students who have an Education or Healthcare Plan (EHCP) and those identified at a higher risk of being not in education, employment or training (NEET). Early mentoring is also available through both in-Academy counsellors, Mrs Meredith, or external organisations such as The Ethos Team. This programme supports breaking down the barriers of social mobility by providing professional, employer, role-models who provide high quality mentoring.

Engagement of Stakeholders and Partners

We work with a number of external partners to support and enhance our careers programme. This includes supporting Quality Assurance. These include:

- ✓ Careers and Enterprise (CEC);
- ✓ Local Colleges and Training Providers;
- ✓ Local and National Employers;
- ✓ Local Universities;
- ✓ Alumni.

We ensure that the opportunities available throughout the year are shared with stakeholders and we encourage active participation within the programme to support and enrich students further. All information about our programmes and events are available publicly through our newsletter, social media, and by contacting the Careers Leader.

Monitoring and Evaluation

Our careers programme is monitored and evaluated regularly as part of a robust system of quality assurance. The overview of Careers is monitored by a senior leader who reports back to others in the team. Compass+ evaluation tools are used throughout the year to measure impact against the Gatsby Benchmarks. This supports setting targets and identifying next steps in maintaining a robust careers programme. Other ongoing evaluation and Quality Assurance activities throughout the year include things such as:

- ✓ Student Feedback;
- ✓ Parent/Carer Feedback;
- ✓ Employer/Company/Visitor Feedback;
- ✓ Lesson Visits;
- ✓ Monitoring of 'Aspirations Data' from students;
- ✓ Review of this policy every three years by the Governors.

Opportunities for Provider Access

Full details of our Provider Access can be found on the policy page of our website [here](#).

Any company or employer interested in working with the Academy, please contact:
careers@gbr.merciantrust.org.uk