

Careers Education and Information, Advice and Guidance Policy 2025-2029

Version control	
September 2025	Reviewed with no amendments made
AAT Budmouth Academy Weymouth June 2025	New guidance jointly agreed with SLT Team

Owner:	Director of Careers and Student Progression	Date of next review:	September 2027
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Related documents:

Work Experience Procedures and Guidance
Provider Access Policy

Intent

CEIAG aims to prepare young people for the opportunities, responsibilities, and experiences of adult and working life. It equips students with the knowledge, skills, and attitudes necessary to manage their lifelong progress in learning and work, while raising aspirations by linking curriculum learning with real-world careers. CEIAG at Budmouth is impartial and student-centred, reflecting the diverse needs and aspirations of our learners.

Entitlement

All students (Years 7–14) are entitled to impartial careers information, advice, and guidance, underpinned by a structured careers education programme. This programme outlines clear objectives that describe the knowledge, skills, and understanding needed for the world of work and encourages exploration of varied career pathways and the labour market.

In accordance with the 2025 Gatsby Benchmarks, students will access:

- Personalised, progressive career learning (Benchmark 1, 3: Personalised Careers Education)
- High-quality interactions with employers and workplace experiences - minimum one per year (Benchmarks 5 & 6)
- Exposure to a wide range of post-16 and post-18 learning pathways - minimum of two different pathways per key stage (Benchmark 7, 8: Informed Transitions)
- Equitable access to support and experiences that reflect individual backgrounds and needs (Benchmark 3, 8: Equal Opportunities)

Student entitlement is published in student-friendly language via the Academy website, classrooms, and careers notice boards.

Outcomes

1. Outcomes for Students

Students will:

- Have equitable access to accurate, impartial and up-to-date information (BM 1, 2, 8)
- Understand a full range of career and progression pathways (BM 2, 7)
- Develop decision-making and transition skills (BM 1, 2)
- Gain an understanding of local, national, and global labour markets (BM 2)
- Apply career management and transferable powerskills (BM 1, 3, 4)
- Recognise the relevance of curriculum subjects to future employment (BM 4)
- Research, articulate, and reflect on career choices using digital tools like Unifrog (BM 1, 3, 8)
- Expand their awareness of underrepresented sectors and non-traditional routes (BM 5-8)

Key indicators include:

- Confident discussion of a wide range of career sectors beyond the most common options (BM 4, 5, 6)
- Ability to connect subject learning with employability skills (BM 4)
- Evidence powerskills through writing, interviews, and digital profiles (BM 1, 2, 4)
- Ability to navigate and explain changes in the job market across regions and sectors (BM 2)
- Understand post-16 and post-18 routes, including apprenticeships and T Levels (BM 2, 3, 7)
- Know how to access business start-up advice and career support networks (BM 3, 5, 6)

- Demonstrate knowledge of workers' rights and access to support (BM 8)

2. Outcomes for the Academy

Budmouth aims to:

- Intertwine Careers Education and Applied Learning within the centre of teaching and learning
 - Fully embed the 2025 Gatsby Benchmarks and achieve high scores on the CIRS Framework
 - Use Compass+ and Unifrog to track and evaluate students' careers engagement (BM 1, 2)
 - Continue to strengthen collaborative work with Dorset Council, local employers, other Aspirations academies and other key partners
 - Ensure all students, including SEND and disadvantaged learners, receive equitable support (BM 2, 8)
 - Deliver CPD to staff on updated career developments and national policy (BM 3)
 - Support whole-school improvement through high-quality CEIAG provision
 - Involve all stakeholders in Careers Hub work, ensuring inclusive and sustainable development
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Staff Roles

1. SLT

- Quality assure Careers within the Tutor programme and Subject Curriculum
- Support the embedding of Careers within the AIP
- Support the deployment of the Careers Impact Review System, Future Skills Questionnaires and other evaluation methodologies

2. Heads of School

- Refer students to Careers Hub and co-plan targeted interventions
- Support the collection of Destination Data and follow up with potential NEET students
- Quality assure Careers within the Tutor programme and Subject Curriculum
- Champion differentiated support for SEN and vulnerable learners (BM 8)

2. Tutors

- Deliver tutor-time careers curriculum, evaluations and notices (BM 1)
- Signpost students to relevant resources, providers, and opportunities (BM 2, 7)
- Promote student independence in careers research and planning

3. Subject Coordinators and Leaders

- Support Benchmark 4 by contextualising careers within subjects
- Coordinate guest speakers and subject-specific experiences of the workplace (visits etc)
- Ensure departmental delivery connects to the career's curriculum objectives and foci (as seen in the [BAW Curriculum Overview](#))

4. Teachers

- Embed applied careers learning into curriculum delivery as per the BAW Curriculum Overview (BM 4)
 - Highlight and include the use of transferable powerskills across lessons
 - Collaborate with the Careers Hub to support CEIAG delivery
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Teaching and Learning

1. Overview

Careers teaching is:

- Personalised, inclusive and age-appropriate (BM 1, 3, 8)
- Based on high-quality, up-to-date resources and labour market information (BM 2)
- Designed to actively engage learners in their future planning
- Structured around planned progression and outcomes (BM 1)

Teaching strategies include:

- One-to-one guidance and collaborative group activities
- Digital careers tools (Unifrog, LMI platforms)
- Encounters with employers, alumni, and providers (BM 5, 6, 7)
- Applied learning (tasks that link to or mirror real-world careers)

2. Outcomes

Year-specific Careers Hub Focus Targets are aligned with the updated Gatsby Benchmarks and published on the Careers Hub Website and are available in the [Budmouth Curriculum Overview](#). Students, staff, and parents are made aware of these annually.

3. Careers Hub Sessions

- Delivered through tutor time, subject areas, and drop-down events
- Aligned to specific targets and adapted for inclusivity (BM 1, 2, 8)
- Planned collaboratively with key staff and stakeholders (including employers et al)
- Informed by tutor feedback and student need (BM 2)
- Open to all students and coordinated to avoid curriculum disruption

- Providers briefed to ensure quality and appropriateness
- Publicised through digital platforms and internal bulletins
- Evaluated by students, staff, and partners to inform improvements (BM 5, 6, 7)

4. Sixth Form Careers Support

In addition to the CH Curriculum, Sixth Form students benefit from:

- Aspirations Employability Diploma (AED)
- Individualised guidance informed by early data capture
- Bespoke sessions on apprenticeships, university, entrepreneurship, and work experience

5. Departmental Responsibilities

Subject departments are expected to:

- Integrate careers into curriculum planning (BM 4)
- Collaborate with the Careers Hub on enrichment and employer engagement
- Request support and resources from the Careers Hub as needed