Career Education Information Advice and Guidance (CEIAG) Policy

Introduction

At Bedford Modern School we aim to prepare our students to become career ready to enable them to be successful and independent upon leaving education. The careers learning programme provides access to careers education activities, opportunities to find out about the local and national labour market, regular employer engagement within the curriculum, as well as the opportunity to access impartial to 1:1 career guidance.

Our careers programme gives students:

- The opportunity to take an active part in their career learning at all stages of their education.
- Access to relevant and accurate information about local and national employers, and the opportunity to network with prospective employers to improve future career prospects.
- An understanding of how their curriculum subjects link with the world of work and the importance of both employability skills and qualifications when entering the work-force.
- Access to Unifrog, an online service, which allows students to record and reflect on the activities they have taken part in, and research career and education pathways.

This policy has been developed to underpin and support career development provision in Bedford Modern School. The aim of this policy is to ensure that standards and resources are well defined and in place. In turn, this will provide a secure platform from which an outstanding career development programme is delivered to all students.

We are committed to meeting national and local expectations in relation to careers by:

- Securing access to independent and impartial careers guidance for all students.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Maintaining the Quality in Careers standard, which demonstrates excellence in career development work.

The policy for career development work supports, and is itself underpinned by, a range of key priorities and best practice, including the Department for Education document 'Careers guidance and access for education and training providers' (DFE, January 2023), and the eight Gatsby Benchmarks, which were devised from their international careers survey as to what good quality impartial careers education, information, advice, and guidance (CEIAG) in schools should look like (Gatsby, 2014). The Gatsby Benchmarks were updated in 2025 and the Head of Careers continually monitors how the school can best meet the guidelines it proposes for best practice.

The eight Gatsby benchmarks are:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to career

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

Source: Gatsby Charitable Foundation (2014). *Good Career Guidance*. London. The Gatsby Charitable Foundation.

Career development work at Bedford Modern School will provide a foundation for students to move not only into further education, vocational training, or employment, but to the next stage of their development as citizens. We wish our students to move onto their best next step having developed the key employability and enterprise skills which are highly valued by employers, colleges, and universities. By working with key stakeholders, our aim is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with these objectives that this policy has been developed.

Key Staff

Head of Careers
Director of Sixth Form (SLT link)
Higher Education and UCAS Officer
Transition Coordinator
Elite Universities Coordinator

Career Development Curriculum

We are committed to providing a planned programme of high-quality career development work to all students and recognise the important role that career education and work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives.
- empowering young people to plan and manage their own futures.
- contributing to strategies for raising achievement, especially by increasing motivation.
- raising aspirations and inspiring young people to achieve their full potential.
- developing core competencies, such as communication, resilience, team working, problem solving and personal management.
- promoting equality, diversity, social mobility, and challenging stereotypes.

All staff at Bedford Modern School support students in developing the skills needed for the world of work. Students receive information when appropriate about work experience opportunities, how subjects link to careers, and will meet people from the world of work who can help them to acquire the skills and knowledge they need for future employability.

Provision

Bedford Modern School is committed to helping students realise their potential and developing their understanding of the opportunities available so that when students leave BMS they are equipped to deal with the challenges and opportunities that the world of work brings. All students from Year 9 upwards will have access to Unifrog, an online resource that helps students research career and education pathways, as well as providing application materials and a wealth of other resources to support their progression into their best next step.

The programme is designed to meet the needs of students at different stages of their learning journey through the senior school. It is differentiated to ensure progression

through activities that are appropriate to students' stages of career learning, planning and development. Where students have additional needs, these are considered, and activities are differentiated to ensure an inclusive approach and equality of access. In the case of long-term absence at any Key Stage, the Head of Careers will work with the SENDCO to provide appropriate access to the careers programme.

Students will also experience Career education via extended PSHE sessions and tutorials which may draw from high-quality resources in the Barclays Lifeskills suite of learning and also the MyPath career education platform.

By the end of Key Stage 3 all students will have:

- An understanding of the full range of 14-19 opportunities for progression, including academic and vocational routes.
- An understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work.
- An understanding of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options.

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used online resources and other sources to investigate and explore future choices and progression routes.
- Been given direct access to employers, colleges, training providers and universities.
- Identified a range of post-16 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Participated in at least one career guidance meeting with a suitable trained and impartial career guidance practitioner.

By the end of Stage 5 all students will have:

- Further enhanced their self-knowledge, career management and employability skills.
- Used Unifrog, UCAS Hub, and other sources to investigate and explore future choices and progression routes.
- Received support through the university application procedure, including applications to international universities.
- Received guidance and support through the apprenticeship application process.
- Been given direct access to employers and universities.
- Identified a range of post-18 options and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.
- Been offered at least one career guidance meeting with a suitably trained and impartial career guidance practitioner.

At Bedford Modern School we recognise the vital importance of the support that parents and carers bring to students as they progress through the school. The Trust will inform parents at relevant stages throughout the year of careers-related activities and application deadlines for post-16 and post-18 pathway decisions.

Parents and guardians of Bedford Modern School students can expect:

- All students to have access to a range of support and advice in relation to their career progression when making important decisions about their pathway choices.
- All students to have access to 1:1 career guidance appointments, at no additional cost, and parents/carers are welcome to attend by prior arrangement.
- Parental meeting to support with careers and pathways, if requested
- Support when organising work experience or internship upon request.
- Access to Unifrog to help support students in making career and learning pathway decisions.

Staff at Bedford Modern School can expect:

- Help in accessing relevant external training providers or employers to educate and engage students when linking curriculum learning to careers.
- Assistance in running career related events, projects, and activities.
- Information regarding pathways as and when requested by students.
- Information and advice for students that you refer to 1:1 career guidance.
- Training and development will be provided about the use of Unifrog.

Provider Access Arrangements

Bedford Modern School recognises the importance of working with partners to deliver a successful careers and work-related learning programme. Provision is commissioned from a variety of partners who provide enhanced opportunities for students during their time at the school. The school also recognises the essential role that local employers play in providing opportunity for students to gain work experience and learn about Labour Market Information. The school has also developed links with colleges and universities to enhance provision for students during their time at Bedford Modern School.

Employers, Education, and Training Providers.

Bedford Modern School is committed to helping every student to reach their full potential and progress onto a successful destination by providing them with the widest possible range of employer and careers related opportunities. The school values the help and support businesses can offer students in developing the skills needed for a successful future. The Head of Careers builds relationships with further, higher education and training providers and liaises with local and regional employers, as well as members of the OBM Club, to organise access and events that widen horizons and raise the aspirations of our student community.

Monitoring, review, and evaluation

The Head of Careers is responsible for the monitoring, review, and evaluation of the CEIAG policy. Activities that form part of the career development programme are evaluated and the data is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes.

This evaluation will include:

- Student and staff surveys.
- Evaluation of activities as and when they happen for one-off activities.
- Evaluation of on-going activities at the end of the academic year.
- Parent feedback.
- Information on intended destinations for year 11, 12 and 13 learners.

- Actual destination data for year 11 and 13 leavers

The Head of Careers monitors and evaluates careers and work-related learning provision in the senior school. A report is shared with Governors via the SLT Link for careers. Individual careers learning events are evaluated after delivery which includes feedback from participating pupils and employers or further and higher education providers as appropriate. All results from the monitoring and evaluation of careers and work-related learning provision are assessed at the end of each academic year and inform the planning for the subsequent year's activity.

Safeguarding

We will ensure that safety is always a priority for our students when organising careers-related activities and experiences for them. All external speakers and employers working with students will be supervised at all times unless they have passed the school's strict independent vetting and Safer Recruitment Checklist protocols.

Staff will monitor and warn students against digital risks, disinformation, and AI deepfakes while they conduct online careers research; in accordance with our Acceptable Use policy. We have deliberately ensured that the career platforms we use do not use AI.

Mrs H Jones
Head of Careers

October 2026
Review date October 2027