West Bromwich Collegiate Academy

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

Next review: Summer 2028

Policy Statement: *Careers should be transformational to the lives of young people. At West Bromwich Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.*

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1. Introduction

1.1 Careers department structure

1. Creative Vision and Leadership

A creative strategy for delivering careers at West Bromwich Collegiate Academy underpinned by effective leadership and a shared vision among all stakeholders. Careers builds on local and national strengths.

2. Connected Careers Curriculum

The curriculum is two-fold and includes a taught element through Year 7 to Year 11 but is also embedded within independent subject areas. A range of experiential learning opportunities from work experience to enterprise days, employee engagement sessions and inclusive careers advice are offered.

3. Contextual Partner Engagement

Our approach is based on dialogue, practice, and reflection. The quality of learning experiences also makes a vital difference. We use Compass+ and Unifrog to measure our engagement. Our partnerships play a crucial role in providing student access to career opportunities both by way of employer encounters and conversations with employees from a range of sectors which help to shape our students vision of their future.

4. Consistent and Focussed Learning Journey

We ensure that students have access to a sequence of learning opportunities which are progressive and strengthens the impact of careers. Students at WBCA can develop resilience as they progress through the career programme while becoming aspirational young people. Through each year of study students will focus on all competencies from the CDI framework and will build on these strengths annually.

1.2 Contextual Background

WBCA currently has 782 students on role in in years 7 -11.

It is in Sandwell; a socio-economically deprived area of the West Midlands. 33% of students access free school meals and the Academy has 15 out of 17 possible ethnic groups. The proportion of students that are eligible for pupil premium is above the national average. There are over 100 students who require additional support either through being identified as requiring additional SEND provision or EHCP plans. The careers provision at WBCA acknowledges this and utilises a variety of opportunities to reduce barriers and support students' lifelong ambitions.

1.3 Rationale for the curriculum

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 (11–12-year-olds) to year 13 (17–18-year-olds). This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- be impartial

- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs of the student

At West Bromwich Collegiate Academy, the careers programme provides a stable careers education with access to further education providers, HE and apprenticeships. External partners are engaged throughout the academy. Young people are motivated by providing them with a clear idea of the routes to jobs and careers. At West Bromwich Collegiate Academy careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life.

1.4 Links to other policies

The CEIAG policy supports and is underpinned by a range of policies enacted within the academy, it directly links to the Personal Development policy (PSHE) and Work Experience standards document. The CEIAG contributes to the academy's connected curriculum objectives.

2. Objectives

2.1 Objectives for learners

The careers provision at West Bromwich Collegiate Academy is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.

- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career opportunities annually.

2.2 Entitlement

Learners in years 7-11 are entitled to independent and impartial careers guidance provided by partners that meet the academies quality standard for careers guidance. As an academy and with our partners we will promote the best interests of our learners to ensure that all options on education are available to students.

3. Curriculum overview

3.1 Curriculum

Intent: Students receive a wide range of Careers Education, Information, Advice and Guidance (CEIAG) in every year, based on the following three themes, as stipulated by the Career Development Institute:

1. Self-development
2. Careers exploration
3. Career management

West Bromwich Collegiate Academy will use the updated Gatsby Benchmarks for Good Career Guidance, implemented nationally from September 2025 and embedded in the Department for Education's statutory guidance (updated June 2026), as the framework for continuous improvement. The Academy will work towards sustained achievement of all eight benchmarks, rather than treating achievement as a one-off exercise:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The updated framework retains the eight benchmark titles but strengthens expectations across five themes:

- careers at the heart of whole-school strategy and leadership
- inclusion and measurable impact for every young person
- meaningful and varied encounters and experiences
- effective use of information, records and destination data
- active engagement of parents and carers.

The careers programme will therefore be linked to the Academy's strategic plan, supported by senior leaders and governors, delivered as a whole-school responsibility and communicated clearly to students, staff, families, employers and providers.
Staff development will support consistent delivery.
Activities under Benchmarks 5, 6 and 7 will be planned as meaningful, two-way experiences with clear learning aims, preparation and reflection. Curriculum links will be made across all subjects in every year group, not only in STEM subjects. Provision and records will be personalised, with particular attention to students who are disadvantaged, have SEND or an EHCP, are at risk of becoming NEET, or face other barriers to progression.

Implementation: The Careers Programme at West Bromwich Collegiate Academy is delivered to Years 7 through to Year 11 via:

- Careers Focus Days
- Careers Workshops

- Guest Speaker Sessions
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- Personal Development sessions in Tutor Time.
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events
- Dedicated Careers Lessons within Literacy for Life.

3.2 KS4 Options

Year 11 students work closely with the career's adviser during the Autumn Term to discuss the various course options available to them at Key Stage 4. Year 9 students also attend a Careers Focus Day offering a further insight to Careers and Enterprise Education. Following on from this, all students and their families attend a Year 9 Options Evening to discuss the courses that are on offer to them.

3.3 Technical Education

In accordance with sections 42A and 42B of the Education Act 1997 and current Department for Education statutory guidance, the Academy will provide all students from Year 7 onwards with independent careers guidance and will give a range of approved education and training providers reasonable access to pupils to inform them about technical education qualifications and apprenticeships. The Academy's provider access arrangements, including the named contact, opportunities available to providers and procedural requirements, will be published on the Academy website and reviewed at least annually. Encounters will include information about the full range of academic, technical and apprenticeship routes and will be planned as meaningful opportunities for students to ask questions, compare pathways and reflect on next steps.

3.4 LMI

Labour Market Information (LMI) is embedded in SoW within subject areas and accessible via the Careers Hub site for students and staff to interact with. LMI is used to identify career opportunities for our students and support access to education within our local area.

3.5 SEN Provision

Students with identified needs including those with SEN or as having an EHCP plan receive additional support around the careers provision via the inclusion department. Students receive independent careers guidance on a regular basis whilst following an employability pathway to prepare them for adulthood.

3.6 EAL Provision

Students at West Bromwich Collegiate Academy speak a broad range of different languages and it is important to recognise that for the majority of our students this does not limit their access to the curriculum. For a small number of students who arrive to the academy with no

or limited English language we provide students with specialised careers advise through the INA centre at Shireland Collegiate Academy.

3.7 Work experience

The Academy recognises workplace experience as a core element of Benchmark 6. From September 2026, the Year 10 programme will be developed in line with the Government's ambition that every young person should receive two weeks' worth of high-quality work experience by the end of Key Stage 4.

Workplace experiences may include sustained placements and other structured, employer-led experiences where these meet the updated definition of meaningful practice. Each experience will have a clear purpose, appropriate preparation, interaction with people in the workplace, opportunities to perform or observe authentic tasks, and structured reflection so that students can connect learning to future choices.

The workplace experience programme will be reviewed annually to reflect the local labour market and the needs of each student. The Academy will promote equitable access, make reasonable adjustments where required, monitor the quality and breadth of experiences, safeguard students, gather feedback from students and employers, and record participation and learning outcomes through the Academy's careers tracking systems.

3.8 Assessment and accreditation

At KS3 and 4 WBCA implements the use of a competency structure mapped against the new CDI framework.

4. Implementation

4.1 Management

Staffing includes one member of SLT with responsibility for the strategic overview of Careers. A recently appointed Careers leader who started the role in September 2022. There will also be an independent careers advisor who will come in to conduct interviews with the pupils.

The CEIAG team comprises:

Mrs Mary Henderson – Principal
Mr James Bunce – Assistant Principal
Mrs Jennifer Evans – Careers Lead & Work Experience Coordinator
Independent Careers Advisors – Ravi Gahir – Sandwell Connexions

4.2 Staffing

Staff name	Designated careers role	Responsibilities
Mary Henderson	Principal	• Strategic support and challenge of careers leader decisions
Jennifer Evans with support from James Bunce (Assistant Principal)	Careers Leader & Work Experience Coordinator	• Strategic leadership of careers across the Academy • Prepare and implement careers strategy • Development of careers action plan • Analysis of destination data • Review, monitor and evaluate careers • Report to SLT and Governors on careers • Advise SLT and Governors on policy, strategy and resources for careers • Academy's careers strategy and action plan • Provision of a planned and progressive careers programme • Devise schemes of work for careers education • Monitor careers provision and student engagement with the careers programme • Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance • Secure student access to independent, timely, personal careers guidance • Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers • Promote careers across the curriculum; liaise with Heads of Year, Heads of Department, Senior Teachers and Careers Champions to plan careers education • Lead careers CPD for staff • Brief and support staff involved with delivery of careers programmes • Secure student access to independent, timely, personal careers guidance • Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors • Maintain careers resources; ensure a broad suite of quality, unbiased resource is available on all pathways; monitor the usage of each resource type and explore if and how information sources can be improved; research available careers resources; ensure resources are up to date and relevant • Maintain employer and external partnership database

		• Ensure auditing against compass+ and tracker completion with Assistant Principal and Faculty Head • Maintain own CPD
Alison Danks	Black Country LEP Enterprise coordinator	• To support the Academy in meeting the Gatsby Benchmarks • To support and advise inclusion as part of the Black Country Hub • To support and advise on developing employer links through the Black Country Open Doors Initiative
Ravi Gahir	Connexions Sandwell – Careers Advisor	• Offer 1 to 1 career advice and guidance to key cohorts within the academy. • Offer impartial advice and guidance. • Be registered with the CDI network and maintain a high level of qualification and training. • Build and connect the academy with employers to support our enrichment offer.
Inclusion	Support for students - inclusion	• Generate individual career action plans as part of the Education Health and Care plan • Liaise with senior teacher (careers) to ensure that students with special educational needs and disabilities can access the careers programme • Provide support to SEN students to help them generate their individual careers action plans • Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans

4.3 Partnerships

School's University and College Partners

Aston University
University of Bath
University of Birmingham
Birmingham City University
De Montfort University
University of Gloucestershire
Leicester University
Newman University
Keble College, University of Oxford
Warwick University
University of Worcester
University of Wolverhampton
Sandwell College
BMET

School's Organisation Partners

Birmingham Hippodrome
National Youth Orchestra
NHS West Midlands
SIPS Education
West Midlands Police

Highways England

4.4 Resources

Careers Budget – Financial budget provided annually to support in the delivery of careers and initiatives by departments.

Focus Day Budget – Allocation of financial support to fund careers led focus days.

4.5 Staff development

In order to best understand the needs of the staff it is intended that in the Autumn Term we would undergo a staff training needs analysis. This would then influence our CPD plan moving forward. Therefore, the CPD plan shown in appendix four shows that there are a number of methods used to support staff, with different strategies for the source material, including external training providers, as well as subject-specific professional bodies. This will be amended following feedback from the training needs analysis.
The monitoring of the workforce CPD would involve:

- Staff feedback from INSET
- Careers Champions surveys throughout the year
- Student evaluation of careers provision throughout the year
- Learning walks, to include focus on classroom displays, students' written work

Evaluation of the CPD plan for the workforce will focus on the following strategies:

- Learning walks throughout the year should see a development and greater use of careers examples linked to curriculum
- SOW evaluation at the end of the academic year should show examples of careers embedded into curriculum
- Subject Hubs would show examples for students of curriculum links to careers
- Compass+ would show an increase in the attainment of Gatsby benchmark 4
- Tracker+ would show a wide range of subject events and activities, which would be greater in number and range than the previous Tracker evaluation report
- Student feedback at transition stages would show a greater understanding and knowledge of how subject choices are linked to career aspirations

4.6 Careers review

This policy is reviewed every two years, while the careers programme and provider access arrangements are reviewed at least annually. Progress will be evaluated through Compass+, destination and participation data, student-level records, feedback from students, parents and carers, staff, employers and providers, and the Careers & Enterprise Company's Career Impact System. The Academy will use this evidence to identify gaps between groups, agree improvement priorities and report impact to senior leaders and governors. The Academy will also consider progression towards the national Quality in Careers Standard.

West Bromwich Collegiate Academy is committed to the monitoring and evaluation of the Careers provision for our students. The main methods used in monitoring the careers programme include:

- Learning walks
- Auditing lesson observation notes

- Auditing lesson resources
- Student surveys following careers organized events
- Feedback from external visitors
- Feeback from parents and careers
- Contribution to the academy RAP

The evaluation of the success of careers provision at West Bromwich Collegiate Academy has both short-term and long-term goals. We are committed to transformational change to our students and this is reflected in our evaluation techniques. Not all successes will be easily measurable, yet we are determined to use data in a way that provides knowledge and meaning to the careers that we provide. In addition to evidence gained from learning walks, the main methods of evaluation include:

- Success rate of 'passport to careers' competencies being met
- Examination attainment at Key Stage 4
- Very low numbers of NEET at Key Stage 4
- Destination data at Key Stage 4
- Russell Group University destination data
- Career pathways 3 years after leaving school