



CEIAG Policy

This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.

Bellerive FCJ Catholic College Mission Statement:

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

1. Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

In October 2018, the Department of Education set out a long-term plan to build a world class careers system that will help young people and adults choose the career path that is right for them. In 2019 the CDI briefing paper set out clear roles and responsibilities. Both these briefings hold central that any careers strategy should aim to ensure that all young people in secondary school receive a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and deliver their careers provision and, most notably, provide a dynamic partnership between employers and education in order to provide world class careers education. This has also been highlighted in the recent Government White Paper 'The Skills For Jobs' 2021. The benchmarks define all the elements of an excellent careers programme, based on national and international research.

By 2020 all schools must have clear evidence of meeting the 8 benchmarks:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

The responsibility is on schools to ensure all students have access to CEIAG that encourages all students, including the most vulnerable, to develop “high aspirations and consider a broad and ambitious range of careers.” Schools are expected to work in partnerships with local employers and other education and training providers, meeting regularly at local careers hubs and network meetings to share ideas and practice. The government funded Careers and Enterprise Company (CEC) assesses the provision of each school three times a year using the ‘Compass’ tool. Each time the offer is compared with how well schools are meeting the benchmarks nationally and the CEIAG action plan is updated; this ensures the school’s strategy is continually evolving.

Schools should endeavour to create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills as well as providing access to a range of inspirational role models.

The government expects all young people to remain RPA compliant and, thereby, be in some form of education or training up to the age of eighteen. Schools must ensure students understand this and are suitably supported to make appropriate choices about the routes they pursue. In addition, schools are required to share information with the local authority and use this ‘Moving On’ data to see how successfully their students make the transition to the next stage of education or training or ‘destination’.

Bellerive FCJ Catholic College is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving Bellerive FCJ Catholic College and results in improved life chances for them and their families.

2. Aims and Objectives

Bellerive FCJ Catholic College is committed to:

- Offering impartial careers education, information, advice and guidance to all students.
- Ensuring equality of opportunity for all and challenging stereotypes.
- Considering our local context and community and how this affects employment opportunities.
- Engaging with the Careers and Enterprise Advisor Network and Archdiocese Careers Network.
- Using the Compass tool to review our progress against the Gatsby Benchmarks and updated plan of action for term ahead.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student’s aspirations and self-awareness in each Year group.
- Developing an understanding of employability skills and what is needed for success in the workplace.
- Empowering students by ensuring they know how to make effective use of the resources available that can help them make informed and appropriate choices throughout their school journey.
- Working in partnerships with parent/carers, FE trainers and providers, employers and other related services.



- Ensuring all students are suitably prepared for their transition from Key Stage 3 to Key Stage 4 and Key Stage 4 to Key Stage 5/post 16 routes.
- Responding to feedback from students and staff about CEIAG delivery in order to inform and improve our CEIAG offer.
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become Not in Education, Employment or Training (NEET).

3. Curriculum

The careers programme is differentiated to ensure progression across the curriculum.

Year 7 – Aspirations and interests are captured, and students begin to consider how they can use their skills and abilities in a variety of different career pathways. The PSHE curriculum gives students opportunities to learn about different work roles and career pathways and teaches the benefits of being ambitious and enterprising in all aspects of life. Students are also given opportunities to develop a range of transferable skills through enrichment activities, programmes such as the ‘Onside’ delivered by LFC in the community and through form time leadership opportunities.

Year 8 – The Year 8 curriculum helps students connect school life to the world of work in a practical, engaging way. Through PSHE, pupils learn about the laws and by-laws that protect young people in employment, including permitted hours, appropriate types of work, and how to recognise and minimise health and safety risks. They also begin to develop an “enterprise mindset” by exploring the skills and qualities needed to spot opportunities, manage risk, market ideas, and understand productivity and quality. Students are introduced to key business concepts such as cash flow and profit, helping them see how real organisations operate. Learning is brought to life through inspiring talks, workshops, and a range of opportunities that build communication, teamwork, and leadership—equipping students with confidence, ambition, and a growing awareness of future pathways.

Year 9 – Curriculum and extended learning experiences, including the ‘Women In Business Programme’, University of Liverpool Student led workshops on decision making, visit to Merseyside Police Headquarters and the many opportunities provided by Uni Connect, encourage students to begin to focus on possible career choices and where the subjects they can choose to study at Key Stage 4 could lead. Every Year 9 student is given a pathways interview to help guide them through their choices ensuring they keep a wide breadth of subjects. The PSHE curriculum provides students with labour market information (including the diversity of local and national employment opportunities and about self-employment) and encourages them to reflect on their individual qualities, successes and areas for development.

Year 10 – There is a strong focus on developing students’ study and employability skills through our PSHE careers curriculum, including time management, self-organisation, presentation and project planning and team-working. This is strengthened further through our World of Work Week, where students deepen their understanding of the labour market while exploring their own skills, interests and aspirations through CV writing workshops and mock interviews with a range of employers. Students have a wide range of opportunities to take part in meaningful projects such as The Law Factor, Ahead of the Curve and the Aspire Programme, as well as visits to local higher education providers to broaden horizons and raise ambitions. Throughout Year 10, students begin to consider their post-16 options in an informed way, including academic, vocational, technical and apprenticeship



pathways. In the summer term, every student has a one-to-one guidance meeting with our school Careers Adviser to help them reflect on their strengths, explore next steps, and feel confident about the pathways available to them.

Year 11 –Our careers curriculum is designed to build confidence, sharpen employability skills, and help students make informed, ambitious choices for their future. Through PSHE, pupils further develop key skills that employers value highly: self-belief, communication, teamwork, problem solving and self-management. Students explore how the world of work is changing, including emerging industries and modern recruitment trends, with a strong emphasis on apprenticeship routes and training pathways as well as other post-16 options. A core theme is developing positive attitudes and values in relation to work and enterprise. Students consider what it means to be professional, reliable and proactive and learn why creating the right image is important, whether they are representing an organisation, running a business idea, or building their own personal reputation. Year 11 students also gain authentic opportunities to practise these skills beyond the classroom. Whole-school charity initiatives, involvement in the Year 11 Prom Committee, and inspiring talks from visiting speakers provide real platforms to develop communication, leadership, organisation and teamwork.

Year 12 - In Year 12 Bellerive, students receive a wide-ranging and supportive careers programme designed to help them explore ambitious pathways and make confident next-step decisions. Students use Unifrog to research careers and compare post-18 routes. They benefit from visits to apprenticeship fairs, opportunities to meet employers and training providers, and a variety of visiting speakers who bring different industries and pathways to life. Experiences are extended through university campus tours, helping students understand university study first-hand and raise aspirations. The Aspire Programme further supports students to develop their goals, strengthen their skills and access enriched opportunities. Year 12 students can also take on many leadership roles across the school, building confidence, teamwork and responsibility. At the end of Year 12 all students undertake a week of work experience.

Year 13- In Year 13, our careers curriculum is designed to ensure every student leaves with a clear, confident and well-supported next step. Building on the exploration and planning completed in Year 12, students receive comprehensive guidance throughout the year for both UCAS and apprenticeship/training applications, alongside ongoing IAG (Information, Advice and Guidance) tailored to individual goals via our Sixth form pastoral team and Careers Advisor. They are provided with essential information on university options, student finance, the UCAS process, apprenticeships and alternative pathways, helping students understand the full range of opportunities available to them. Students are also supported with CV writing and application skills, and are encouraged to develop the confidence and independence needed to manage deadlines, make informed choices, and transition successfully into their next stage.

The CEIAG programme at Bellerive FCJ Catholic College gives students the opportunity to participate in a variety of activities including:

- Subject specific information from staff and curriculum areas, including meaningful encounters with employers in these industries.
- Group work and individual interviews when choosing options and making decisions about post 16 choices.
- Information and research activities in the library / ICT suites e.g. using online platforms.

- Assemblies and events based on labour market information and emerging industries - e.g. Green Economy, 4th Industrial Revolution.
- Work-related learning
- Enterprise opportunities e.g. workshops and charitable year group drives.
- Participating in different career focused events and National Careers events
- Listening to presentations from curriculum staff and external providers, including Year 9 options evening and Post 16 Pathways Evening for Years 10 and Years 11.
- Taking parts in college and university visits.
- Apprenticeship talks and workshops.
- Completing one to one CEIAG sessions with the Careers Advisor.

4. The Gatsby Benchmarks

The school's career programme is also underpinned by the Gatsby benchmark framework which is a renowned framework of eight benchmarks that define what world class careers provision in education looks like. This has been reviewed by the government in May 2025 and changes include a greater focus on inclusion, using information and capturing impact for each student. Progress against each of the eight criteria is assessed each term in partnership with our Careers and Enterprise Coordinator using the Compass tool.

5. Careers Advisor

Students have access to an independent Careers Advisor 2 days each week from an independent careers' guidance service 'Careers Connect'. The advisor provides support and guidance with transition in Year 9, and supports students with planning and preparing for their next steps in Key stage 4 and 5. Students with EHCPs and additional needs have significant input from the advisor as part of the annual review process. Students who are LAC or disadvantaged are also prioritised for additional targeted support. When deciding on the order of students seeing the careers advisor, risk factors and attainment data inform decisions and priorities. Form Tutors, Heads of Year and senior staff can make a referral at any point for a student to meet with the Careers Advisor.

Each student in Year 10 -13 is given the opportunity to have a minimum of one face to face session. In addition, any student at Bellerive FCJ Catholic College can make an appointment to see the advisor through Miss Smith, the School Careers Lead. Students can attend a drop in session at lunchtimes. The advisor also attends the Parents' Evenings of Years 9 to 13 and provides targeted support and guidance on GCSE and A Level results days for students and their parents.

6. Resources

The school has a specific careers room which is suitable for interviews and reviews. The room is situated in the Bellerive building.

- Within the library, a careers section has been developed and continues to be added to.
- Funding for resources (including on-line sites such as Unifrog)
- Contract for the provision of an independent careers advisor in school via Careers Connect



- Funding for the provision of work experience for all Year 12 students is allocated annually from the school budget.
- Funding for additional CEIAG events includes a Careers Fair, Women in Business Event and World of Work Week
- Funding for careers focused event and transport e.g. Year 9 visit to Merseyside Police Headquarters
- Time for attending termly CEIAG network meetings.

7. Monitoring and review

Bellerive FCJ Catholic College is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students' needs. This includes:

- Regular review of CEIAG and careers provision.
- Compass Tool evaluations completed each term with link advisor.
- All careers activities are impact evaluated.
- Use of evaluations to inform future planning and delivery.
- Survey of students and parents.

Approved by: P Forsey
(Headteacher)

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Last reviewed on: September 2025

Next review due by: September 2026