James Brindley

Think Differently Education Trust,
Bell Barn Road,
Birmingham, B15 2AF
Principal: Hardip Bissell

Careers Policy

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

Approved By: Executive Leadership Team

Approved Date: 24 September 2026

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Review Date: September 2027

Think Differently Education Trust

1. Introduction

There has never been a time when careers education, information advice and guidance has been as important for pupils as it is today. The landscape of education, training, and employment opportunities that pupils need to navigate is more complex and challenging than that faced by previous generations. Pupils need to prepare for a future where some jobs do not yet exist.

The Careers Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.

James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter.**

This policy is underpinned by James Brindley Academy's long-term vision and core values that all children and pupils have the right to an education that provides them with the skills and opportunity to achieve their potential regardless of their circumstances or medical needs, and believe that careers education, information, advice and guidance (CEIAG) is at the heart of achieving this.

JBA Core Values	How this policy addresses these values
THRIVE – We create a positive environment where we thrive and succeed	Providing opportunities and structure for pupils to learn about their skills now and in the future and learn about the world of work.
HIGH ASPIRATIONS – We have high aspirations for ourselves and others	Inspire young people to think about their future and create a plan to turn that future into a reality
INCLUSION – We are inclusive in all we do and celebrate our differences	Adapt our careers provision to ensure pupils are represented within the world of work and supported to learn about their future and prepare for adulthood.
NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing	Providing opportunities for pupils to develop the skills to manage the emotional health and wellbeing as they move into adulthood.
KEEP SAFE – We ensure that keeping safe and the safety of others is paramount	Providing opportunities for pupils to learn about preparing for adulthood and reflecting on keeping safe in the world of work.

2. Links to Other Policies

Careers Provider Access Legislation Statement
Careers Programme
SEND Policy
British values

3. Purpose

Careers education does not just mean informing pupils about their options after academy, but also how their journey can affect their futures. The Academy fulfils its statutory responsibility to provide independent and impartial careers guidance to all pupils in Years 7 to 13, and to young people up to the age of 25 with a current EHCP where relevant. The policy has been developed with regard to the Department for Education statutory guidance on careers guidance and access for education and training providers, including duties under the Education Act 1997 relating to independent careers guidance and provider access.

The Academy is committed to providing independent, impartial and person-centred careers information, advice and guidance that is tailored to the individual needs, aspirations and circumstances of each learner. Pupils will be supported to understand and evaluate the full range of progression pathways available to them, including academic, technical, vocational and employment-based routes. This includes further and higher education, apprenticeships, supported internships, traineeships (or successor programmes), training, employment, volunteering and independent living opportunities where appropriate.

Careers guidance will not promote one pathway over another. Instead, learners will be provided with balanced information and meaningful encounters with a range of education, training and employment providers, enabling them to make informed decisions that reflect their strengths, interests, aspirations, support needs and long-term goals.

For learners with SEND and those with an EHCP, careers guidance will form part of preparation for adulthood planning and will consider outcomes relating to employment, independent living, community inclusion and good health, ensuring that transition planning is ambitious, realistic and personalised.

4. Scope and Aims

Built on the ethos and culture of James Bindley Academy, to:

- fostering wellbeing, raising aspirations, and improving the life chances of all pupils, to:
- raise aspirations and consider the widest range of options for young people
- develop pupil's self-awareness and ability to successfully explore and appropriate careers and pathways.
- promote self-advocacy and independence
- motivate pupils to work hard so that they can achieve the qualifications which will allow them to access the pathway of their choice.
- enable pupils to develop employability skills to be ‘work ready.’
- ensure that pupils have effective career management capabilities and are prepared for the world of work or additional learning when they leave James Brindley Academy.
- support families, parents and carers to access relevant careers information including the local offer.

The careers programme addresses the needs of each pupil with activities that will provide inspiration, so they develop personal aspirations and reach their full potential. To prepare each pupil for the choices, changes and transitions they need to sustain future learning, employment and achieve personal and economic wellbeing throughout their lives. The careers programme for all pupils' years 7-11 in our Teaching Centres is flexible and adaptable, differentiated, and personalised appropriate to pupil's stages of career learning, planning and development as pupils join throughout the year.

There is a universal offer to pupils within hospital settings. They are invited and encouraged to participate in the careers programme as appropriate to each setting and individual need.

Where appropriate, this policy may also apply to third parties working with or on behalf of the Trust.

The careers programme follows the principles of the Gatsby benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

For a more in understanding of how James Brindley meet the Gatsby Benchmarks see our Careers Programme on the website.

5. Glossary of Terms or Legal and Regulatory Framework

Term / Framework	Description
Provider Access Legislation (PAL)	The legal requirement for schools and academies to provide pupils with access to a range of education and training providers, including technical education and apprenticeship providers.
Baker Clause	A statutory duty requiring schools to allow colleges and training providers to speak to pupils about technical education, apprenticeships and wider progression routes.
Education Act 1997	The legislation that sets out duties relating to careers guidance and provider access, including Sections 42A, 42B, 45 and 45A.
Careers Guidance and Access for Education and Training Providers	Department for Education statutory guidance that schools and academies must have regard to when delivering careers guidance and arranging access for providers.
Gatsby Benchmarks	A framework of eight benchmarks used to define and evaluate good careers education, information, advice and guidance in schools and colleges.
CEIAG	Careers Education, Information, Advice and Guidance that supports pupils to understand themselves, explore opportunities and make informed choices about their future.
Technical Education	Education and training that develops practical, occupational and industry-related knowledge and skills, including routes such as T Levels and other approved technical qualifications.
Apprenticeship	A paid work-based training route that combines employment with structured learning and leads to recognised occupational competence.
Supported Internship	A structured study programme for young people with SEND that is based primarily with an employer and supports preparation for paid employment.

Education, Health and Care Plan (EHCP)	A statutory plan that describes a young person's special educational needs, the provision required and the outcomes they are working towards.
Children and Families Act 2014	The legislation that underpins SEND duties, including Education, Health and Care Plans and the requirement to support preparation for adulthood.
SEND Code of Practice	Statutory guidance explaining how organisations should identify, assess and support children and young people with special educational needs and disabilities.
Ofsted Education Inspection Framework	The inspection framework used by Ofsted to evaluate the quality of education, personal development, safeguarding and wider provision in schools.
UN Convention on the Rights of the Child (UNCRC / UNICEF)	An international framework that sets out children's rights, including the right to education and to develop their abilities, talents and aspirations.
Independent and Impartial Careers Guidance	Careers guidance that is balanced, person-centred and does not promote one education, training or employment pathway over another.
Meaningful Encounter	A planned careers learning experience with a clear purpose, appropriate preparation, two-way interaction and reflection to support informed future choices.
Labour Market Information (LMI)	Information about jobs, sectors, skills, qualifications, pay and employment trends that helps pupils understand opportunities in the world of work.
Personal Guidance	A careers guidance meeting or intervention delivered by an appropriately qualified adviser to help pupils explore options and plan their next steps.
Preparation for Adulthood	Planning and provision that supports young people with SEND to prepare for employment, independent living, community inclusion and good health.
NEET	A term used to describe a young person who is not in education, employment or training.
Compass+	A careers evaluation and planning tool used to assess provision against the Gatsby Benchmarks and track careers activities and encounters.
Provider Access Policy	The academy policy that explains how education, training, apprenticeship and technical education providers can access pupils as part of the careers programme.

6. Roles and Responsibilities

Assistant Principal with responsibility for Careers (Careers Lead) will:

- Support the Careers Coordinator to ensure that careers links into the Academy Development Plan.
- Ensure a consistent approach to careers is evident across the academy.
- Work with Careers Coordinator to promote and support Heads of Curriculum in linking subjects to the world of work.

- Work with the Careers Coordinator to monitor and evaluate the careers education provision and experience pupils receive.
- Monitor, review and evaluate the range and quality of personal guidance delivered ensuring guidance meets the individual's needs.

(Gatsby 1, 4)

Trustee linked to careers will:

- Strategic oversight of careers provision and ensure statutory duties are met.

(Gatsby 1, 4)

Principal will:

- Supporting the member of staff at the academy who has responsibility for careers education.
- Advocate the appointment of people from the business community to the Board of Trustees.
- Reporting back to the Board of Trustees on how the academy's careers education and guidance is contributing to the academy's strategic priorities.
- Reporting back to the Board of Trustees on how the academy's careers education and guidance is contributing to pupils' learning and career decision making.

Careers Coordinator will:

- Further develop, evaluate, and adapt a stable and robust careers programme
- Ensure all pupils receive unbiased careers education that prepares them for the next stage of their education or employment
- Ensure that pupils have access to independent sources of guidance.
- Involve pupils, parents and carers in the further development of careers offer.
- Work towards reaccrediting the Quality in Careers standards.
- Provide access to a range of inclusive and accessible activities that inspire pupils, including meaningful encounters with employers, careers fairs, motivational speakers, visits, and encounters with further and higher education providers.
- Measure the Academy careers programme against the eight Gatsby benchmarks of good careers guidance through the Compass+ assessment tool.
- Work in partnership with The Careers & Enterprise Company, and the Academy's Enterprise Adviser.
- Analyse destination data and present to SLT and Trustees.
- Ensure compliance with the legal requirements to provide independence guidance and give pupils access to providers of further higher and technical education and apprenticeships including the publication of the provider access policy on the academy website.

(Gatsby 1,2,3,4,5,6,7,8)

Careers Advisers will:

- Ensure that pupils and their parents/carers receive impartial information about the full range of post-16 and post-18 opportunities, including academic, vocational, technical, apprenticeship, supported internship, employment, volunteering and independent living pathways, and will support learners to evaluate these options against their individual aspirations, strengths and support needs.
- Encourage pupils to achieve and to be ambitious in their choice of career.
- Work to ensure that no pupil is disadvantaged in gaining access to education, employment, or training.
- Ensure that all advice is accurate, up to date and impartial through tailored advice that considers the challenges pupils may face.
- Provide access to personal guidance and group guidance from year 9.
- Attend EHCP (Education Health and Care Plan) and PDR meetings from year 9.

- Ensure pupils have access to, and be able to use, a variety of careers information.
- Contribute to destination follow up of leavers.
- Participate and contribute in the design and delivery of the careers programme.
- Participate in training that supports pupils who have neurodiversity and SEN ensuring they can give appropriate advice and guidance.

(Gatsby 1,2,3,4,5,6,7,8)

Employment Engagement Officer will:

- Develop and maintain relationships with local and national employers and organisations.
- Develop and maintain relationships with Post 16 providers.
- Oversee and organise meaningful experiences of work that are suitable for pupils' abilities.
- Oversee Work experience administration including external health and safety checks, monitoring and evaluation.
- Work with Heads of Curriculum to embed linking schemes of work to the world of world.
- Organisation of careers days and visits, liaising with Centre Leaders, Heads of Curriculum and the careers team.

(Gatsby 1,2,3,4,5,6,7)

Middle Leaders (Heads of Curriculum and Centre Leaders) will:

- Ensure that careers education is embedded in curriculum schemes of work And ensure the team are relating learning to the world of work and careers.
- Promote career learning, events, visits, and opportunities.
- Ensure that staff support pupils in attending careers appointments with Careers Advisers.
- Assist with the identification and support of those at risk of not being in education or employment with accredited training post 16.

(Gatsby 1, 4)

Teachers, Teaching Assistants, and support staff will:

- Promote an understanding of the world of work and the ability to respond to changing opportunities at all ages.
- Make clear links to curriculum learning and careers.
- Enhance independent research skills so that pupils can make effective use of information and guidance.
- Encourage pupils to use their self-knowledge and knowledge of the labour market when thinking about and making choices.
- Help pupils to develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

(Gatsby 1, 4)

Careers Programme objectives:

- To provide all pupils with several meaningful encounters with employers and post 16 providers.
- To help pupils understand the changing nature of the world of work.
- To help pupils understand and develop the skills that are required to be successful in their future pathway.
- To give pupils an awareness of the opportunities available to them at key transition points and to support them with their decision-making and transitions at these times.
- To provide pupils with the relevant careers information, advice and guidance that are suitable for their personal needs.
- To raise aspirations, challenge stereotypes, celebrate diversity and promote equality of opportunity.
- To provide an inclusive programme of events so that all pupils can access a quality careers provision.

- To link careers education to curriculum learning to enable pupils to understand how subjects link to the world of work and are used in a variety of jobs.

7. Procedures / Arrangements

7.1 Pupil entitlement

All pupils at James Brindley Academy in our teaching centres will take part in a careers education programme, which is implemented through: Personal Development lessons, assemblies, form time activities, workshops, careers focussed days and one-to-one meetings. Pupils will have multiple opportunities to have meaningful interactions with employers, apprenticeship providers colleges and university representatives as well as experiencing the world of work first-hand through work experience.

All pupils at James Brindley Academy should expect:

- To have the opportunity to explore the full range of education, training, employment, and other pathways available to them.
- To identify and start to develop the skills required to be able to plan and manage their own personal development and career management.
- To be able to access and understand up to date and relevant information in order to make informed decisions.
- To be given the opportunity to provide feedback and ideas as to how to improve their careers provision.
- Access to quality careers guidance meetings that take the individual needs of pupils into account. Pupils can self-refer for a careers meeting at any time.

Pupils can expect a range of the following careers activities as a minimum throughout each year at James Brindley. The career programme is adapted for each centre and is available on the school's website – Click here

Activities would include:

Activity	Key Stage 3	Key Stage 4	Key Stage 5	Teaching Centres	Hospitals	Specialist Provision
Form time Activities linked to discussion around careers and skills	✓	✓		✓		
Visit to further education and higher education	✓	✓		✓		
Visits to local employers	✓	✓		✓		
Talk from employers and employees	✓	✓	✓	✓	✓	✓
Entrepreneurship challenge days	✓	✓	✓	✓		✓
National Careers Week activities	✓	✓	✓	✓	✓	✓
National Apprenticeship Week Activities	✓	✓	✓	✓	✓	✓
PD Lessons linked to Careers	✓	✓	✓	✓	✓	✓
Unifrog Exploration	✓	✓	✓	✓	✓	✓
Enterprise Education	✓	✓		✓		✓
Planning for Transition	✓	✓	✓	✓	✓	✓
Labour Market Information	✓	✓	✓	✓	✓	✓
Mock Interviews		✓		✓		
Careers Assemblies	✓	✓	✓	✓	✓	✓
Labour Market Information	✓	✓	✓	✓	✓	✓

Apprenticeships & Traineeships	✓	✓	✓	✓	✓	✓
Post-16/18 options	✓	✓	✓	✓	✓	✓
1:1 Careers guidance	✓	✓	✓	✓	✓	✓

If a pupil joins James Brindley after year 7, we will seek to identify gaps in their experience and knowledge so that we can adapt the careers programme to meet their individual needs.

Pupils in primary learn about the world of work throughout lessons and have access to an online careers programme.

7.2 Parents and Carers

James Brindley Academy actively encourage parental and carer involvement in the careers programme as they have such a significant role to play in their child's decision-making.

Parents and carers can expect:

- To discuss their child's progress and aspirations.
- A Careers Adviser to be available at Parent /Options evenings.
- Impartial careers advice and guidance to support pupils, parents and carers in identifying appropriate post 16 provision.
- A Careers Adviser to attend Year 9-11 Education Health and Care plan annual review meetings. To Offer ongoing support to pupils, parents and carers regarding Birmingham City Council (SENAR) allocation of Post 16 places, process and timeline including the Post 16 preference form.
- Support for all pupils, parents and carers at key transition points.
- Support for all pupils, parents and carers with understanding all career pathways and workplace adjustments to ensure those with neurodiversity or SEND can thrive.
- For those pupils who leave James Brindley at the end of year 11 without a Post 16 placement and become NEET (not in education employment and training), support will be offered to pupils, parents and carers until they have the offer of a place.
- To be encouraged to feedback on how to improve the careers programme.
- To be asked to contribute to careers events or offer work experience opportunities.
- Updates on careers related activities.
- A dedicated section on the academy website, 'Careers' providing up to date information that will help them to support their child to make informed decisions.

7.3 Experiences of the Workplace

- James Brindley Academy has always seen the value that the experience of work gives to pupils. It gives them an understanding of the world of work, which cannot be gained in the classroom. We therefore continue to provide all pupils in Year 10 in teaching centres the opportunity to participate in one week's work experience.
- The Year 10 work experience programme is organised by the Careers team who liaises with pupils, parents / carers, Key Workers and Form teams.
- While pupils, parents and carers are strongly encouraged to arrange their own work experience, pupils who need help are met with individually and supported by their Key Workers and the Careers Team.
- We are striving to develop strong working relationships with some local organisations who support the work experience programme.
- Parents and carers are communicated with throughout the process.
- All placements are risk assessed and approved by an external Health and Safety company Mainframe Engineering Ltd
- All pupils on placement are covered by the correct employer insurance.

- The Careers Team along with Mainframe Engineering Ltd www.mainframeng.co.uk and key workers, check that the placement meets with the academy's requirements, that pupils will be treated fairly, and they will undertake meaningful work.
- All pupils' complete logbooks whilst on their placement and have a de-brief on their return.
- Phone calls/visits will be made to placements to check that pupils are in attendance and that they are having a successful placement.

7.4 Meaningful Encounters

A meaningful encounter is a planned careers learning experience with a clear purpose, defined learning outcomes and appropriate preparation. It enables pupils to engage directly with employers, employees, education providers, training providers or workplace environments through meaningful interaction and discussion. Pupils are supported to reflect on the knowledge, skills and insights gained so that they can make informed decisions about their future education, training, employment and adult life. Encounters are adapted where necessary to ensure they are accessible, ambitious and relevant to the needs of all learners, including those with SEND.

A careers encounter is **meaningful** if it:

- Has a clear purpose and learning outcomes
- Is prepared for in advance by pupils and visitors
- Includes two-way interaction and questions
- Is adapted for learners' needs
- Helps pupils understand future pathways
- Includes reflection afterwards
- Influences pupils' knowledge, confidence or career decision-making

For experiences of the workplace also include:

- A range of people and career industries
- An opportunity to experience tasks
- Pupils will receive feedback from an employer

7.5 Careers guidance

- All pupils at James Brindley Academy in teaching centres can request an appointment with a Careers Adviser. However, Year 9, 10 and 11 pupils are most likely to access the service, with many Year 11 pupils receiving multiple careers guidance meetings and additional support.
- Careers Advisers work with Centre Leaders, Pastoral Managers, Key Workers, SENCo's and Other involved agencies to form teams to support pupils.
- Careers Advisers works alongside SENCo's to support pupils with EHC Plans and those for whom EHC requests for assessment are in progress.
- Parents and carers are communicated with when there are concerns about Post 16 plans.
- Copies of pupils' career action plan created at career's meetings are given to them to take home.
- Pupils can refer themselves for a career's guidance meeting at any time. They can either approach Careers Advisers directly or they can ask another member of staff to arrange this for them.
- The Careers Adviser provides appropriate guidance to pupils which meets the individual needs.

7.6 Careers information

Career information is available to pupils, parents and carers through the 'careers' section of the website. Careers information is available via form time activities, and assemblies alongside the Personal Development programme. Additional careers information is shared via Arbor and social media.

Careers sites promoted to pupils include: Unifrog, UCAS Explore Jobs, Prospects, SACU, Careers Pilot, National Careers Service, Rate My Apprenticeship, Find an Apprenticeship and Health Careers.

7.7 External providers

Pupils learn from several external providers as part of the Academy's careers education programme, including employers, apprenticeship providers, colleges, universities, training providers and supported internship providers. Access arrangements for these organisations are detailed within the Academy's Provider Access Policy. The Provider Access Policy forms an integral part of the Academy's CEIAG provision and supports the delivery of Gatsby Benchmark 7 and the requirements of Provider Access Legislation by ensuring pupils have access to a broad range of education and training pathways.

Please see Provider Access Policy which is available at the bottom of the careers section of the website – Click here

Staff and organisations are vetted for suitability by the relevant staff at the academy. When individuals or organisation are working with pupils the Careers Team will provide an overview of pupils needs and how best to adapt activities to make them suitable for all pupils.

James Brindley Academy are supported by an Enterprise Adviser from the Careers & Enterprise Company. See Website for details– Click here

7.8 Management and staffing

Every single staff member in the academy is responsible for creating a positive learning environment where pupils can prepare themselves for their future careers.

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the academy, working under the direction of the Assistant Principal with responsibility for careers and work experience and working with the Centre Leaders.

The Careers team includes:

- 1 Assistant Principal who is responsible for Careers (Careers Lead)
- 1 Careers Coordinator
- 2 Level 6 Careers Advisers

7.9 Resources

Funding is allocated in the annual budget. The Careers Coordinator works closely with the Assistant Principal who has responsibility for Careers, to effectively deploy resources. James Brindley Academy is committed to providing up to date and the most appropriate resources to maintain and develop our careers programme. This includes training and careers resources.

8. Confidentiality and Data Protection (if relevant)

The Trust recognises its responsibilities under the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

All information relating to this policy will be:

- Treated confidentially
- Shared only on a need-to-know basis
- Stored securely in line with the Trust's Data Protection Policy and retention schedule

9. Monitoring, Compliance and Review

The Academy is committed to the continuous improvement of its Careers Education, Information, Advice and Guidance (CEIAG) programme. Leaders regularly monitor the quality, delivery and impact of careers provision to ensure it meets the needs of learners and fulfils statutory requirements. Careers provision is evaluated through a range of quantitative and qualitative measures, including:

- Destination and sustained destination data.
- Identification and monitoring of pupils at risk of becoming Not in Education, Employment or Training (NEET).
- Compass+ and Gatsby Benchmark reports.
- Personal guidance records and careers action plans.
- Pupil voice, parent/carer feedback and employer evaluations.
- Work experience, workplace learning and provider encounter feedback.
- Curriculum evidence demonstrating links between learning and careers.
- Reviews of Careers Adviser recommendations and guidance outcomes.
- Participation and engagement data for careers events and activities.

The Careers Leader and Senior Leadership Team use this information to evaluate the impact of the careers programme, identify strengths and areas for development, and inform future planning. Findings are reported regularly to Senior Leadership Team meetings and Trustees as part of the Academy's quality assurance and improvement processes.

The careers programme is also subject to ongoing review through Gatsby Benchmark evaluations, annual programme reviews, and periodic external validation. The Academy will seek an external review or audit of its careers provision at least every three years to provide independent challenge, benchmark practice and support continuous improvement. Evidence gathered through these processes informs the Academy Development Plan and supports the ongoing development of a high-quality careers programme that prepares learners for successful transitions into further education, training, employment and adult life.

9.1 Review Cycle

The Careers Policy will be reviewed **every year** by the Careers Leader and Senior Leadership Team to ensure it remains compliant with statutory guidance and reflects the needs of pupils, parents/carers, employers and other stakeholders.