Boundary Oak School

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

2026-2028

PERSON RESPONSIBLE FOR THE LATEST REVISION	Director of Personal Development
LAST REVIEW	January 2026
LAST UPDATE	January 2026
NEXT REVIEW	January 2028

RATIONALE

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Unifrog provides Boundary Oak School with a planned, progressive programme of activities which supports pupils in choosing relevant qualifications and career pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Careers education, information, advice and guidance (CEIAG) and work-related learning (WRL) support pupils to achieve their full potential, raise aspirations, promote equality of opportunity, and help to challenge stereotypes and broaden horizons. Effective careers provision empowers pupils to plan and manage their futures by ensuring they can access comprehensive, up-to-date information on the full range of education and training options available to them.

Boundary Oak School is an independent day and boarding school for pupils aged 2–16 (up to Year 11). Our CEIAG and WRL provision is therefore designed to be developmentally appropriate across the school, with planned and progressive careers learning and targeted, impartial transition support for pupils approaching key decision points, particularly in Key Stage 3 and Key Stage 4 and when planning post-16 destinations.

COMMITMENT & DEVELOPMENT

All staff at Boundary Oak School play an active role in preparing pupils for their next steps and future employment through tutor time, subject lessons, Personal, Social, Health and Economic Education (PSHEE) and careers events.

Our stable careers programme provides pupils with the knowledge, inspiration and the ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

COMMITMENT & VISION

Boundary Oak School is committed to preparing pupils to manage their future education and career pathways throughout adult life through a high-quality programme of CEIAG and WRL. We are committed to continuous improvement and to working towards external validation of quality, including the Quality in Careers Standard award.

We will ensure pupils can access careers information and guidance that is independent, impartial and in their best interests, and we will ensure equitable access for all pupils, including those with SEND and those requiring additional support.

This policy is underpinned by, and contributes to, our whole school aims and personal development curriculum. It links to related policies and practice including PSHEE, safeguarding, SEND, equality, and the School Development Plan.

This CEIAG programme is mapped against:

- The Education Act 2011
- Careers guidance and access for education and training providers - GOV.UK (www.gov.uk)
- The Technical and Further Education Act 2017
- The Department for Education's Statutory guidance Careers guidance and access for education and training providers.
- Gatsby Benchmarks of Good Career Guidance (2014)
- Education (Independent School Standards) Regulations 2014
- The CDIs Framework for Careers, Employability and Enterprise Education (January 2020).
- Good Career Guidance - The next 10 years

POLICY DEVELOPMENT & REVIEW

This policy is led by the Director of Personal Development (Careers Leader) and is developed in collaboration with relevant stakeholders (including Heads of Division, tutors, the SENDCo, and pupil and parent/carer feedback where appropriate). The policy is approved by the Head and Advisory Board and is reviewed every two years to ensure it remains current and effective.

DEFINITIONS

- Careers education is the delivery of facilitation of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work-related learning. Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- Careers guidance or careers counselling is a deeper intervention provided by a qualified Careers Professional or Advisor in which an individual's skills, attributes and interests are explored in relation to their career options.

Work-related learning (WRL) is the planned provision of opportunities for pupils to learn about work and develop employability skills through encounters with employers and employees, experiences of workplaces (including work experience where appropriate), enterprise activities and curriculum-linked careers learning.

COMMITMENT

Our Director of Personal Development, Senior Management Team and staff are committed to the provision of a CEIAG programme which:

- Encourages young people to research, explore, experience and discuss their aspirations, abilities and skills.
- Is impartial and confidential and is accessible to all pupils.
- Promotes equality of opportunity and challenges stereotypes.
- Reflects the changing world of learning, training and employment.
- Is well-resourced and appropriately staffed.

Boundary Oak School will ensure that careers information and guidance is presented impartially, includes the full range of post-16 options, and does not show bias towards any pathway. We will take reasonable steps to ensure that all pupils, including those with SEND and those requiring additional support, have equitable access to appropriate careers learning and guidance.

- Our aim is to provide up-to-date and accurate information and impartial advice and guidance around four key elements to support our 'Happy and successful rooted in the pursuit of growth and excellence' school ethos:
- Self-awareness - the pupils understand themselves and their influences.
- Career exploration – to investigate opportunities in higher and further education and the career pathways they might follow including high-quality alternatives to fulltime university.
  This includes understanding post-16 pathways such as school sixth forms, colleges, apprenticeships and other training routes.
- Career management – to make and adjust plans to manage change and transition.
- Skill acquisition - to accumulate a set of transferable life skills which will give pupils an advantage in future applications.

AIMS & OBJECTIVES

Boundary Oak School Careers Education and Guidance policy has the following aims:

- Encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure pupils' readiness to take their next step in their learning or career

Boundary Oak follows the principles of the Gatsby Benchmarks

The objectives for the careers programme are as follows:

- Helping pupils to understand the changing world of work
- Facilitating meaningful encounters with employers for all pupils
- Supporting positive transitions post-16

- Enabling pupils to develop the research skills to find out about opportunities
- Helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation

Our careers learning outcomes and pupil entitlement are informed by the Career Development Institute (CDI) Careers Development Framework, alongside the Gatsby Benchmarks, to ensure progression in skills and understanding over time.

There is increasing Governmental recognition of the importance of effective CEIAG within schools to prepare pupils for future success. As such, we take a strategic whole School approach to our careers programme, adopting the principles outlined in the government's recommended Gatsby Benchmarks of Good Careers Guidance. Alongside alumnae and employer engagement, skills workshops, talks from higher education providers, pupils are encouraged to complete a week of work experience.

The eight Gatsby Benchmarks of Good Career Guidance are:

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.

Implementation overview (what / who / how)

The careers programme is delivered through PSHEE, tutor time, subject lessons (linking curriculum learning to careers), assemblies and targeted careers events. The programme includes careers learning, encounters with employers and employees, experiences of

workplaces (including work experience), encounters with further education and training providers, and access to personal guidance. Provision is planned to be age-appropriate across the school, with targeted support for older pupils approaching post-16 transitions.

Assessment, recording and evidence

Careers activities, pupil participation and reflections are recorded to support progression and next-step planning (currently through Unifrog tools where applicable), alongside evaluation feedback captured after events to support continuous improvement.

Resourcing and staff development

Careers provision is supported through appropriate resourcing (including digital platforms and events). Staff are supported through induction and ongoing professional development to help them contribute effectively to CEIAG and to understand referral routes for pupils who need additional guidance.

ROLES, RESPONSIBILITY & ACCOUNTABILITY

1. Director of Personal Development: Lisa Caruana, leads and organises the whole School CEIAG programme and is responsible to the Head and Advisory Board
    a. Head of Juniors: Charlotte Mason
    b. Head of Divisions: Sarah Silvester and Wendy Speirs
    c. Deputy Head (Academic): Susie Brooks

Governance and accountability

- The Head and Directors/Advisory Board hold strategic oversight of CEIAG and ensure this policy is implemented and reviewed.
- The Director of Personal Development (Careers Leader) leads the CEIAG and WRL programme, coordinates provision, quality assures activity, and reports impact and priorities for improvement to SLT/Advisory Board.
- Heads of Division and Tutors support delivery through tutor time and pastoral systems, identify pupils needing additional guidance, and support preparation for key transitions.

- Subject teachers contribute by linking curriculum learning to careers and reinforcing employability skills within subject teaching (Gatsby Benchmark 4).
- The SENDCo supports the identification of pupils with additional needs and ensures reasonable adjustments and/or personalised support are in place so pupils can access CEIAG and WRL equitably.

The Careers Programme is timetabled and delivered as part of the PSHE programme, tutor time and delivered as a whole day activity, off timetable, for specific events when considered necessary. There is a wide range of resources on the Unifrog platform and computers for careers research. Resources are also available for parent viewing in person during Careers focused parent workshops on our Careers Section on My School Portal - our virtual parent communication platform.

PUPIL ENTITLEMENT

Our Careers' Programme offers a comprehensive and personalised service to every pupil. As a pupil you are entitled to expect that the School will:

- Treat and respect you as an individual.
- Provide you with the opportunity to learn the skills and gain the knowledge you will need to secure training/employment after leaving School and equip you for higher level study.
- Offer you personalised support and guidance from qualified people as you need it (This may be from Morrisby Careers advisers)
- Guarantee you access to careers information, advice and guidance which is up to date, comprehensive and unbiased including Labour Market Information.
- Ensure you have access to professional and expert information, advice and guidance that is clear and impartial so that you can make informed choices and decisions when you need it.
- Provide you with a progressive programme of careers education to help you identify and develop skills and qualities.
- Guarantee access to information about all the pathways open to you once you leave School.
- Provide an opportunity to learn about the world of work through a range of employability learning experiences and exposure to a range of occupational sectors.

- Provide you with independent sources of guidance including books, careers software, employers or inspirational professionals and websites.
- Support you to make applications for the full range of academic and/or technical courses and employment.

Access to impartial guidance and additional support

Pupils may access additional careers support through their Tutor, Head of Division, the Director of Personal Development, and through scheduled careers guidance opportunities. Where appropriate, pupils may be offered individual guidance from an external, professionally qualified adviser (such as via Morrisby). Parents/carers may also contact the school to discuss careers guidance needs and to request a meeting where appropriate.

Addressing the needs of each pupil

The school will use a range of information (including pupil voice, tutor/pastoral insight, SEND information and where appropriate careers assessment tools) to tailor careers learning and guidance. This includes ensuring that high-attaining pupils are appropriately stretched and that pupils with SEND receive reasonable adjustments and/or additional guidance where needed.

By the end of Junior School, you will have or be able to:

- Show that you can use your initiative and be enterprising
- Participate in an enterprise fundraising activity to raise money for our School's nominated charities and Kindness Counts campaigns
- Describe what you are like, what you are good at and what you enjoy doing.
- Develop an awareness of a wide range of learning and work opportunities.
- Identify and talk about what you are learning from careers and enterprise activities.
- Hear from inspirational speakers from different sectors and industries.
- Learn about work and investigate the main types of employment in the Fareham, Gosport and South of Hampshire
- Visit a local employer.
- Support transition from Juniors up to Seniors.

By the end of Key Stage 3, you will have or be able to:

- Participate in an enterprise initiative to raise money for your School's nominated charities.
- Identify your personality traits, strengths, skills, potential, develop confidence and have high expectations of yourself.
- Describe your pathways to an ideal career.
- Access careers resources via Unifrog, our virtual learning environment, and careers specific software and information on how to use these.
- Use the Unifrog resources and computers to explore careers.
- Evaluate career choices and explain whether they are realistic.
- Be flexible and adaptable in the face of a changing labour market.
- Challenge gender and other stereotypes.
- Make plans for your next few years in School and make informed GCSE subject choices.
- Participate in a range of careers events such as workshops, hear from a range of speaker in different careers, attend workplace visits.
- Investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness in our Hot-Desking Careers event.
- Access independent and impartial careers advice using the Unifrog Careers platform

In addition to the above, by the end of Key Stage 4, you will have or be able to:

- Been given the opportunity to complete psychometric assessments
- Access to employer and alumnae engagement via speakers and/or a visit to an employer.
- Assess and reassess your abilities, aptitudes, skills and achievements in order to set individual targets for personal development.
- Explain what makes a good Curriculum Vitae (CV) and begin to compile your own CV.
- Understand interviews and develop interview techniques.
- Access Unifrog, an excellent online tool providing a one-stop-shop where you can explore your interests, university courses and apprenticeships.
- An understanding of the range of post-16 pathways available to you, including school sixth forms, colleges, apprenticeships and other training routes.
- An understanding of the entry requirements and the advantages and disadvantages of studying different courses.
- Opportunities to explore post-16 providers and courses, including taster events/visits where appropriate, and to understand entry requirements and what study/training will be like.

- A Specialist 'Beyond Boundary Oak' event showcasing external providers from local sixth forms and college providers.
- Access to a half-termly Careers newsletter that outlines our Careers opportunities in school, spotlights local colleges and universities, showcases open event dates and apprenticeship opportunities, explores specific job roles half termly (for example in the NHS / dog grooming etc.)
- Attend an optional personalised one-to-one careers interview with a professionally qualified advisor.

STAFF ENTITLEMENT

Members of staff will expect that you (the learner) will:

- Be active in helping yourself as well as expecting us to help you.
- Visit your Unifrog platform to find out more about the learning, training and employment ideas that interest you.
- Be prepared to be realistic in considering the range of options available and in making choices about them.
- Be prepared to learn and stretch yourself to reach your potential.
- Be punctual and considerate of others.
- Carry out all actions you have agreed with your Head of Division and Tutor.

PARENT ENTITLEMENT

Parents are encouraged to become involved in the School's CEIAG programme. Information is provided through half-termly parent workshops (both in-person and virtual), the school website, 'My School Portal' and parents' evening and information events. Practical support from parents in the form of employer talks, School visits and hosting work experience is especially welcome. As a parent/carer you are entitled to expect that the staff of the school will:

- Enable you to take an active part in the processes described above which could. include – attendance at parents' evening, information evenings and other events.
- Enable you to attend your child's careers guidance interview if you wish.
- Promote and practise equal opportunities for all pupils.

Parents and carers are recognised as key partners in pupils' career development. We will provide accessible information about pathways and how to support decision-making at key transition points, and we welcome parental contribution through employer talks, workplace insights and work experience support where appropriate.

WORK EXPERIENCE

The aim of the work experience scheme is to provide all pupils, regardless of ability, gender or race, with an opportunity to experience a workplace environment. This experience allows pupils to see at first hand the day-to-day aspects of employment, to develop an understanding of employability and the use of key skills used in the work environment. Each pupil is given appropriate preparation for their placement and is debriefed afterwards. The following considerations apply to work experience:

Work experience will take place in the Summer Term for Year 11 pupils:

- Pupils are prepared for placements during PSHE lessons and tutor time with guidance given on applying for placement as well as conduct and behaviour and Health and Safety considerations at their placement.
- Pupils receive a Work Experience Diary online through Unifrog to record their experiences and skills.
- The school writes to the Employer using the 'Placements' Unifrog Tool covering all Health and Safety obligations
- The Employer is requested to provide brief feedback on the pupil after the work experience is completed. This can also be chased up by staff using the 'Placements' Unifrog Tool using the 'nudge email' button

All placements and employer engagement activity will be planned in line with the school's safeguarding, health and safety and visitor procedures. Work experience learning and reflections will be recorded (currently via Unifrog) to support pupils to recognise skills gained and inform next-step planning.

MEASURING IMPACT

To ensure that our careers programme is effective and supports pupils to develop their knowledge and skills, we measure our programme:

i. Internally, annually in September, using The Gatsby Benchmark Compass Tool, based on the Gatsby Benchmarks of Good Career Guidance, to evaluate the success of the overarching Careers Programme.
ii. Ongoing, by pupils evaluating all CEIAG activities and providing feedback that is used to inform the planning of events for the next academic year.

Monitoring, review and evaluation

Monitoring of delivery takes place throughout the year by the Careers Leader in collaboration with Heads of Division and relevant staff. Evaluation will draw on pupil, parent/carer, staff and external partner feedback (where applicable), and on annual Gatsby Compass benchmarking. Findings will inform an annual CEIAG improvement plan and will be reported to SLT/Advisory Board as appropriate. The policy itself will be reviewed every two years.

EXTERNAL SUPPORT AND LINKS

The support from alumnae, specialist agencies and providers, higher education and training providers and employers enhances the CEIAG programme. To meet statutory safeguarding, health and safety and insurance requirements, a provider wishing to support a pupil should contact the Careers Leader/ Director of Personal Development or Designated Safeguarding Lead (C Phillips) via School Office on telephone 01329 280955.

Partnerships and external providers

Boundary Oak School works with external partners (e.g., independent careers guidance providers, further education and training providers, employers and alumni) to enhance our CEIAG and WRL programme. Partners are selected to broaden pupils' horizons and to support impartial understanding of pathways, and engagement will be agreed in line with safeguarding, equality and the needs of pupils.

Provider access

Boundary Oak School publishes a separate Provider Access Policy/Statement (Baker Clause) on the school website which sets out arrangements for education and training providers to access pupils for the purpose of informing them about post-16 opportunities.