



Bowman Academy Careers Guidance Policy

1. **Policy Statement** – This policy sets out how Bowman Academy delivers high-quality, impartial careers education, information, advice and guidance (CEIAG) to support all pupils in making informed decisions about their future learning, training and employment.

The policy reflects statutory requirements, national guidance, and best practice, and should be read alongside the school's Baker Clause (Provider Access Policy), SEND Policy, Safeguarding Policy, and Equality Policy.

2. **Aims and Objectives** - The careers programme at Bowman Academy aims to:
 - Prepare pupils for the opportunities, responsibilities and experiences of later life.
 - Enable pupils to make informed, realistic and ambitious decisions about their future.
 - Raise aspirations and challenge stereotypes.
 - Support progression to further education, training, apprenticeships or employment.
 - Promote equality of opportunity and social mobility.
 - Develop employability skills and career management skills.

3. Statutory and Policy Context – This policy complies with:

- Section 42A of the Education Act 1997 (as amended by the Skills and Post-16 Education Act 2022))
- Department for Education statutory guidance on careers guidance and access for education and training providers
- The Gatsby Benchmarks of Good Career Guidance
- Equality Act 2010

4. Scope - This policy applies to:

- All Pupils in year 7-11
- All staff involved in careers education and guidance.
- External education, training and employment providers.

5. Careers Programme Overview – Bowman Academy intends to provide a structured and progressive careers programme. There is a detailed careers programme published on the school website and reviewed annually. The programme:

- Is delivered through assemblies, the curriculum, PSHE lessons and tutor time.
- Is tailored to the needs of different year groups and ability levels.
- Is informed by local labour market information (LMI)
- Allows pupils opportunities to engage in local work experience.
- Supports pupils with CV's, applications, and interview skills.

6. The Gatsby Benchmarks – Bowman Academy uses the Gatsby Benchmarks as the framework for excellence in careers education. These eight benchmarks are:

- **A Stable Careers Programme** – A structured and published programme, known to students, parents, teachers, governors, and employers.
- **Learning from Career and Labour Market Information** – Access to up-to-date careers and labour market data to support informed decisions.
- **Addressing the Needs of Each Pupil** – Tailored guidance to meet the diverse needs and aspirations of all students, with particular support for disadvantaged and SEND learners.
- **Linking Curriculum Learning to Careers** – Integration of careers-related learning across subjects, including STEM.
- **Encounters with Employers and Employees** – Opportunities for students to meet employers and understand the world of work.
- **Experiences of Workplaces** – Work experience placements and workplace visits in Key Stage 4.
- **Encounters with Further and Higher Education** – Engagement with colleges, universities, and apprenticeship providers.
- **Personal Guidance** – Access to impartial one-to-one guidance interviews with a qualified careers adviser.

- 7. Provider Access (Baker Clause)** - Bowman Academy fully adheres to the Baker Clause by ensuring that students are informed about technical and vocational pathways alongside academic routes.

8. Roles and Responsibilities

Governing Body

- Approves and reviews the Careers Guidance Policy
- Monitors the impact and quality of careers provision

Senior Leadership Team (SLT)

- Has overall responsibility for ensuring statutory duties are met
- Supports the strategic development of careers provision

Careers Leader

- Leads and coordinates the careers programme
- Ensures compliance with statutory guidance
- Works with staff, employers and external providers

Teaching and Support Staff

- Support careers learning through curriculum links
- Promote positive and aspirational messages
- Identify pupils who may need additional support

Careers Adviser (External or Internal)

- Provides impartial, independent careers guidance
- Supports pupils with post-16 and post-18 progression

9. Inclusion, Equality and SEND – Bowman Academy is committed to ensuring that careers guidance is inclusive and accessible for all pupils, meets the needs of pupils with SEND, promotes equality of opportunity and diversity and challenges gender, cultural and social stereotypes. Furthermore, individual support and reasonable adjustments are made where required.

10. Working with Parents and Carers – Bowman Academy recognises the important role of parents and carers and:

- Shares information about careers pathways and options.
- Provides access to careers events and resources.
- Encourages parental engagement in decision making.

11. Monitoring, Evaluation and Quality Assurance – The effectiveness of the careers programme is monitored and evaluated through a combination of quantitative and qualitative measures to ensure all students, including SEND and disadvantaged pupils, benefit fully:

- **Gatsby Benchmark audits** to assess provision against national standards.
- **Pupil voice and feedback** (including surveys, focus groups, and Compass+) to evaluate how students experience and benefit from careers guidance.
- **Destination tracking** to monitor students' progression into further education, training, apprenticeships, or employment and identify trends, particularly for SEND and disadvantaged pupils.
- **Review of SEND outcomes** to ensure careers provision is inclusive, accessible, and meets individual needs.
- **Staff, parent, and employer feedback** to help shape future provisions.
- **Annual meetings with governors** to discuss outcomes, evaluate impact, and ensure compliance with the Baker Clause.

12. Safeguarding - All careers' activities involving external providers are conducted in line with the school's Safeguarding Policy. Visitors are appropriately supervised and checked.

13. Review – This Policy will be reviewed annually.

Approval and review

Assistant Headteacher: Mr S Rose

Date: January 2026

Date of next review: January 2027