



**Bedlington  
Academy**

# Careers brochure

Academic year: 2026-27

# Contents

|                                                                 |  |
|-----------------------------------------------------------------|--|
| <b>NELT CEIAG Vision</b>                                        |  |
| <b>Bedlington Academy – Vision Statement and Rationale</b>      |  |
| <b>Core Careers Offer</b>                                       |  |
| <b>Strategic Objectives</b>                                     |  |
| <b>Current Provision</b>                                        |  |
| <b>Careers Team</b>                                             |  |
| <b>The Gatsby Benchmarks</b>                                    |  |
| <b>Current Compass Rating</b>                                   |  |
| <b>Destination Data – Post-16 and Post-18</b>                   |  |
| <b>Action Plan</b>                                              |  |
| <b>Core CEIAG Programme</b>                                     |  |
| <b>Monitoring &amp; Evaluating CEIAG</b>                        |  |
| <b>Provider Access Policy and Student Entitlement Statement</b> |  |
| <b>Conclusion</b>                                               |  |

*Our young people are at the centre of everything that we do and Careers, education, information, advice and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice and it should prepare young people to be able to make informed choices about their future career pathways.*

*The decisions that we make are entirely focused on the children in our care and on ensuring that we enhance their chances of success when they leave us. In order to achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all of our students.*

*Our CEIAG programme encourages all of our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education and training.*

**The core values which underpin our vision:**

- 1. Every child has the right to an excellent education.*
- 2. Every child experiences excellence every day.*
- 3. All young people, irrespective of ability or background, can and will be successful in our Trust.*
- 4. We are inclusive and tolerant, engendering respect for individuality and difference.*
- 5. Our approach to education is such that we support all children in our care to overcome any barriers to learning.*
- 6. We encourage all of our young people to aim high and make the most of their talents.*
- 7. We are dedicated to nurturing a sense of social responsibility and spiritual and personal development.*
- 8. We provide a safe environment where young people are cared for.*
- 9. Our schools are committed to creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning.*
- 10. We foster integrity, resilience, creativity, good manners and sensitivity to the needs of others.*

**Bedlington Academy**

**Vision Statement**

*Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.*

**Vision Rationale**

*Providing students with outstanding careers guidance is of the utmost importance. It is the key to opening our students' eyes to the possibilities and opportunities available to them once they leave school. It is our job to raise their social mobility, show them what is out there and guide them towards making good, appropriate education and careers choices that will enable them to have a rewarding career. It is our vision for careers guidance at Bedlington Academy is that all students have access to appropriate and bespoke careers guidance at every stage of their academic career that enables them to successfully access the next stage of their career.*

*We deliver Careers Education in a variety of ways to all pupils from Year 7 to Year 13 and beyond to ensure that our young people are making informed and well supported decisions. Our Tutorial and Personal Development programme encourages our pupils to think about career planning from their earliest time in school and develop positive approach in everything they do.*

*We are actively involved in a range of projects to enable our young people to understand the breadth of opportunities available to them in their future education and employment, and partner with several organisations that support us in this aspiration.*

### **Core Careers Offer and Student Entitlement**

*All students at Bedlington Academy have access to a fully-embedded and age-appropriate careers programme which includes CEIAG and work-related learning. This programme is strategically designed to ensure that our learners' needs are met throughout their journey with us.*

*Our core offer to students includes the following:*

- One-to-one careers guidance sessions with a qualified adviser. All students have at least one appointment by the age of 16; however, our most vulnerable learners are allocated multiple, and these are opened to our younger learners in the run up to options choices. We also work with the local county council to offer additional careers advice as needed.*
- Advice and support are strategically tailored to ensure that the needs of all individuals are met.*
- Curriculum learning is linked to the world of work.*

- *Students are encouraged to engage with local market information via Unifrog, registration activities and subject lessons.*
- *Parental support, guidance, and communication.*
- *Dedicated careers and skills lessons delivered via form tutors.*
- *Regular access to up-to-date careers information via lessons, online resources (including student POD), careers library and Unifrog.*
- *Further education visits, assemblies and events (including training and apprenticeship providers).*
- *Employer encounters, including STEM employers/training providers, including activities to challenge stereotypical thinking about the world of work.*
- *Experience of the workplace via work experience in years 10 and 12.*

*Teachers at Bedlington Academy and qualified career professionals will support students' career development in the following ways:*

- *Giving them access to a broad, balanced and engaging curriculum that stretches and supports. Including a variety of STEM subjects, which will help them to gain access to a wide range of careers.*
- *Giving them access to a range of providers within the local area and learning about the opportunities that they have through assemblies, events, taster sessions and guided pathways.*
- *Giving them information and engaging in discussions within lessons, events and assemblies which promote sensible decisions about their futures.*
- *Giving them information and support linked to the process of applying for post-16 destinations.*
- *Giving them access to a qualified and impartial adviser throughout the year via individual meetings, drop-in sessions, workshops, events and on results day.*
- *Giving extra support, throughout the academic year and during transition periods, when students are identified as having additional needs.*
- *Giving students up-to-date information via notice boards, the school library, tutor time and online platforms.*

*Although we are child-focused, parents and carers can access support for their child in the following ways:*

- *Individual meetings (in person/telephone), parents' evenings, transition events and on results day.*
- *Careers information via computer-based programmes and the school website.*
- *Regular parent information packs emailed to KS4 parents.*

## **Strategic Objectives**

### **Strategic Objectives:**

1. *Staff, students and their parents/carers are understanding, accessing and using good quality information about local and national jobs (Labour Market Information –LMI) to plan their lessons, educational pathways and careers, before key decisions and*

transition periods. (Benchmark 2, 3 and 8)

2. *There are progressive, responsive and differentiated career learning journeys, incorporating meaningful experiences of the workplace, for all students, underpinned by relevant career-related outcomes and that are informed by impact evaluation from all stakeholders. (Benchmark 1,3,5,6)*
3. *Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers guidance and maintaining accurate records of the work they do or and making full use of the school's tracking system for careers education. Staff regularly discuss the relevant routes available in their subject areas with students and highlight providers in the local area. (Benchmark 1,2,3 and 4)*

### **Current Provision – Bedlington Academy**

*Here at Bedlington Academy, we firmly believe that students are entitled to receive high quality Careers Education, Information, Advice and Guidance (CEIAG). The programme aims to develop their awareness of their skill set, make students aware of the opportunities available to them after school and encourage students to plan appropriately for their future. We aim to raise aspirations, broaden horizons and break down stereotypes so that all students are enabled to fulfil their potential. Through this, we aim to inspire students to greater achievement in their formal qualifications whilst with us and ensure successful progression to the next stage of their lives and the world of work.*

*Bedlington Academy has a robust CEIAG programme that is integrated into all parts of our school community. It incorporates both formal CEIAG education, guidance activities and interviews, and careers information provided throughout individual subject areas. Students will be exposed to a variety of external speakers, alumni, employers and higher education provisions throughout their time at Bedlington Academy. The programme also works closely with staff at the academy to develop their knowledge of careers in their subject area, as we firmly believe all staff are responsible for the 'career education' of our students, not just the careers team. Therefore, it is important that all staff maintain an up-to-date knowledge of the opportunities that relate to their subjects, encourage students to explore ideas and are happy to provide additional information to students, or to refer them to other resources/colleagues with a more specific knowledge.*

*In addition to the in-school programme we also aim to provide students with opportunities to experience the world of work and higher education facilities. We run a work experience programme in years 10 and 12 to allow students to develop their key employability skills and experience what it is like to go to work, as well as experiences of the workplace in other years. We also endeavour to expose students to a range of local universities and colleges to support them in making informed decisions about their future studies.*

*We aim to continue to develop the careers provision to develop a greater range of experiences and resources over the coming academic years, such as the school website to support students and their parents/carers in researching and planning their futures. We aim to strengthen our relationships with external supporters, further and higher education providers, alumni and employers to widen the information and support for all our students to ensure they make successful transitions within and beyond Bedlington Academy and go on to successful careers.*

## **Careers Team**

### **Miss Laura Wright**

#### ***CEIAG and Progression Lead***

*Miss Wright works with students from across the school to support their understanding of future opportunities open to them; their progression through the school and into university or training; and to widen understanding of the career options available to them. She has developed and resourced the careers programme alongside Michael Laidlaw and leads and supports other staff members to provide students with good quality career related activities as part of the tutorial programme and within the curriculum.*

### **Mr Michael Laidlaw**

#### ***Assistant Head - Sixth Form***

*Mr Laidlaw oversees the careers programme at Bedlington Academy. He leads on supporting students with their progression through either the UCAS application process or other post 18 options and supports students returning to Sixth Form in year 11. He also leads on the design and delivery of the careers programme at post-16.*

### **Mr Richard Allnutt**

#### ***Career Wave***

*Ms Mullin is a Qualified Careers Adviser (L6) and undertakes personal guidance interviews with all students in year 11 and 13 and works with staff to develop their knowledge and understanding of local labour market information and opportunities.*

*She offers learners additional opportunities for students from years 7-13 to have a personal careers guidance interview. Parents' can speak with the Careers Adviser and can request to be present at their child's careers guidance appointment. Students can request this either by asking their tutor or a teacher, or by making a booking via the school office. Most careers appointments last about half an hour and all students who have a meeting with Ms Mullin will receive an action plan summarising their plans and identifying their next steps.*

### **Form Tutors**

*All form tutors play a key role in supporting our students with their future careers choices and developing positive young people through the high quality delivery of the careers and personal development programme at Bedlington Academy.*

**Mark Fox*****Enterprise Co-Ordinator***

*David works for the NELEP as part of the skills, employment, inclusion and progression team and his role focuses on education and business engagement as part of the North East Ambition programme. He supports the school with adopting and implementing the good careers benchmarks and ensures we have access to an enterprise adviser who is a senior business professional, matched with the school with the aim to provide a key line of sight to the world of work and support the school to move forward with their careers. He also delivers staff training, ensuring staff are as highly skilled as possible.*

**Zoe Crozier*****Careers Advisor – Local Authority***

*Learners with additional needs will receive additional support from Northumberland Council. Ian Yarrow and Zoe Crozier from the Local Authority Careers Guidance Team is attached to the school and will be invited to annual reviews when learners requiring an Education Health Care plan (EHCP) reach Year 11. Students who have an EHCP or are in Local Authority Care will also receive additional Careers Guidance appointments in year 10 from our own Careers Advisor, Mrs Lynn.*

**The Gatsby Benchmarks**

*We believe that Bedlington Academy has a CEIAG programme that is structured, stable and meets the needs of all our young people. Our key aim is to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks.*

|   | Gatsby Benchmark                                   | Statement                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Further Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | A stable careers programme                         | Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.                                                                                                                                                                                                                                                                    | <p>1. Every school should have a stable, structured careers programme that has the explicit backing of the governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</p> <p>2. The careers programme should be tailored to the needs to pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole school development plan. It should also set out how parents and carers with be engaged throughout.</p> <p>3. The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it.</p> <p>4. The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisors and employers to increase its impact.</p>                                                                                                                                                                                                                                                                                                                                  |
| 2 | Learning from career and labour market information | All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information. | <p>5. During each key stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</p> <p>6. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3 | Addressing the needs of each student               | Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.                                                                                     | <p>7. A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <p>8. Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>9. For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should be kept from the first point of contact or from the point of transition.</p> <p>10. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</p> <p>11. Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</p> <p>12. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</p> |
| 4 | Linking curriculum learning to careers             | As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.                                                                                                                                                     | <p>13. Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</p> <p>14. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5 | Encounters with employers and employees            | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.                                                                                                                       | <p>15. Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6 | Experiences of workplaces                          | Every learner should have first-hand experiences of workplaces to help their                                                                                                                                                                                                                                                                                                                                                                                    | <p>16. By the age of 16, every pupil should have had meaningful experiences of workplaces.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|   |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                              | exploration of career opportunities and expand their networks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 17. By the age of 18, every pupil should have had at least one further meaningful experience                                                                                                                                                                                                                                                                                                                               |
| 7 | Encounters with further and higher education | All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.                                                                                                                                                                                                                                                                                                                   | 18. By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and ITPs.<br>19. By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.                                             |
| 8 | Personal guidance                            | Every pupil should have opportunities for guidance meetings with a career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme. | 20. Every pupil should have at least one personal guidance meeting with a career's adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled into the careers programme to meet the needs of the pupils.<br>21. Information about how personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website. |

### **Current Compass Report**

| <b>Gatsby Benchmark</b> | <b>School Current</b> | <b>March 2026 (%)</b> | <b>Nov 2025 (%)</b> | <b>Percentage of Schools Meeting Nationally (%)</b> |
|-------------------------|-----------------------|-----------------------|---------------------|-----------------------------------------------------|
|-------------------------|-----------------------|-----------------------|---------------------|-----------------------------------------------------|

|                                                   | Score (%) |     |     |    |
|---------------------------------------------------|-----------|-----|-----|----|
| A stable careers programme                        | 100       | 92  | 92  | 69 |
| Learning from careers & labour market information | 88        | 92  | 96  | 85 |
| Addressing the needs of each pupil                | 95        | 89  | 89  | 62 |
| Linking curriculum learning to careers            | 50        | 61  | 97  | 82 |
| Encounters with employers & employees             | 100       | 100 | 100 | 87 |
| Experience of workplaces                          | 84        | 79  | 79  | 74 |
| Encounters with further and higher education      | 77        | 71  | 80  | 60 |
| Personal Guidance                                 | 100       | 100 | 100 | 77 |

### **Areas for Development**

*To further develop staff, parents and carers, and pupils understanding of the local labour market and where this information can be accessed to ensure students have access to all relevant information when making key decisions throughout their time in school.*

*To ensure all students understand the different routes available to them in their chosen career, and where subjects in school can lead them. Staff are sensibly advising students about the skill development in their subject area, as well as post-16 and post-18 routes.*

*All students have progressive and differentiated career learning journeys throughout their time with us, incorporating meaningful encounters with employers, and experiences of the workplace. This should be underpinned by relevant career-related outcomes and that are informed by impact evaluation from all stakeholders.*

*Work to embed careers education across the curriculum, with all staff being aware of their role and taking an active part in careers guidance and maintaining accurate records of the work they do or and making full use of the school's tracking system for careers education.*

### **Destination Data**

#### **Year 11**

| Destination    | 2021 (%) | 2022 (%) | 2023 (%) | 2024 (%) | 2025 (%) | 2026 (%) |
|----------------|----------|----------|----------|----------|----------|----------|
| Sixth Form     | 29       | 25       | 30       | 30       | 32       |          |
| College        | 64       | 62       | 40       | 53       | 57       |          |
| Apprenticeship | 5        | 11       | 11       | 12       | 7        |          |
| Other          | 1        | 1        | 10       | 2        | 0        |          |
| NEET           | 1        | 1        | 4        | 3        | 2 (3)    |          |

**Year 13**

| Destination    | 2021 (%) | 2022 (%) | 2023 (%) | 2024 (%) | 2025 (%) | 2026 (%) |
|----------------|----------|----------|----------|----------|----------|----------|
| University     | 64       | 86       | 62       | 79       | 75       |          |
| College        | 0        | 0        | 0        | 0        | 0        |          |
| Apprenticeship | 16       | 7        | 35       | 7        | 18       |          |
| Employment     | 12       | 7        | 1        | 14       | 11       |          |
| NEET           | 0        | 0        | 3        | 0        | 0        |          |

**Careers Programme**

*On the following pages, there is an overview of each year groups core CEIAG programme. This core provision is reviewed at the end of each academic year. We also supplement this programme with additional sessions throughout the year, depending on student need. As a parent you will receive information at the beginning of each academic year outlining the programme for your child, as well as updates throughout the year with additional sessions. You will also receive updates via your child's Unifrog account. If you do not receive these updates, please contact the school and we can amend this for you.*



# Careers Programme Overview Bedlington Academy Year 7



THE CAREERS &  
ENTERPRISE  
COMPANY

## Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

**Contact:** Laura Wright

**Email:** [careers@bedlingtonacademy.co.uk](mailto:careers@bedlingtonacademy.co.uk)

**Telephone:** 01670 822625

## Milestones and Learning Outcomes

### Half Term 1

Be able to identify and make effective use of available support systems.

### Half Term 2

Have a broad knowledge of a range of career opportunities which enable informed decision-making.

### Half Term 3

Understand how the local and national labour market is changing and what this might mean for their career choices.

### Half Term 4

Have developed essential skills which will support them to transition to the workplace

### Half Term 5

Have a broad knowledge of a range of career skills and be able to articulate where you have developed these skills.

### Half Term 6

Students understand how the local and national labour market is changing and what this might mean for their career choices.

### Year 8 Key LO

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

## Key Events and Experiences

### Half Term 1

Meet the Careers Team Event  
Log Aspirations & Destinations  
Reg: Unifrog, What are my Skills, Learning Pathways  
DWP: Career Skills  
FSQ Questionnaire  
National T Levels Week

### Half Term 2

Careers Fair  
Tomorrows Engineers Week  
Reg: Exploring possibilities, success, what comes after school, Who am I.  
Green Careers Week

### Half Term 3

DWP: Careers Skills  
Reg: What is a career, career journey, What is LMI  
National Apprenticeship Week

### Half Term 4

National Careers Week  
Small group interventions – Careers focus  
British Science Week  
Reg: Careers in the Curriculum

### Half Term 5

DWP: Career Skills  
Small group trip – Career Focus  
Raising Aspirations Workshops  
Mini Careers Fair: Meet the Employer  
Reg: Employability Skills

### Half Term 6

Experiences of the Workplace  
Raising Aspirations Workshop  
Reg: Careers & the Future, LMI, Your Skills

### Year 8 Key Events

Raising Aspiration Events  
Experiences of the Workplace Events  
DWP Workshops

Inspiring and preparing young people for the world of work.

# Careers Programme Overview Bedlington Academy Year 8



THE CAREERS &  
ENTERPRISE  
COMPANY

## Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

**Contact:** Laura Wright  
**Email:** [careers@bedlingtonacademy.co.uk](mailto:careers@bedlingtonacademy.co.uk)  
**Telephone:** 01670 822625

## Milestones and Learning Outcomes

### Half Term 1

Be able to identify and make effective use of available support systems.

### Half Term 2

Have developed essential skills which will support them to transition to the workplace.

### Half Term 3

Understand how the local and national labour market is changing and what this might mean for their career choices.

### Half Term 4

Be inspired and motivated by career opportunities which they may not have otherwise considered

### Half Term 5

Be inspired and motivated by career opportunities which they may not have otherwise considered

### Half Term 6

Understand how the local and national labour market is changing and what this might mean for their career choices.

### Year 9 Key LO

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

## Key Events and Experiences

### Half Term 1

Meet the Careers Team  
Log Aspirations & Destinations  
DWP: Career Skills  
National T Levels Week 19<sup>th</sup> – 23<sup>rd</sup> October

### Half Term 2

Reg: Skills for Careers  
Careers Fair  
Tomorrows Engineers Week 10<sup>th</sup>-14<sup>th</sup> Nov  
Green Careers Week 2<sup>nd</sup> – 6<sup>th</sup> Nov

### Half Term 3

Reg: Your Future Choices  
DWP: Career Skills Workshop  
Small group interventions  
National Apprenticeship Week 8<sup>th</sup>-14<sup>th</sup> Feb

### Half Term 4

Career Carousel  
National Careers Week 1<sup>st</sup>-6<sup>th</sup> March  
British Science Week 6<sup>th</sup>-15<sup>th</sup> March  
Experiences of the Workplace  
Reg: Careers in the Curriculum

### Half Term 5

DWP: Career Skills  
Raising Aspirations Workshops  
Reg: Your Future

### Half Term 6

Reg: Local Labour Market  
Experiences of the Workplace  
Raising Aspirations Workshop

### Year 9 Key Events

Guidance Interviews  
GCSE Option Choices  
University Engagement  
Careers Fairs  
Experiences of the Workplace

Inspiring and preparing young  
people for the world of work.

# Careers Programme Overview Bedlington Academy Year 9



THE CAREERS &  
ENTERPRISE  
COMPANY

## Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

**Contact:** Laura Wright

**Email:** [careers@bedlingtonacademy.co.uk](mailto:careers@bedlingtonacademy.co.uk)

**Telephone:** 01670 822625

## Milestones and Learning Outcomes

### Half Term 1

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

### Half Term 2

Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.

### Half Term 3

Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.

### Half Term 4

Be able to make links between their curriculum to skills, pathways, and to the world of work.

### Half Term 5

Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.

### Half Term 6

Understand how the local and national labour market is changing and what this might mean for their career choices.

### Year 10 Key LO

Be able to evidence when they have applied their knowledge and skills within the workplace

## Key Events and Experiences

### Half Term 1

Meet the Careers Team Event  
Log Aspirations & Destinations  
Raising Aspirations Workshop  
National T Levels Week 19<sup>th</sup> – 23<sup>rd</sup> October  
Reg: CEIAG for You

### Half Term 2

Reg: Your Choices  
Careers Fair  
Tomorrow Engineers Week 10<sup>th</sup>-14<sup>th</sup> Nov  
Green Careers Week 2<sup>nd</sup> – 6<sup>th</sup> Nov  
Parent Drop In Evening

### Half Term 3

FSQ Questionnaire  
Reg: Your Skills  
Raising Aspirations Workshops  
National Apprenticeship Week 8<sup>th</sup>-14<sup>th</sup> Feb

### Half Term 4

Reg: Your Future  
National Careers Week 1<sup>st</sup>-6<sup>th</sup> March  
British Science Week 6<sup>th</sup>-15<sup>th</sup> March  
Careers Carousel

### Half Term 5

Reg: Your Money  
Small group interventions  
Raising Aspirations Workshops

### Half Term 6

Reg: Labour Market Information/The Local Area  
Experiences of the Workplace  
Raising Aspirations Workshops

### Year 10 Key Events

Guidance Interviews  
Work Experience Placement – 1 week  
CV Workshops  
Mock Interviews  
Apprenticeship Application Support

Inspiring and preparing young people for the world of work.

# Careers Programme Overview Bedlington Academy Year 10



THE CAREERS &  
ENTERPRISE  
COMPANY

## Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

## Contact:

Laura Wright

Email: [careers@bedlingtonacademy.co.uk](mailto:careers@bedlingtonacademy.co.uk)

Telephone: 01670 822625

## Milestones and Learning Outcomes

### Half Term 1

Be able to identify and make effective use of available support systems.

### Half Term 2

Be able to articulate their knowledge and skills to potential employers.

### Half Term 3

Be able to make links between their curriculum to skills, pathways, and to the world of work.

### Half Term 4

Be able to articulate their knowledge and skills to potential employers.

### Half Term 5

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.

### Half Term 6

Understand the expectations, behaviours, and cultures of a range of workplaces.

### Year 11 Key LO

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

## Key Events and Experiences

### Half Term 1

Meet the careers team  
Log Aspirations & Destinations  
Reg: CEIAG in Year 10  
National T Levels Week 19<sup>th</sup>-23<sup>rd</sup> Oct  
Hospitality Apprenticeship Week 29<sup>th</sup>-5<sup>th</sup> Oct  
Raising Aspirations Workshops

### Half Term 2

Reg: Work Experience  
Careers Fair  
Small group interventions  
Tomorrows Engineers Week 10<sup>th</sup>-14<sup>th</sup> October  
Green Careers Week 2<sup>nd</sup>-6<sup>th</sup> Nov  
Parent Drop In Evening

### Half Term 3

FSQ Questionnaire  
Reg: Careers in the Curriculum  
Mock Interview Event  
National Apprenticeship Week 8<sup>th</sup>-14<sup>th</sup> Feb  
Raising Aspirations Workshops

### Half Term 4

Reg: Job Applications (Work Experience)  
National Careers Week 1<sup>st</sup>-6<sup>th</sup> March  
British Science Week 6<sup>th</sup>-15<sup>th</sup> March

### Half Term 5

Personal Guidance Interviews  
Reg: Post-16 Choices  
Raising Aspirations Workshops

### Half Term 6

Personal Guidance  
1 week of Work Experience  
Rise Workshops – July  
Reg: Preparing for WEX  
A Level Taster Sessions/College Taster Days

### Year 11 Key Events

Guidance Interviews  
Application support  
Post-16 Routes

Inspiring and preparing young people for the world of work.

# Careers Programme Overview Bedlington Academy Year 11



THE CAREERS &  
ENTERPRISE  
COMPANY

## Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

**Contact:** Laura Wright

**Email:** [careers@bedlingtonacademy.co.uk](mailto:careers@bedlingtonacademy.co.uk)

**Telephone:** 01670 822625

## Milestones and Learning Outcomes

### Half Term 1

Be able to identify and make effective use of available support systems.

### Half Term 2

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

### Half Term 3

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals

### Half Term 4

Be inspired and motivated by career opportunities which they may not have otherwise considered

### Half Term 5

### Half Term 6

## Key Events and Experiences

### Half Term 1

Reminder of the Careers team  
Guidance Interviews  
Log Aspirations and Destinations  
Reg: CEIAG in Year 11 – Your Future  
FSQ Questionnaire  
Apprenticeship Workshops  
National T Levels Week 19<sup>th</sup>-23<sup>rd</sup> October

### Half Term 2

Personal Guidance Interviews  
Reg: Post-16 Routes  
Careers Fair  
Parent Drop In Evening

### Half Term 3

Personal Guidance Interviews  
Reg: Applications and Online Profiles  
Apprenticeship Applications Workshop  
National Apprenticeship Week 8<sup>th</sup> – 14<sup>th</sup> Feb

### Half Term 4

Personal Guidance Interviews  
Reg: Improving You  
National Careers Week 1<sup>st</sup>-6<sup>th</sup> March  
British Science Week 6<sup>th</sup>-15<sup>th</sup> March

### Half Term 5

Further advice and support if needed  
GCSE's

### Half Term 6

Inspiring and preparing young  
people for the world of work.

## **Monitoring and Evaluation**

*Bedlington Academy has a robust CEIAG programme that is integrated into all parts of our school community. It incorporates both formal CEIAG education, guidance activities and interviews, and careers information provided throughout individual subject areas. Students will be exposed to a variety of external speakers, alumni, employers and higher education provisions throughout their time at Bedlington Academy.*

*By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and we then use this information to inform future decision making.*

*Monitoring activities adopted by Bedlington Academy are:*

- *Learning walks*
- *Lesson observations*
- *Questionnaires – with students, staff, parents & carers and external agencies*
- *Student voice*
- *Whole school careers tracking using Unifrog*
- *Work scrutiny*
- *Planning scrutiny*

*Evaluation activities are used to measure the impact of our careers programme and inform the planning of future events. Evaluation activities adopted by Bedlington Academy are:*

- *Analysis of the whole school tracking system on Unifrog*
- *Feedback from the personal guidance interviews*
- *Student voice*
- *Lesson observations*
- *Questionnaires – with students, staff, parents & carers and external agencies*
- *Destination data*

*Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited using the Compass Tool. See Appendix Eight for more information about how this will be done.*

## **Provider Access Policy**

### **Introduction**

*This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.*

### **Pupil Entitlement**

*All pupils in years 8-13 are entitled:*

- *To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.*
- *To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships –through options events, assemblies and group discussions and taster events.*
- *To understand how to make applications for the full range of academic and technical courses.*

### **Management of Provider Access Requests Procedure**

*A provider wishing to request access should contact:*

*CEIAG and Progression Lead, Miss L Wright*

*Head of 6th Form: Mr M Laidlaw*

*Tel: 01670 822625*

*Email: [enquiries@bedlingtonacademy.co.uk](mailto:enquiries@bedlingtonacademy.co.uk)*

### **Opportunities for Access**

*There are a number of opportunities available to come into school to speak to pupils and/or their parents/carers. These may be at events such as a careers fair which will typically be organised in the second half of the summer term. We also have careers stands at parents' evenings as indicated by the school calendar, where employers/providers might speak with parents/carers and pupils. External providers and companies can also deliver year group assemblies which are short opportunities to speak to whole year groups. It may be possible to arrange bespoke opportunities to address pupils, but any such arrangements are at the discretion of Bedlington Academy and dependent upon restrictions in the calendar.*

*Additionally, providers can provide relevant literature to the school to be distributed to pupils and/or their parents/carers.*

*Please speak to Miss Wright to identify the most suitable opportunity for you.*

### **Premises and Facilities**

*The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity and dependent upon availability at the time in question. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.*

### **Conclusion**

*At Bedlington Academy we are dedicated to ensuring that all students receive high-quality, individualised and relevant careers education. We are committed to the Gatsby Benchmarks and they are at the core of our strategic planning. As a school we are also fully compliant with the Baker Clause and allow access to all our students in order to ensure they make informed post-16 and post-18 choices.*

*Our CEIAG programme is strategically designed around the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. We are currently working towards achieving all eight of the benchmarks, as well as the Quality in Careers Standard.*

*Through our carefully planned careers education, information advice and guidance (CEIAG) programme all of our students, regardless of their ability or personal context are supported to make appropriate and informed decisions about their future.*

*We aim to ensure that all of the young people in our care feel empowered to achieve personal success and leave us with high aspirations, ensuring their well-being and economic stability in their future.*

*We support and guide students in making well-informed decisions about significant study or career choices by providing access to impartial and independent information and guidance about the range of options (including vocational, academic and apprenticeships) available to them. By supporting and guiding students at crucial transition stages, informing them of all their options and introducing them to employers and the world of work, we aim to prepare them for their future regardless of the career route they wish to pursue.*

*Careers guidance is provided through our carefully planned CEIAG programme and we have a whole school approach to CEIAG. We provide students with a range of visits and work place experiences, as well as 'in house' careers events. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance for all of our young people.*