



North East
Learning Trust

Careers Brochure 2024/25

Contents

NELT CEIAG Vision

Bedlington Academy – Vision Statement and Rationale

Core Careers Offer

Strategic Objectives

Current Provision

Careers Team

The Gatsby Benchmarks

Current Compass Rating

Destination Data – Post-16 and Post-18

Action Plan

Core CEIAG Programme

Monitoring & Evaluating CEIAG

Provider Access Policy and Student Entitlement Statement

Conclusion

NELT CEIAG Vision

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. Students and their guardians have accessed high quality information about their next steps and are making informed, ambitious choices about their future. (Benchmark 1-8)
2. Students are understanding, accessing and using good quality information about local and national jobs (Labour Market Information –LMI) to plan their educational pathways and careers, before key decisions and transition periods. (Benchmark 2, 3 and 8)
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. (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. 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.

Ms Caron Mullin

Careers Advisor

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.

David Coe and Stephen Grimes

Enterprise Co-Ordinator and Enterprise Advisor

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. Stephen works alongside David providing an industry specific insight for our students.

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 and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ol style="list-style-type: none">1. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process

2	Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	4. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. 5. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout	6. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 7. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. 8. All pupils should have access to these records to support their career development. 9. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	10. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5	Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	11. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace
6	Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	12. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 13. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	14. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 15. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	16. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 16.

Current Compass Report

Gatsby Benchmark	School Current Score (%)	December 2023 (%)	July 2023 (%)	Percentage of Schools Meeting Nationally (%)
A stable careers programme	100	100	100	69
Learning from careers & labour market information	100	100	100	83
Addressing the needs of each pupil	100	100	100	59
Linking curriculum learning to careers	100	100	100	80
Encounters with employers & employees	100	100	100	85
Experience of workplaces	100	100	100	72
Encounters with further and higher education	95	91	87	58
Personal Guidance	100	100	100	77

Areas for Development

Use parental newsletters and social media outlets to regularly update students and parents about current labour market information, as well as other key topics identified in the parental survey (eg T-Levels), through the use of 5-minute read articles.

Students to receive fortnightly 'career videos' highlighting different sectors and explaining what a day in the life of... is like, via Unifrog and their school account.

Use Unifrog to keep accurate records of student engagement and share student progress with parents at important times, such as option choices. Also provide parents with regular emails from Unifrog.

Increase staff engagement with the CEIAG provision and continue to develop careers in the curriculum for all subjects. Use English as an example of excellent practice across the school.

Regularly evaluate the current provision, with feedback from students, staff, parents & carers and external agencies.

Increase the range of University visits available to students and ensure they are available through the key stages. Trips have been planned at KS3 and KS4 for this academic year.

All year 10 students accessed work experience last academic year. Increase the number of meaningful placements in year 12.

Destination Data

Year 11

Destination	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
Sixth Form	25	24	29	25	30	30
College	61	68	64	62	40	53
Apprenticeship	11	6	5	11	11	12
Other	1	0	1	1	10	2
NEET	3	3	1	1	4	3

Year 13

Destination	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
University	46	68	64	86	62	79
College	4	0	0	0	0	0
Apprenticeship	17	11	16	7	35	7
Employment	25	14	12	7	1	7
NEET	4	7	0	0	3	4

Action Plan

<p align="center">Strategic Objective 1</p> <p align="center">Students and their guardians have accessed high quality information about their next steps and are making informed, ambitious choices about their future. <i>(Benchmark 1-8)</i></p>		
	Targets	Actions
Year One 2024- 2025	<p>Develop parent and guardian resources to ensure parents have access to high quality information.</p> <p>Gather information from students about their intended next steps from KS3 and use Unifrog to track these choices throughout their school career.</p>	<p>Use the 5 minute read articles – send out every 4 weeks to parent via school comms. Ensure all parents have access to Unifrog and are confident using the platform – KD webinar to be shared.</p> <p>Your Childs Next Steps evening to ensure parents have access to key information about the options available to their child. Parents have access to their child’s guidance interview records.</p> <p>All students to complete Compass+ FSQ survey by end of 2025.</p> <p>Tutors to survey students – intended career</p> <p>Use of Unifrog homework’s to ensure students are considering their next steps.</p>

	<p>Increase the range of talks, workshops and visits to higher and further education facilities at KS3.</p>	<p>Highlight any students who need specific or additional support and ensure this takes place.</p> <p>Develop greater links with Newcastle, Northumbria and Durham Universities to ensure campus visits take place for a wider range of students.</p> <p>Use Future Me and Oxford NE to ensure all students have access to high quality information about higher education.</p> <p>Develop staff understanding of the FE and HE options in their subject areas and encourage staff to take students on subject specific visits.</p>
<p>2025-2026</p>	<p>Parents and guardians are accessing high quality information.</p> <p>Students intentions are tracked through Unifrog from KS3 and students are using Unifrog tools (ie careers library) to ensure they make informed decisions at key transition points.</p> <p>Students have access to a range of subject specific information, workshops and external visits.</p>	<p>Parents are accessing and using Unifrog – continue with upskilling webinars for new parents, as well as 5 minute read articles. Your Child’s Next Steps evenings to continue.</p> <p>Stand at key parents evenings (Yr9-13).</p> <p>Registration programme is embedded and the majority of students are using Unifrog regularly.</p> <p>CEIAG team are using intention information to ensure students have a tailored programme that meets their needs. Where choices are not appropriate, guidance interviews with CM will take place at an early stage.</p> <p>Visit proposal form to have CEIAG link that is logged.</p> <p>Subject areas to continue with showcase weeks.</p>

		<p>Subject areas to engage with external visits for students, showcasing careers in their subjects.</p> <p>All students to have attended at least two HE or FE visits before year 11.</p> <p>Majority of students have a clear idea of their next steps by Christmas of their final year.</p>
2026-2027	<p>Parents are accessing and using high quality information to support their child's next step decisions.</p> <p>CEIAG programme to offer bespoke support for parents, guardians and students who are struggling to make informed choices about their next steps.</p>	<p>Parents are accessing and using Unifrog – continue with upskilling webinars for new parents, as well as 5 minute read articles. Your Child's Next Steps evenings to continue.</p> <p>Stand at key parents evenings (Yr9-13). Parents are accessing students career interview records and are actively engaging in the decision-making process.</p> <p>CM to run parent workshops for parents who require further support or information. Students have access to a range of workshops and encounters to support them.</p>
<p>Strategic Objective 2</p> <p>Students who are at risk of becoming NEET are identified at an early stage and strategic, successful interventions are in place to prevent this. <i>(Benchmark 1, 3, 6 and 8)</i></p>		
	Targets	Actions
Year One 2024-2025	<p>Students who are at risk of becoming NEET are identified in KS4 and this information is shared with key stakeholders in school.</p> <p>Specific interventions are in place for the identified students to help prevent the learner from becoming NEET.</p>	<p>Use the RONI calculator to identify students at risk of becoming NEET. Information shared with YM, SLT and class teachers, CEIAG team and SEND team where applicable.</p> <p>Focus group with CM – discussion of next step options.</p> <p>Mentoring for students through LWr, MLa and CM.</p> <p>Use of Future Me to support and engage learners.</p>

	<p>Appropriate WEX placements are sought for students who are at risk of becoming NEET in areas of interest to them.</p> <p>Destination data held to be as accurate as possible and regular 'check-ins' are used throughout their year of leaving.</p>	<p>LW to source a WEX placement that the learner has expressed an interest in, where possible, to develop the learners range of connections.</p> <p>CM to gather accurate destination data by end of September. CM to re-engage with learner in December to ensure they are still attending their chosen next step – if not, support to be put in place to re-engage the learner.</p>
2025-2026	<p>Parents of potential NEET students to receive support and information regarding their child's next step options.</p> <p>Evaluation of interventions for NEET students from previous year – impact?</p>	<p>Use of Talking Futures resources to support parents. LW and ML to engage parents through regular communication and workshops (with support from CM).</p> <p>Students still with us to have interview with LW/ML/CM to gauge whether interventions were successful. Potential NEET register to be updated.</p>
2026-2027	To be reviewed yearly depending on success of previous interventions.	
<p>Strategic Objective 3</p> <p>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 and making full use of the school's tracking system for careers education. <i>(Benchmark 1,2,3 and 4)</i></p>		
	Targets	Actions
Year One 2024-2025	Encourage all subject areas to lead CEIAG activities within their subject areas and are beginning to promote aspirational career choices for their students.	Planning to incorporate some CEIAG links and staff make references to careers in lessons at specified points throughout the year, such as national careers week.

	<p>Unifrog introduced to all staff and specific training to take place for interested staff.</p>	<p>Extra-curricular planning sheets to include a CEIAG reference to encourage staff to think about careers when planning trips.</p> <p>Staff receive CPD on CEIAG in lessons and Unifrog.</p>
2025-2026	<p>All subject areas are implementing CEIAG initiatives in their subject areas and are promoting aspirational career choices for their students.</p> <p>Unifrog is implemented by all departments and students.</p>	<p>Department planning has CEIAG references.</p> <p>Staff are talking about careers in lessons and have some extra-curricular activities that link to CEIAG.</p> <p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p>
2026-2027	<p>Departments take ownership of and lead CEIAG within their departments.</p> <p>Unifrog is widely used in school.</p>	<p>Staff are talking about careers in lessons and have a wide range of extra-curricular activities that link to CEIAG.</p> <p>Links with businesses are embedded in departments and there is regular contact within subject areas.</p> <p>Students and staff are engaged with Unifrog and it is used to monitor and evaluate the CEIAG provision within school.</p>

Careers Programme

Below is a brief summary of our 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.

Year Group	Events
7 – What is a Career?	<p>Northumberland College – T-Levels Assembly</p> <p>NUSTEM sessions – STEM Careers in the North East</p> <p>DWP sessions looking at Transferrable Skills etc.</p> <p>STEM Assembly – Careers in Chemistry</p> <p>PSHE sessions such as What is a career and Skills for careers with form tutors.</p> <p>Higher Education Visits</p> <p>Talent Foundry Workshops</p> <p>Curriculum Showcase Weeks</p>
8 – What Career is for Me?	<p>Northumberland College – T-Levels Assembly</p> <p>NUSTEM Sessions – STEM Careers in the North East</p> <p>DWP Sessions such as Transferable Skills etc.</p> <p>PSHE sessions such as Roles within the Armed forces, Roles within the NHS</p> <p>Higher Education Visits</p> <p>NHS Careers Performance</p> <p>Talent Foundry Workshops</p> <p>Curriculum Showcase Weeks</p>
9 – GCSE Choices	<p>Northumberland College – T-Levels Assembly</p> <p>NUSTEM Sessions – STEM Careers in the North East</p> <p>Ask Apprentice Assembly – What is an apprenticeship?</p> <p>PSHE Sessions such as Preparing for Options Choices, STEM: Green jobs in the NE, What is your dream job? Delivered by Form Tutors.</p> <p>GCSE Options Meetings</p>

	<p>Higher Education Visits – Various taster days for different subjects, such as land & animal, construction.</p> <p>Barclays Life Skills Sessions such as Financial Literacy</p> <p>Curriculum Showcase Weeks</p> <p>Brilliant Club with Oxford University – Application process applies.</p>
10 – Work Experience	<p>Northumberland College – T-Levels Assembly</p> <p>NUSTEM Assembly – STEM Careers in the North East</p> <p>Work Experience Launch</p> <p>Ask Apprentice Assembly – What is an apprenticeship?</p> <p>PSHE sessions including Interview Skills, CV writing delivered by form tutors.</p> <p>Northumberland College – various taster days such as outdoor and military.</p> <p>Barclays Life Skills – e.g. Rise Workshop</p> <p>Newcastle College Taster Day – various subjects including construction and hair & beauty.</p> <p>Careers Fair in school</p> <p>Post-16 Parental Drop in evening</p> <p>Work Experience (1 week)</p> <p>Next Steps meeting with Miss Wright</p> <p>Barclays life skills – CV feedback (individual basis)</p> <p>University Visits</p>
11 – Post-16 Choices	<p>Newcastle College Assembly – Information about post-16 courses.</p> <p>Various college drop-in sessions for students at lunch times.</p> <p>Northumberland College Assembly – T-Levels and Level 3 Courses</p> <p>Ask Apprentice Assembly – What is an apprenticeship?</p> <p>TDR Apprenticeship Workshop – how to apply and where to look</p> <p>Guidance interviews with Ms Mullin and follow up with Miss Wright.</p> <p>PSHE sessions such as Post-16 Options, CV writing and cover letters delivered by form tutors.</p> <p>Ask Apprentice – Application support</p> <p>Northumberland County Council Apprenticeship support</p>
Sixth Form	<p>University Advice Evening</p>

<p>UCAS Exhibition Event</p> <p>University Visits – Northumbria University and Newcastle University</p> <p>Kings College University of Cambridge Personal Statement Workshop</p> <p>Local Supported Entry Schemes with speakers from Newcastle University, Northumbria University, Durham University, Sunderland University</p> <p>ASK Apprenticeship Workshops – CV Writing and Interview techniques</p> <p>Work Experience (1 Week)</p> <p>Careers Fair at Ashington Academy and Bedlington Academy</p> <p>The Buzz Workshop by David Hodgeson</p> <p>National Career Service Workshops - Health & Wellbeing, Career & Progression Guidance, Employability, Skills for Independent Living, Citizenship & British Values, Volunteering & Social Action</p> <p>Social Mobility Schemes – The Elephant Group and Social Mobility Foundation</p> <p>Future First – Alumni assemblies</p> <p>Guidance Interviews with Ms Mullin and follow up with Mr Laidlaw</p>
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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 6thForm: Mr M Laidlaw

Tel: 01670 822625

Email: 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.