



British Academy
School Marrakech
— Belong Achieve Become —

**CAREERS EDUCATION, INFORMATION, ADVICE
AND GUIDANCE (CEIAG) POLICY**

BASM 26

**THE BRITISH ACADEMY SCHOOL MARRAKECH,
BASM 26-CAREERS EDUCATION, INFORMATION, ADVICE AND
GUIDANCE (CEIAG) POLICY**

PRINCIPLES

Young people’s careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum and further education choices that are right for them.

Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states: “A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, FE colleges, university or employment.” Whilst not wholly applicable to pupils within the Moroccan setting the underlying principles are.

The BASM has a statutory duty within the ISI inspection framework to ensure it provides secure independent and impartial careers guidance for pupils in Years 7-13. In the development of this policy, we have taken guidance from the document Guidance for governing bodies, school leaders and school staff (January 2018); updated Statutory guidance (October 2018) and the Gatsby benchmarks for good career guidance.

THE GATSBY BENCHMARKS

The Gatsby Benchmark is a framework outlining the best careers provision and The BASM’s Careers Strategy is founded on these. Providing a framework for a holistic careers programme across Years 7-13, these guidelines are also embedded within curriculum and enrichment activities.

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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support

	need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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 activities including visiting speakers, mentoring and enterprise schemes
6. Experiences of workplaces	Every pupil 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
7. Encounters with further and higher education	All pupils 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
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs

Objectives

The BASM is committed to providing careers education, information, advice, and guidance (CEIAG).

- Inspire young people about their prospects.
- Understand the varied contexts of our students and the local and international environments which they will be considering and ensure that guidance is appropriate to these varied contexts.
- Level the playing field, by leveraging the significant resources available to us as part of the British Education Group to the benefit of as wide a range of Moroccan young adults as possible.
- Enable students to make realistic and well-informed career decisions and transitions.
- Equip students with the employability skills and study skills they need to succeed beyond school life.

- Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- Provide CEIAG in partnership with students themselves, their parents /carers and our chosen professional and community partners.

Aims

We aim to prepare all our pupils to have 'career navigation skills' by providing:

- access to careers information and tools in subject schemes of work
- a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for pupils' individual needs
- access to timely careers information advice and guidance (CIAG) in group and 1:1 setting
- activities to develop core competencies that align with the wider school learning characteristics, that relate to the world of work such as problem solving, leadership, independent thinking, communication, enterprising, social responsibility and digitally literate.
- information promoting equality, diversity, social mobility and challenging stereotypes
- awareness and understanding of work, industry, the economy and community.
- employer engagement insights
- meaningful experiences of the workplace

PROVISION

THE BASM is committed to providing a planned and progressive programme combines curriculum-based and enrichment activities helping pupils to better understand themselves, explore the world of work and make informed decisions about their future. This is achieved through planned and progressive activities in the curriculum helping our children to understand themselves, research the opportunities available and make informed decisions, which runs alongside specific and tailored activities that meet the needs of each child.

We are committed to an inclusive approach, ensuring that all learners have equal access to high-quality careers education. There is information available for both students and parents on our school website.

The BASM is also committed to achieving a range of outcomes for our students including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions, and on-going development of employability skills.

The School will work closely with partners to ensure that specific cohorts of pupils receive appropriate careers advice and guidance i.e., SEND, international v local. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

STAFFING

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by the PSHE and form tutors through enrichment and PSHE programmes. The CEIAG programme is planned, monitored and evaluated by the SLT Lead for careers in consultation with appropriate members of staff including staff across all key stages.

CURRICULUM

Careers is embedded through the formal taught academic curriculum where appropriate. Each subject area includes links to appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn. Students are involved in the evaluation of activities; feedback is collated and fed in to the CEIAG development plan and the overall school development plan.

The careers programme for each year group is constructed around taught careers education, PSHE programme, assemblies, events (such as the Careers events, National Careers week, Careers Fairs, Enterprise workshops and Apprenticeship Workshops), work-related learning, online and printed information, personal tutoring, group work and individual interviews.

PARTNERSHIPS

As part of The British Education Group, The BASM is in a unique position within Morocco to be able to offer its students direct access to Further Education opportunities within Morocco and through the well-developed links with British Universities. However, we work with a range of partners to deliver the programme to ensure that the advice we offer is impartial including other schools, Moroccan Universities, and a range of employers.

- 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, – 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.

RESOURCES

The Head is responsible for the effective deployment of resources. Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area.

STAFF DEVELOPMENT

Staff training needs are identified by making use of the training needs analysis for CEIAG. The CPD at The BASM endeavours to meet training needs within an agreed period.

MONITORING, REVIEW AND EVALUATION

The annual CEIAG development plan is reviewed termly by the Head and annually by the Advisory Board of Governors. The PSHE programme and Gatsby Benchmarks for CEIAG are used to identify areas of improvements.

KEY PERSONNEL:

CEIAG SLT Lead: Nicola Bussetil

CEIAG Careers Officer: Nabeel Obaid

Lead Advisory Board Member: Dr Cecilia Hannigan-Davies.

LINKS WITH OTHER POLICIES

The policy for CEIAG is related specifically to our policies for Curriculum, Assessment, PSHE, Inclusion, (SEND) Policy.

Signed by: Head of School

Heads signature: 

REVIEWED: September 2025, amended March 2026 NEXT REVIEW DATE:
Sept 2026

APPENDIX 1

From Yr7 to 11 will complete a careers learning journey with the use of the National Careers UK and our PSHE programme. The programme is in line with achieving all GATSBY benchmarks.

Job of the Month – Each form group will discuss different jobs from across all subject areas.

In Key stage 4 – Careers guidance interviews will take place during the third term.

Student voice is conducted via an online survey:

These are conducted periodically throughout the year.

- Assemblies from external providers.
- Advice from teachers – subject and Key Stage team.
 - *Introduction to the National Careers service website*
 - *What are skills?*
 - *What is your dream job?*
 - *A to Z of Universities*

Year 8

- Assemblies from key staff external providers.
- Careers @BASM Portal and other on-line websites.
- Advice from teachers – subject and Key Stage career notice boards.

Careers guided sessions will run during form time which include:

- *Identifying Interests*
- *University V Apprenticeships*
- *Skills for careers*

Year 9

Year 9 students will be involved with a range of Careers Education, Information, and Guidance (CEIAG) over the duration of the school year. To support GCSE option choices, the Careers week to be held in May/June, will give students the opportunity to meet professionals and post 16 providers.

Y9 will also understand different career pathways through assemblies from Aspirational Speakers, and other external providers.

- Advice from teachers – subject and Key Stage career notice boards.
- Assemblies from Key external providers.

- Careers @BASM Portal and other on-line websites.

Careers guided sessions will run during form time which include:

- *Leadership Skills*
- *Your skills, your team*
- *CV writing*

Year 10

Year 10 students will be involved with a range of Careers Education, Information, and Guidance (CEIAG) over the duration of the school year.

Y10 will complete planning for the future sessions during PSHE scheme of learning and tutor time. During term 3b, Year 10 students will focus on how to represent themselves professionally and key interview techniques. Year 10 will prepare for a MOCK interview day where they will come face to face with professional visitors. Students will also understand relevant Labour Market Information delivered within an assembly by local industries. They will also have full access to all our CEIAG Resources:

- Assemblies from external providers.
- Advice from teachers – subject and Key Stage career notice boards.
- Careers @BASM Portal and other on-line websites.
- Careers Fair (May/June)

Careers guided sessions will run during form time which include:

- *Teamwork and Communication*
- *Independency*
- *Behaviour at work*

Year 11

Year 11 students will receive advice from various staff including guided Tutor lessons and individual meetings with Careers Lead/SLT. During academic year, students will also have access to guided sessions with form tutors providing opportunities to plan their own careers journey.

Students will also have full access to all our CEIAG Resources:

- Assemblies from external providers.
- Careers @BASM Portal and other on-line websites.
- Advice from teachers – subject and Key Stage career notice boards.
- Careers Fair (May/June)
 - How to use the Informed choices platform
 - *Post16 options*

- *BTEC and A Levels*

Careers Audit to be completed in July 2026 to assess how careers are signposted across all faculty areas for the next year.

[Careers@BASM Portal](#)

<https://www.informedchoices.ac.uk>

<https://nationalcareers.service.gov.uk/>

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

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