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Policy Number: C9a

# Reading School

## Careers Education, Information, Advice and Guidance (CEIAG) Policy

### Responsibilities

Policy Owner: Dr Chris Evans, Headteacher

Governors Committee EXPC Committee

### Audit Control

Policy created: 17/05/2021

Date of next review 01/03/2027

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Statutory policy Yes

## Document Control and Approval

### Version Control

Version	Author	Summary of Changes	Reviewed By	Date
1.0	LAY	Policy developed with new requirements		March 2022
1.1	LAY	Format amended		March 2024
2.0	LAY	Updated and amended to improve statutory compliance, DFE 2025 alignment, ofsted readiness, best practice, strategic clarity		March 2026

### Responsibilities

Job title	Responsible for;
Headteacher	Policy Owner
Careers Lead	Policy Overview
EXPC	Committee Responsible

### Policies Linked

Policy name	File location
Safeguarding policy	
Education and training provider access policy	

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### Vision and Strategic Intent

Reading School is committed to providing a high-quality, progressive careers programme that equips every student with the knowledge, skills and experiences required to make informed decisions about their future.

Our careers education aims to inspire ambition, broaden horizons and support students to achieve aspirational and well-informed destinations, including higher education, apprenticeships and employment.

The careers programme at Reading School is designed as a structured seven-year developmental curriculum from Year 7 to Year 13, enabling students to:

- Understand their strengths, interests and values
- Develop employability and leadership skills
- Explore the full range of academic and technical pathways
- Engage with employers and education providers
- Gain meaningful experiences of workplaces
- Make confident, informed decisions about their next steps

Careers education forms an integral part of the school's wider mission to develop thinking leaders who flourish beyond Reading School.

## Aims

The aims of the careers programme are to:

- Provide independent and impartial careers guidance to all students
- Develop students' self-awareness, employability and career management skills
- Enable students to understand labour market opportunities
- Support students to explore academic, vocational and apprenticeship pathways
- Raise aspirations and promote equality of opportunity
- Ensure all students are prepared for successful post-16 and post-18 transitions
- Equip students with the knowledge and confidence to navigate a rapidly changing world of work

## Statutory Framework

This policy is informed by the following legislation and statutory guidance:

- The Education Act 1997
- The Education and Skills Act 2008
- The Education (Careers Guidance in Schools) Act 2022
- The Skills and Post-16 Education Act 2022
- The School Information (England) Regulations 2008

The school also follows the Department for Education statutory guidance: Careers Guidance and Access for Education and Training Providers.

Reading School fulfils its statutory duties by:

- Securing independent careers guidance for students from Year 7 to Year 13
- Providing opportunities for a range of education and training providers to speak to students
- Publishing details of the careers programme on the school website
- Ensuring impartial guidance that presents both academic and technical pathways

The school meets the requirements of the Provider Access Legislation (Baker Clause) and publishes a separate Provider Access Policy Statement.

Students in Years 8 to 13 receive a minimum of six encounters with technical education or training providers, including apprenticeships.

## Gatsby Benchmarks

The school's careers programme is aligned with the Gatsby Benchmarks of Good Career Guidance, which provide the national framework for careers education:

1. A stable careers programme
2. Learning from career and labour market information
3. Support addressing the needs of each student
4. Curriculum learning linked to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Progress against these benchmarks is regularly reviewed using recognised evaluation tools and reported to senior leaders and governors.

## Careers Provision Priorities at Reading School

We encourage all of our students to explore the best opportunities to make the right choices for their next steps. We therefore focus on 6 priorities for careers provision:

1. Elite Pathway, Aspirational Destinations & High Level Apprenticeships  
*Ensure structured support for Oxbridge, Russell Group, Ivy League, and competitive international universities.*  
*Include tailored interview prep, academic mentoring, and super-curricular enrichment*
2. Creativity, Empathy & Future-Focused Skills  
*Enhance opportunity for developing relational and communication skills*  
*Build deep exposure to cutting-edge fields (AI, clean energy, engineering, medical research)*
3. Global Careers & Cultural Capital  
*Provide international opportunities (exchanges, Model UN, internships abroad)*  
*Develop language proficiency, cultural fluency, and awareness of global career markets*
4. Leadership, Enterprise & Character Development  
*Embed structured opportunities for leadership (enterprises, competitions, debating)*  
*Build resilience, adaptability, and entrepreneurial mindsets to prepare for uncertain futures*
5. Social Responsibility & Equity of Access  
*Encourage civic-mindedness and service (volunteering, mentoring younger students, outreach)*  
*Ensure disadvantaged but high-achieving students have equal access to elite opportunities*
6. Breadth and Depth of Experience  
*Embed curriculum opportunities to engage with career sectors*  
*Enhance provision across the year groups to enable all groups of students access to the world of work*

## Careers Programme Structure

The careers programme at Reading School is structured as a progressive seven-year curriculum from Year 7 to Year 13. Each phase builds knowledge, skills and experiences cumulatively, moving from aspiration and exploration to decision-making, workplace experience and successful transition into higher education, apprenticeships or employment

The programme develops through the following stages:

Phase	Focus
Foundation and Inspiration (Year 7)	Introduction to careers, skills development and aspiration building
Exploration and Encounters (Year 8)	Exploring interests, career pathways and GCSE options
Employability and Pathways (Year 9)	Understanding labour markets and career routes
Experience and Development (Year 10)	Building employability skills and workplace insight
Transitions and Applications (Year 11)	Preparing for post-16 choices
Planning for Progression (Year 12)	Higher education, apprenticeships and career exploration
Transition to Adulthood (Year 13)	Preparing for post-18 destinations

The programme includes a range of activities such as:

- Careers education through PSHE
- Tutor-time careers learning
- Employer engagement
- Guest speakers and alumni events
- Careers fairs and employer evenings
- Work experience opportunities
- University visits and outreach programmes
- Careers guidance interviews
- Labour market information resources
- Access to digital careers platforms such as Unifrog

Careers Provision is part of our Personal Development Programme. Our careers provision is a vehicle for character education, leadership, global careers awareness, equity of access, aspiration pathways.

## Reading School Careers Provision

Year	Term 1	Term 2	Term 3
<b>7</b> Foundation & Inspiration	<b>PSHE</b> - Developing skills and aspirations <b>Floreat &amp; Electives</b> – team building, collaboration, resilience, employability skills <b>Tutor Time</b> - Introduction to careers, Unifrog launch	Book festival & author talks Workplace experience day Careers curriculum link project	Group sessions for life and employability skills Belonging Week – careers focus
<b>8</b> Exploration & Encounters	<b>PSHE</b> - Setting goals Learning strengths, career options and goal setting as part of the GCSE options process <b>Floreat &amp; Electives</b> – team building, collaboration, resilience, employability skills, BBC	Independent Careers Advice Workplace experience day Options Assembly Group sessions for life and employability skills Technical education / apprenticeship provider access	<b>PSHE</b> -Digital literacy Belonging Week – careers focus
<b>9</b> Employability & Pathways	<b>PSHE</b> - Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work, HPQ	Work placement day Careers curriculum link project Technical education / apprenticeship provider access	<b>PSHE</b> - Employability skills Belonging Week – careers focus
<b>10</b> Experience & Development	DofE <b>Floreat</b> - Careers – skills focus	Work placement day Group sessions for life and employability skills Floreat – careers skills Technical education / apprenticeship provider access	<b>PSHE</b> – Readiness for work Belonging Week – careers focus

## Reading School Careers Provision

Year	Term 1	Term 2	Term 3
<b>11</b> Transitions & Applications	Independent Careers Advice Careers advisor group sessions <b>PSHE</b> - Application processes, and skills for further education, employment and career progression Post-16 options information	Work placement day 6 <sup>th</sup> Form Admissions Information Technical education / apprenticeship provider access Student-led societies	Bridging work Results (Careers Advisor)
<b>12</b> Planning for progression	Student-led societies Future stories mentoring Debating Society Model UN Mock Trials	Independent Careers Advice Group sessions for life and employability skills Technical education / apprenticeship provider access	University Open Day Visits UCAS days Personal statement & CV writing support Work experience week
<b>13</b> Transition to adulthood	Student-led societies Oxbridge Mock Interviews	Independent Careers Advice Technical education / apprenticeship provider access	Alumni launch Results (Careers Advisor)
<b>Open to all</b>	Expectations Evenings Inspire Lectures Drop-down day: Careers PAL encounter	National Careers Week British Science Week National Apprenticeship Week Drop-down day: Careers Biennial Careers Convention PAL encounter	Drop-down day: Careers PAL encounter

### Workplace Experiences

Workplace experiences are embedded throughout the careers programme to enable students to develop an understanding of the working world.

Students benefit from:

- Employer engagement events
- Workplace insight activities
- Careers talks and mentoring

- Work-based learning experiences
- Extended work placements in the sixth form
- Trips-based work experience exploration
- KS3 interviews about workplace experiences
- KS4 workplace days

Students in Year 12 undertake a structured work placement week, while additional workplace insight opportunities are offered throughout the school.

These experiences support students to develop essential employability skills including communication, teamwork and problem solving.

### Personal Careers Guidance

All students have access to independent and impartial careers guidance delivered by a professionally qualified careers adviser.

Guidance interviews support students to:

- Explore career interests and aspirations
- Understand education and training routes
- Make informed subject and course choices
- Prepare applications for further education, apprenticeships or university

Priority access to guidance is provided for students at key transition points.

### Equality, Inclusion and Support

Reading School is committed to ensuring equitable access to careers education for all students.

The careers programme supports:

- Students with special educational needs and disabilities (SEND)
- Disadvantaged students
- Looked-after children and previously looked-after children
- Students requiring additional guidance during key transition points

The Careers Leader works closely with the Special Educational Needs Coordinator (SENCO) and other pastoral staff to ensure personalised support where required.

Careers provision is regularly reviewed to ensure all students have equal opportunities to participate.

## Access to Information

Students, parents and staff can access careers information through:

- The school website
- Student Teams Careers Channel
- Careers assemblies and events
- Employer engagement activities
- University and apprenticeship information sessions
- Careers resources and labour market information

Parents and carers are encouraged to engage with careers events to support students in planning their future pathways.

## Roles and Responsibilities

### **Careers Leader**

The Careers Leader is responsible for:

- Developing and managing the school's careers strategy
- Coordinating the careers programme
- Monitoring progress against Gatsby Benchmarks
- Developing partnerships with employers and providers
- Supporting staff in linking curriculum learning to careers
- Evaluating the impact of careers provision

The Careers Leader works closely with senior leaders, the careers adviser and external partners.

### **Senior Leadership Team**

The Senior Leadership Team:

- Supports the strategic development of careers education
- Ensures adequate resources and time are allocated
- Promotes careers education across the curriculum
- Monitors the effectiveness of careers provision

### **Governing Body**

The governing body provides strategic oversight of the careers programme.

Governors ensure that the school:

- Meets statutory duties relating to careers guidance
- Provides impartial careers advice
- Enables access for education and training providers
- Publishes information about the careers programme
- Reviews the effectiveness of careers provision

A designated governor takes a strategic interest in careers education.

### Monitoring, Evaluation and Impact

The effectiveness of the careers programme is regularly reviewed to ensure it meets the needs of students and supports positive outcomes.

Evaluation includes:

- Monitoring progress against the Gatsby Benchmarks
- Student voice and feedback
- Analysis of destination data
- Feedback from employers and partners
- Annual review of careers activities
- Reporting to senior leaders and governors

The programme is reviewed annually to ensure continuous improvement.

### Policy Review

This policy will be reviewed annually by the Careers Leader and Senior Leadership Team.

*Approved: by the Curriculum and Standards Committee, 9<sup>th</sup> March 2026*

*For review: March 2027*