



POLICY NUMBER C9a

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG): READING SCHOOL'S POLICY

Introduction

Reading school provides an inspiring and engaging careers curriculum which meets the differing needs and requirements of our pupils.

We are committed to ensuring that all of our students have access to the highest quality CEIAG

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

Statutory requirements and recommendations

Our Careers Program is written in line with the 8 Gatsby Benchmarks which underpin CEIAG in schools. This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the Reading School website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Reading School must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty,

Roles and Responsibilities

Our careers leader is Lizzie Ayres and they can be contacted by email. Our Careers leader works closely with our careers advisor to develop the careers strategy for Reading School. They work closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing body.

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The governing body will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

The eight Gatsby benchmarks of Good Career Guidance

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

In accordance with the Department for Education's 2018 statutory guide for schools, our Education and Training Provider's Access Policy can be found at the end of the CEIAG policy. Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils. It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group. Our careers programme is delivered through a number of methods, including: PSHE, tutor-time, chapel, assemblies, outside speakers, mock interviews, inspire lectures.

Aim

- To provide independent and impartial careers guidance which includes formation on a range of pathways including apprenticeships. The careers guidance is adapted to meet the needs

of individual students. Our careers guidance is delivered through an external, fully qualified Careers Adviser who is based on site twice a week

- To prepare students for the transition to life after school through access to in-depth information on the world of work, apprenticeships, further education and higher education
- To promote work readiness through our FLOREAT, PSHE and Enrichment Programs
- To inspire our students to think about careers outside of their current world and to motivate them to investigate all of their options before making a decision
- To ensure that students are confident in their knowledge of the opportunities available to them; are confident in being able to talk through their own career aspirations; are aware of the transition periods and are confident in how to make a well-informed decision

Careers Provision at Reading School

All pupils have access to:

- SharePoint – our internal sharing system which includes a Careers page. This can be accessed internally at school or through the student's individual log in outside of school
- CEIAG Websites
- Inspire Lectures
- Up to date LMI information via the website or SharePoint
- Employers, Training Providers, Further Education and Higher Education Providers
- Reading School Employer's Evening (Careers Convention on 3rd March 2022) - our biennial event where employers, training providers and education providers are invited in to the school to promote their profession and to allow students to explore different opportunities
- Careers in the curriculum based subject specific experiences such as the Year 7 trip to the Computer Science Museum; Year 8's trip to Computer Science - Kids who Code; Year 9' Ancient History Classroom Experience; Year 10's Art in Action; Year 11's PE trip to the Olympic Velodrome and the 6th form Spanish Work Experience Exchange. NB Many of these trips did not happen during 2020 / 2021 and are currently being reviewed for the 2022.
- Access to additional careers platforms and opportunities including but not limited to Unifrog and INVESTIN

Key Stage 3:

- Year 8 Options Evening – students and parents have the opportunity to speak with subject teachers and the Careers Adviser
- Year 8 Careers Appointments for options advice
- Year 8 UnifrogSessions – Online Careers Guidance Program for students to explore their career options
- Years 7, 8, 9 – Careers based assemblies

Key Stage 4:

- Year 10 Careers sessions delivered through PSHE
- Year 10 and 11 face to face Careers Guidance Appointments – all Year 11 students
- Year 11 Work Based Learning Day
- Years 10 Belonging Week

Key Stage 5:

- Year 12 and 13 face to face Careers Guidance Appointments
- UCAS day
- UniFrog

- Mock interviews
- CV writing
- Careers based assemblies
- Year 12 Work Placement Week

Years 7, 8, 9, 10, 11

- FLOREAT: FLOREAT Programme: 'May he flourish'
Empowering Reading Boys to become Thinking Leaders
A challenging curriculum bringing to life Reading School's values of Leadership, Integrity, Excellence and Community.
Through a bespoke programme of Character Education inspired by International Partnerships and including the Wayfinder curriculum in Year 10, opportunities are provided for students to enhance the skills needed for success within and beyond Reading School.

Work Experience

- All students in Year 11 are invited to attend a day of Work Based Learning on the January inset day. NB This did not take place in 2022.
- Year 12 students have the opportunity to experience a week of Work Based Learning during Work Placement Week in June/July. NB This did not take place in 2020 or 2021 due to COVID but will run again in June 2022.

Students are encouraged to source their own placements in order to enhance their networking and communication skills which are essential skills that they will need in their future lives.

Reading School Access Provider Statement is on the website.

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Monitoring, Review and Evaluation

The Careers Plan will be reviewed by the Careers Lead on a Termly basis by a member of SLT and out appointed Careers Advisor.

The Careers plan will be reviewed and discussed by the whole Careers Department on an annual basis in preparation for the September start.

Approved: by the Curriculum and Standards Committee, 6th March 2023

For review: March 2024