



# Careers Education, Information, Advice and Guidance Policy

UTC Reading

September 2024

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## Commitment and Vision Statement

UTC Reading is a University Technical College that delivers Computer Science and Engineering excellence for 14 to 19-year olds. It is a ground-breaking and innovative learning environment where we like to do things differently and 'Transform Lives through Learning'.

UTC Reading offers students the opportunity to focus their education at the age of 14 or 16, so that when they progress from education into employment, they are well prepared for the world of work and the future that faces them. Our focused and employer-responsive curriculum is enriched with a broad range of experiential learning opportunities to ensure students are equipped with vital skills, knowledge, attributes and behaviours to help accelerate their learning and career.

Students will have the opportunity to develop important work-related skills in partnership with high-profile local, national and international employers who will open minds up to the world of work that students can access in the future. Students will be able to enhance their applications with a variety of different experiences which will make them stand out from the crowd.

## Statutory Duty

The careers provision at UTC Reading is in line with the statutory guidance developed by the Department for Education, which refers to Section 42 and 45 of the Education Act 1997 and the new Education (Careers Guidance in School) Act 2022.

The school has a series of statutory duties:

- Have a strategic careers plan which meets the legal or contractual requirements of the UTC
- The plan should be developed in line with the Gatsby Benchmarks
- The plan should show how the careers programme will be implemented and impact measured
- There should be a member of the governing body who takes a strategic interest in CEIAG
- Independent careers guidance is provided to pupils throughout their secondary education
- Impartial and unbiased careers guidance
- Provide information on a range of education and training options
- Information provided with the best interests of the students to whom it is given
- Allow a range of education and training providers to access all students in Year 10 to 13

## Quality in Careers Standard

UTC Reading gained the Quality in Careers Standard, Gold Award in January 2023 recognising the continuous and high standard of CEIAG. This is the third occasion of UTC Reading achieving the award, firstly in 2018 and revalidated in 2020, demonstrating continued excellence in careers education.

## Links to other policies, key school priorities and the careers strategy

The policy for CEIAG supports and is itself underpinned by a range of key school policies including; Assessment, Curriculum, Entitlement Statements, Equality and Diversity, Gifted and Talented, Provider Access Policy, SEND, SMSC, Student Voice, Teaching and Learning, Tutoring.

**Careers guidance and access for education and training providers (Statutory guidance for schools and guidance for FE colleges and sixth form colleges) September 2022:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1103188/Careers\\_statutory\\_guidance\\_September\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf)

**Careers Strategy: making the most of everyone's skills and talents, December 2017:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

## Careers Programme Intent

### Objectives

- To ensure that every student leaves school prepared for modern life in Britain
- To ensure academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours needed to be successful in life
- To ensure that all students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes such as resilience and professionalism, which underpin success in education and employment
- To provide high quality, independent careers guidance that is crucial in helping pupils emerge from school more fully rounded and ready for the world of work
- To ensure that all students are well informed when making subject and career decisions

**Our objectives and aims are underpinned by the eight Gatsby Benchmarks;**

- To ensure that all students at UTC Reading receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs to each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of the workplace
- TO ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance.

**And the CDI framework which outlines the six careers learning areas as;**

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities

- Balance life and work
- See the big picture

## Student Entitlement

*Please refer to the student entitlement statements for further information*

### KS4 Students

- An understanding of all career pathways available to them including technical, vocational and academic routes (including T-Levels and Apprenticeships)
- Developed employability skills and the ALET attributes
- Relevant and up-to-date Information and guidance about future options available including local labour market information
- Access to the Unifrog Platform to keep track of their career journey
- Careers learning embedded within CAF (Careers and Futures) lessons
- Access to the school Careers Hub, Library and Padlet Platform
- Had at least eight employer encounters over a two-year span
- Project based learning provided by industry partners linked to their subjects
- Opportunity for a 30-minute careers adviser interview for every student by the end of Year 11
- Opportunity for additional careers adviser appointments based on need
- Opportunities to gain experience of the workplace either virtually or through trips and visits
- Opportunity for experiential learning through the Training and Development programme
- Opportunities to engage with employers through events such as project days, curriculum learning, national celebration weeks, mentoring programmes and lunchtime drop-ins.
- Opportunity to attend the UTC Reading Careers and Destinations Exhibition
- Learning and understanding the links between curriculum and careers

### KS5 Students

- Increased knowledge of careers and pathways available to school leavers including universities, apprenticeships, employment and HNC/HND's
- Relevant and up-to-date Information and guidance about future options available including local labour market information
- Access to the Unifrog Platform to keep track of their career journey
- Careers learning embedded within CAF (Careers and Futures) lessons
- Access to the school Careers Hub, Library and Padlet Platform
- Had at least eight employer encounters over a two-year span
- Project based learning provided by industry partners linked to their subjects
- Opportunity for a 30-minute careers adviser interview for every student by the end of Year 13
- Opportunity for additional careers adviser appointments based on need
- Further Opportunities to gain experience of the workplace either virtually, through trips and visits or self-placement
- Opportunity for experiential learning through the Training and Development programme
- Opportunity to attend the UTC Reading Careers and Destinations Exhibition
- Learning and understanding the links between curriculum and careers

- Monitoring and tracking through the UCAS application process
- Enhanced employability skills and the ALET attributes
- Opportunity for a mock interview, psychometric testing and mock assessment centres with local employers in preparation for their next steps
- Access to a Destinations Day and evening to support with making informed decisions

### **Parent/Guardian Entitlement**

- Access to the UTC Reading school website with information about the careers provision at the school as well as useful websites and resources
- Access to the UTC Reading Careers Padlet for regular updates about Work Experience opportunities, Apprenticeships as they go live and UCAS updates
- The opportunity to contact the Careers Leader
- Access to information and guidance through the parent 'Destinations' evening, Year 11 'Next Steps' evening and the new parent information evening
- Opportunity to attend the individual Careers Adviser appointments with their son/daughter, where required
- Regular updates via the ParentMail system about Careers events and opportunities

### **Careers Programme Implementation**

*Please refer to the careers programme for further information*

- Whole school employer takeover days; two days per academic year
- World of Workday for Year 10 and 12 students
- Internal and External Careers Fairs
- One to One impartial careers guidance interview in KS4 and again at KS5
- Employer led curriculum talks, workshops and project-based learning
- Employability skills workshops such as interview skills and CV writing
- Representation at Open evenings and Taster Events
- Talks, presentations and workshops delivered by employer partners
- Mock interviews for students achieving the Baker Award
- Trips, visits and workshops to experience the workplace
- Careers and Futures programme delivery within PSHE
- Training & Development opportunities
- Destinations Day and Next Steps event for Post 16 and Post 18 destinations
- Alumni students delivering presentations and assemblies
- Careers and Futures Padlet for live and up to date opportunities
- Access to Unifrog for students to take ownership of their career learning
- Careers Hub and Careers Library for access to information
- Social media platforms, websites and internal tv's kept up to date with information
- Regular emails to students and parents delivering careers updates and information

## Careers Programme Impact

### Monitoring and Evaluation

The Careers Development plan is written at the beginning of each academic year and feeds into the School Improvement Plan. Progress is reviewed on a termly basis.

Other ways in which the Careers Programme is reviewed, monitored and evaluated:

- Future Skills Questionnaire per year
- Individual event feedback via a form/QR code
- External careers adviser meetings are reviewed for QA purposes
- Parent feedback within the annual parent survey
- Regular meetings with employers to discuss engagement
- Learning walks to monitor CAF programme delivery
- Reports from Unifrog regarding student usage
- Compass Plus reports to monitor careers programme
- Student voice meetings once per term to gain qualitative feedback
- Representative on the UTCR student board responsible for Careers
- Half termly-meetings with SLT and Executive Principal to review the strategic plan
- Within termly governor meetings
- Intended and actual Destinations data

### Governor Responsibilities

The governing body will ensure that UTC Reading has a clear policy on CEIAG and that this is clearly available for all stakeholders. They will ensure that this policy is; based on the eight Gatsby Benchmarks, meeting the schools legal requirements.

There will be a member of the governing body who takes a strategic interest in CEIAG.

### Partnerships and Provider Access

*Please refer to the provider access policy for further information*

UTC Reading is proud of the prestigious partnerships that we hold with local businesses and employers; it helps students to understand about the world of work, making their learning current and relevant. A number of events integrated into the school careers programme offer providers an opportunity to come into school to work with students and/or their parents.

A provider wishing to request access should contact

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