



ALEC REED ACADEMY
PROUD TO LEARN

Careers, Information, Advice and Guidance (CEIAG) / Work Related Learning Policy including Provider Access Policy

Policy Owner:	Namitha Sharma (Careers Officer)	Approved By:	Principal and Leadership Team
Target Audience:	Teachers, Parents and Pupils	Requirement to Publish on Website:	Yes
Purpose:	To promote best practice and establish consistency in teaching and learning across the secondary phase of the academy.	Statutory Policy:	Yes
Review Date:	Sept 2027	Approval Date:	Sept 2026
Oversight by: Board Member/ Committee	Education Sub committee		

Version	Description of Change	Date of Policy
1	Amendments in line with national standards	Sept 2026
2		
3		
4		



1.0 Introduction

Alec Reed Academy believes that high quality careers guidance and inspiration helps young people to develop a sense of purpose, raise their aspirations and progress through learning into and through their adult lives. As an all-through academy, we begin preparing our students for the world of work from the moment they join us, offering a variety of opportunities and experiences that grow with them through every phase.

The purpose of this policy is to provide a framework to meet the statutory requirements set out in the DfE's statutory guidance 'Careers guidance and access for education and training providers' and to support the Academy's wider aims for every student.

2.0 Commitment

Alec Reed Academy is committed to providing high quality, impartial careers education, information, advice and guidance (CEIAG) as an integral part of every student's education, appropriate to their age, ability and needs and underpinned by equality of opportunity.

- The Academy employs its own dedicated Careers Leader and hosts a Connexions Careers Adviser with a permanent base in the Academy.
- The Academy works closely with the REED Network to identify work placements for students and access to further education and apprenticeships.
- The Academy self-assesses its careers programme termly using the CEC's Compass+ portal.
- The Academy is committed to being an Investor in Careers Academy and is working towards reaccreditation of the Quality in Careers Standard (QiCS) award.
- The Governing Body has appointed a Link Trustee with responsibility for Careers and IAG.

3.0 Links with Other Policies

- The policy supports and is itself underpinned by a range of key school policies especially those for Curriculum, Equality and SEND.
- The policy for CEIAG was consulted on with students and parents through student focus groups and parent council groups respectively.
- The school's CEIAG policy is underpinned by a number of key policies, frameworks and other up-to-date relevant guidance, such as:
- Section 19 Education Act (2011)
- Statutory Guidance (2025): <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-provider-s>
- CDI Framework for Career Development (2021): <https://www.thecdi.net/New-Career-Development-Framework>
- Ofsted (2024): School inspection handbook - GOV.UK (www.gov.uk)
Gatsby Benchmarks: [Gatsby Benchmarks](#) | [CEC Resource Directory](#) (careersandenterprise.co.uk).

- This Policy was formulated through discussions with teaching and support staff in addition to other professionals including: Lead Ealing Connexions Service Advisor, Ealing Council
Connexions Adviser: Ealing Connexions Service Ealing Council.
- The Policy was submitted to the Senior Leader in charge of Work-Related Learning for the consideration of the Senior Leadership Team.

4.0 Intention: Statutory Duty

Alec Reed Academy is committed to providing all students with access to high-quality, independent and impartial careers guidance. Careers advice will promote the best interests of each student and enable them to make informed decisions by presenting the full range of education, training and employment pathways available, including academic routes, apprenticeships and technical qualifications, without bias towards any particular institution or destination.

This guidance will be inclusive, accessible and tailored to support students in planning successful futures. Statutory Guidance (2025):

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>.

Students at Alec Reed Academy are entitled to:

- A planned CEIAG programme for years 7 to 13 designed by the Careers Leader with an input from Pupil Progress Head of Year and their teams and other careers professionals, Ealing Connexions. It is a planned and progressive framework for careers-related learning, by year-group, with careers-related learning-objectives/outcomes. The programme offers students a range of activities which are appropriate to their needs, abilities and age.
- Participation in the process of target setting and action planning as part of a Connexions interview which is a well-established whole school activity.

5.0 Intention: Student Entitlement

All students in Years 7–13 are entitled to appropriate, impartial and personalised careers provision which meets the learning outcomes of the CDI Framework for Career Development. All students from Years 7-13 are entitled to appropriate impartial and personalised Careers provision which meets the learning outcomes of the CDI Framework for Career Development (2021): <https://www.thecdi.net/resources/cdi-framework>.

6.0 Intention: Student Provision

Mapped against the Gatsby Benchmarks, the Academy delivers:

- Benchmark 1: A stable, published careers programme led by a dedicated Careers Leader, self-assessed termly via Compass+ and externally validated through the Quality in Careers Standard.
- Benchmark 1: Careers curriculum delivered during Drop down days
- Benchmark 2: Careers slides in weekly Enrichment slides, which provides the information on a particular job and labour market information.
- Benchmark 2: Labour market information embedded in careers lessons and made available to students and parents via Unifrog, LMI for All, eCLIPS, Career Companion, icould and Youth Employment UK resources.
- Benchmark 3: A RONI register maintained for each year group identifying students at risk of NEET, shared with the local authority for enhanced support; guidance tailored to individual need.
- Benchmark 4: All teachers link curriculum learning to careers, with students made aware from Year 7 of the importance of English and maths, and the range of opportunities in STEM fields, particularly for female students.
- Benchmark 5: Sustained and varied encounters with employers including through the REED Network, EY, WildHearts Group and Clyde & Co (Micro Tyco), guest speakers and National Apprenticeship Week activities.
- Benchmark 6: Work experience placements identified through the REED Network, including the bespoke EY Business and Technology work experience programme for Sixth Form students.
- Benchmark 7: Encounters with further and higher education providers, university visits, and Sixth Form induction and taster events; provider encounters in line with Appendix 2.
- Benchmark 8: Personal guidance interviews with the Connexions Careers Adviser (Level 6 qualified), available from the adviser's permanent base in the Academy.

7.0 Intention: Management

The Academy has a designated Careers Leader and hosts an independent careers guidance provider (Ealing Connexions Service) with a permanent base on site. Teachers, tutors and support staff all play a role in helping students make well-informed, realistic decisions about future study and employment. The Academy recognises the DfE's expectation that the Careers Leader is appropriately trained, has protected time and sufficient budget, with explicit support from the Academy Leadership Team.

8.0 Intention: Staffing Structure



9.0 Roles and Responsibilities

Trust Body and Link Trustee

- Approves this policy and receives an annual report on the careers programme, including progress against the Gatsby Benchmarks and the KPIs in Section 16.
- The Link Trustee provides strategic oversight and challenge, meets the Careers Leader at least termly, and champions careers at governance level.

Executive Principal and Senior Leader (Work Related Learning)

- Ensure careers has appropriate priority, staffing and resource within the Academy improvement plan; the Vice Principal line-manages the Assistant Principal (KS5); line manages Careers Leader and meets them fortnightly.

Careers Leader

- Leads, plans and coordinates the whole-Academy careers programme and maintains the annual Careers Calendar (Appendix 4), published on the Academy website.
- Tracks progress against the Gatsby Benchmarks via Compass+ and reports to ALT and trustees.
- Coordinates employer encounters, work experience through the REED Network, provider access requests and the associated risk assessments (Appendix 2).
- Owns this policy, its annual review and its version history.

Connexions Careers Adviser

- Provides impartial one-to-one guidance interviews from a permanent base in the Academy, prioritising key transition points and students needing additional support, with a written action plan following each interview; follows the CDI Code of Ethics.

Form tutors and subject teachers

- Deliver careers content through the tutor and PSHE programme, and link curriculum learning to careers within their subjects (Benchmark 4), including highlighting STEM pathways.

SENDCo, Designated Teacher and pastoral team

- Work with the Careers Leader and Connexions Adviser to tailor provision for students with SEND and EHCPs, looked-after children and other vulnerable groups (Section 14).

Administrative support (Safe Worker)

- Supports logistics for events, visits, work experience paperwork and destination data collection.

10.0 Intention: Staff Development and Assessment

The Connexions Careers Adviser holds a Level 6 qualification in advice and guidance and engages in ongoing CPD. Training needs for other staff are identified through the survey and questionnaire CPD links were shared. Careers leader addresses year team meetings as and when the need arises, which are used to prepare staff to deliver careers lessons confidently in form and on Drop down days, use employer volunteers effectively.

Learning outcomes are shared in careers and PSHE lessons and revisited to assess whether they have been achieved. Independent tasks on Unifrog allow students to consolidate and evidence their learning.

11.0 Intention: External Partnerships and Key Employers

The Academy works with the following key partners:

Partner	Contribution to the programme
REED Network	Work experience placements, access to further education and apprenticeship opportunities (Benchmarks 5 and 6)
EY	Bespoke Business and Technology work experience programme for Sixth Form students (Benchmark 6)
WildHearts Group and Clyde & Co	Micro Tyco enterprise competition for Year 12 (Benchmark 5)
Ealing Connexions Service	Independent Level 6 careers guidance, destination tracking and NEET prevention (Benchmarks 3 and 8)

Local FE colleges, sixth forms and training providers	Options events, assemblies, taster days and applications support (Benchmark 7)
Universities	Visits, outreach events and UCAS support for Sixth Form students (Benchmark 7)
Apprenticeship providers	National Apprenticeship Week activities, assemblies and application support (Benchmarks 5 and 7)

All external partners and visitors are subject to the Academy's safeguarding procedures, and activities involving providers, employers or off-site visits are risk assessed by the Careers Leader in line with the Health and Safety Policy and Appendix 2.

12.0 Intention: Resources

The Careers Resource Centre holds up-to-date careers materials, including prospectuses for FE colleges, sixth forms, universities, training providers and employers held by the Connexions Careers Adviser. Students and staff have access to Unifrog, and students are signposted to eCLIPS, Career Companion, LMI for All, icould, Start Profile and Youth Employment UK resources. KS3 and KS4 careers booklets, including the Year 9 Options Assistance Booklet, are published on the Academy website.

13.0 Intention: Equality, Diversity and Inclusion

Opportunities for advice and support are tailored to the needs of each student (Benchmark 3), with equality and diversity embedded throughout:

- Students with SEND and/or EHCPs receive further support from the Connexions Careers Adviser through a preparation interview and during their annual review and EHCP meeting, coordinated with the SENDCo. See the SEND Policy and SEN Information Report.
- Looked-after and previously looked-after children have careers actions reflected in their Personal Education Plans, with early access to guidance interviews. See the Policy for Looked-After Children.
- More able students receive stretch opportunities including competitive-course guidance, university outreach and employer programmes such as the EY partnership.
- Disadvantaged students (including Pupil Premium) are prioritised for guidance interviews and work experience; impact is reported through the Pupil Premium Strategy Statement.
- The inclusive approach ensures access to guidance for all students whenever they need it.

14.0 Intention: Parents and Carers

- Careers information, booklets and resource links are published on the Academy website.
- Parents and carers receive information about progression routes at transition evenings (Years 9 and 11) and Sixth Form events.
- Parents have the opportunity to speak with the Connexions Careers Adviser and providers at Academy events and may join their child in a Connexions guidance interview.

15.0 Implementation: The Careers Programme

The careers programme includes careers education sessions, guidance activities (group work and individual interviews), information and research activities, and work-related learning, delivered through the PSHE and tutor programme, curriculum subjects, enrichment events and the activities set out in the Careers Calendar (Appendix 4). Highlights include weekly careers content in the tutor programme, Unifrog tasks, National Apprenticeship Week, employer encounters and mock interviews, REED Network and EY work experience, university visits and Connexions guidance interviews.

16.0 Impact: Monitoring, Evaluation and KPIs

Provision is monitored through Compass+ termly self-assessment, lesson observation and work sampling, fortnightly Careers Leader / Deputy Headteacher meetings, student, parent and employer feedback after events, Connexions termly reports and destination data. An annual report to trustees informs priorities for the next Academy improvement plan.

The impact of the programme is measured against the following KPIs, reviewed termly and reported annually to the Governing Body via the Link Trustee:

Key performance indicator	Target / measure	Evidence
Gatsby Benchmarks achieved (Compass+ audit)	All 8 benchmarks achieved; audit completed termly	End of year audit and trail throughout the year.
Employer encounters	Every student has at least one meaningful employer encounter per year (Years 7–13)	Work experience operational for every student in Year 10 and in the sixth form. Feedback from students is positive.
Workplace experiences	Every student offered a substantive work experience placement by end of Year 11, and a further experience in the Sixth Form	Placement records and participation data demonstrate entitlement. Student evaluations and employer feedback confirm quality and impact.
Personal guidance interviews	100% of students receive a Connexions interview by end of Year 11 and again by end of Year 13; prioritised groups seen earlier	Connexions interview records, action plans and tracking data demonstrate completion. Targeted students identified and supported through intervention records.
Provider encounters (Baker Clause)	All statutory encounters delivered by 28 February in Years 8–9, 10–11 and offered in 12–13 (Appendix 2)	Annual programme records, registers, presentation materials and student evaluations demonstrate compliance with statutory requirements

Curriculum linking	Every subject area evidences careers links at least termly; student voice confirms awareness	Curriculum maps, schemes of work, lesson resources and learning walks demonstrate careers integration. Student voice surveys confirm awareness of curriculum careers links.
Destinations	Sustained positive destinations at or above national average; NEET figure below Ealing average; RONI students tracked and supported	Destination data, DfE and local authority reports, NEET tracking records and intervention logs demonstrate successful progression and support
Equity of access	Participation rates for SEND, looked-after and Pupil Premium students at least equal to their peers	Participation analysis shows comparable engagement across groups. Monitoring reports identify and address gaps, with targeted support evidenced through records
Quality assurance	Quality in Careers Standard reaccreditation achieved and maintained	Current accreditation certificate, external assessment reports and annual action plans demonstrate continuous improvement and compliance with the standard

Success measures by year group

Year	What success looks like
Year 7	All students introduced to the careers programme and Unifrog; baseline aspirations recorded; first employer encounter delivered.
Year 8	Students access labour market information; statutory provider encounters underway (first key phase).
Year 9	Informed KS4 options choices supported by the Options Assistance Booklet, transition evening and guidance input.
Year 10	Work experience secured through the REED Network; mock interviews delivered; provider encounters (second key phase) underway.
Year 11	100% Connexions interview coverage; statutory encounters complete by 28 February; post-16 applications submitted; September Guarantee met; RONI students supported.
Years 12–13	EY and other work experience completed; university visits and UCAS/apprenticeship applications supported; sustained positive destination secured for every leaver.

17.0 Review

This policy will next be formally reviewed by the date stated in Section 1. The review will consider progress against the KPIs in Section 16, changes to statutory guidance, and feedback from students, parents, staff, trustees and partner organisations. Amendments are recorded in the version history.

Appendix 1 — Year Group Specific Entitlement Statements

Years 12 and 13

- Weekly careers content within the tutorial programme and access to Unifrog.
- Access to the Connexions Careers Adviser through individual interviews, small group sessions and drop-in advice from the adviser's base in the Academy.
- Work experience opportunities including the bespoke EY Business and Technology programme and placements identified through the REED Network.
- Enterprise opportunities including the Micro Tyco competition with Wild Hearts Group and Clyde & Co.
- University visits and support with UCAS applications; equal support for students pursuing apprenticeships, work-based training or employment.

Year 11

- Weekly careers content within the tutor programme.
- An individual Connexions guidance interview with a written action plan, prioritised by need, plus drop-in access.
- Assemblies and encounters with local colleges, sixth forms and training providers; support with post-16 applications and interviews.
- Targeted workshops for students on the SEN register and job-ready sessions for students seeking employment or training after Year 11.

Year 10

- Weekly careers content within the tutor programme and employer encounters including mock interview events.
- A substantive work experience placement identified with support from the REED Network.
- Priority Connexions interviews commencing in the summer term.

Year 9

- Weekly careers content within the tutor programme and employer encounters.
- KS4 options support: assemblies, PSHE lessons, the Year 9 Options Assistance Booklet and the transitions evening, at which the Connexions Adviser is available to parents.

Years 7 and 8

- Weekly careers content within the tutor programme, introduction to Unifrog, employer encounters and enrichment events including National Apprenticeship Week activities.

Appendix 2 — Provider Access Policy

Introduction

This statement sets out the Academy's arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. It complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

All students in Years 8–13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities as part of a careers programme which provides information on the full range of education and training options 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, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

For students at compulsory school age there will be a minimum of two encounters during the first key phase (Years 8–9) and two during the second key phase (Years 10–11); these are mandatory and take place by 28 February of the relevant year. Two further encounters are offered during the third key phase (Years 12–13), which are optional for students to attend.

Provider encounters are scheduled during main Academy hours and providers are given a reasonable amount of time to, as a minimum: share information about the provider and the approved technical education qualifications and apprenticeships they offer; explain what career routes those options could lead to; provide insights into what it is like to learn or train with them; and answer students' questions.

Meaningful encounters

One encounter is defined as one meeting or session between students and one provider. The Academy is committed to providing meaningful encounters to all students, using the Making it Meaningful checklist, and is open to live online engagement where providers can deliver this well.

Management of provider access requests

A provider wishing to request access should contact:

Mrs Namitha Sharma, Careers Leader

Telephone: 020 8841 4511

Email: namitha.sharma@alecreedacademy.co.uk

Safeguarding and risk assessment

All providers and visiting speakers are vetted, briefed and supervised in line with the Academy's Safeguarding and Child Protection Policy and Visitors Policy. The Careers Leader completes a risk assessment before provider encounters, external events and work experience placements, in line with the Health and Safety Policy; work experience placements are checked for insurance and health and safety arrangements before students attend.

Opportunities for access

The Academy offers the statutory provider encounters and a number of additional events, integrated into the careers programme and set out in the Careers Calendar (Appendix 4). Providers should speak to the Careers Leader to identify the most suitable opportunity.

Premises and facilities

The Academy offers the main hall, classrooms and private meeting rooms for discussions between providers and students, as appropriate to the activity, along with AV and other specialist equipment to support presentations. Arrangements are discussed and agreed in advance with the Careers Leader or a member of their team. Providers are welcome to leave prospectuses or course literature at the Careers Resource Centre; the Connexions Careers Adviser holds copies of prospectuses for FE colleges, sixth forms, universities, training providers and employers.

Complaints

Any complaints regarding provider access may be raised through the Academy's complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

Appendix 3 — The Gatsby Benchmarks

Benchmark	Description
1. A stable careers programme	Every school should have an embedded, published programme of career education and guidance known and understood by students, parents, teachers, trustees and employers.
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.
3. Addressing the needs of each student	Advice and support tailored to the needs of each student, with equality and diversity embedded throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers; STEM teachers should highlight the relevance of their subjects to future pathways.
5. Encounters with employers and employees	Every student should have at least one meaningful employer encounter every year from Year 7.
6. Experiences of workplaces	Every student should have first-hand experience of the workplace through visits, shadowing or work experience.
7. Encounters with further and higher education	Every student should have meaningful encounters with providers of further and higher education, apprenticeships and training.
8. Personal guidance	Every student should have a guidance interview with a qualified careers adviser by age 16 and a further interview by age 18.

Appendix 4 — Careers Calendar

The calendar below sets out the main careers activities, events and provider encounters for each year group. Statutory provider encounters are shown in bold in the Academy's published version.

S.No	Stable Careers programme for each Year group. (2026-2027)
All Year Groups	As a structured partner school of Royal Holloway, we provide a range of activities, events, workshops, and university visits tailored to all key stages.
Yr 7	Employer Engagement Assembly. University vs Apprenticeship workshops Launch of Unifrog and student engagement (Careers engagement website) Session on Careers during form time and drop-down days. Unifrog Careers sessions during drop-down days. Careers and Labour market information during form time.
Yr8	Unifrog Careers sessions during drop-down days. Experience in the workplace (student runners) University Visit and Why University workshop Employer Engagement Assembly. Session on Careers during form time and drop-down days. Assembly on Vocational and Academic qualifications (College, Apprenticeship, A-levels) Options Assembly and Options Evening. Careers and Labour market information during form time.
Yr 9	Employer Engagement Assembly. Session on Careers during form time and drop-down days. Mentoring programme for English and Maths targeted students from university. STEM event day for SABLE (NSH for Summer) Using Unifrog Careers during form time, drop-down days, and at-home engagement with parents.
Yr 10	Work experience Employer Engagement Assembly. Session on Careers during form time and drop-down days. Using Unifrog Careers during form time, drop-down days, and at-home engagement with parents. Connexions 1:1 and group sessions. CV/interview skills Assembly Careers day (Mock Interviews) Careers and Labour market information during form time Y10 Future frontiers programme Royal Holloway- Y10 assembly & residential scheme
Yr 11	Options Assembly and Options Evening Careers and Labour market information during form time. University and Apprenticeship Assembly Using Unifrog Careers during form time, drop-down days, and at-home engagement with parents. Y11 study skills workshops

Yr 12/13	Work Experience program during Year 12 Apprenticeship Sessions for students interested in Apprenticeships. Launch of Unifrog (Careers engagement website) Labour market information Virtual booklet Using Unifrog Careers during form time, drop-down days, and at-home engagement with parents. Visits to Universities, UCAS assemblies and workshops, Employer assemblies, and interview Sessions with Reed in Partnership with interested students
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