

Slough and Eton Church of England Business and Enterprise College



Careers Education, Information, Advice and Guidance (CEIAG) and Provider Access Policies

Owner:	Mrs S Hind
Ratified by Governing Body:	
Date Ratified:	October 2026
Date Policy to be reviewed:	Autumn 2027

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Rationale

The careers education programme at Slough and Eton Church of England Business and Enterprise College provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

This policy supports our mission to develop students who understand and follow Jesus' teaching to 'live life in all its fullness' who live by the CHRIST-Like values, and are prepared for future training and the world of work so that they can be successful in all they do.

Context

Each year approximately 60% of the cohort stay on from Year 11 into the Sixth Form. They are joined by approximately 40-50 pupils from other centres at the start of Year 12; of these circa 70% of the cohort go on to tertiary education. This has reduced significantly in recent years with increasing numbers of students moving into apprenticeships and employment. At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Slough and Eton is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance last updated August 2022.

The Gatsby Benchmarks:-

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

Aim

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

Objectives

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions

- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 11 taught by specialist teachers, and through Careers in Tutor sessions for Years 7 through to Year 13, which is predominantly form tutor led. Careers information is available both in the library, the Careers Area and in digital format via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. Each year we hold a Careers Fair which all students have time slots for, and there are termly Careers Weeks where subject staff focus on highlighting related careers to students.

At Key Stage 3, this includes careers library research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. During termly Careers Weeks students will participate in a number of careers and enterprise activities including 'Guess My Job' and enterprise days where they interact with different employers, and in Year 9 students have the chance to participate in 'Take My Child to Work Day'. In Careers Weeks Collective Worship will include sessions hosted by local providers, and there is a parent and pupil information evening on choosing options alongside personal options interviews.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews through Employability Skills and CV Writing Day followed up as part of the tutor programme. This includes a mock interview with an employer and a week's work experience at a self-arranged placement. During Careers Weeks and at other appropriate times they have Collective Worship dedicated to providers outlining their post-16 offers including apprenticeship, technical qualifications, vocational qualifications and A-level options. Within school we hold an A-level options evening for parents and pupils, and signpost external open days to students via the weekly Careers Corner. Individual interviews are held with an independent careers adviser who works part-time, who also provides guidance on apprenticeships.

At Key Stage 5, there are a series of careers lectures delivered from universities, apprenticeship providers and employers during Careers Weeks. In Year 12 a UCAS Day is held focusing specifically on the topic of UCAS applications and interview skills and support is also given to those students considering apprenticeships. In addition, Year 12 has a week of work experience and pupils are

involved in voluntary community and charity work. Students are able to drop in for individual careers interviews with our independent, Level 6 qualified careers practitioner. Students are also offered the opportunity to attend a Higher Education Fair.

Roles and Responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area with a specific focus during Careers Weeks. A range of connections between Higher education providers and employers are exploited to support the curriculum through KS3 to 5.

Careers Team

Careers Lead – Miss F. Shallow

Careers Adviser – tbc (currently provided by Adviza)

Careers Admin – Ms A. Frater

Link Governor – Mrs J. Siddiqui

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10 and Year 11. Pupils develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers leader. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed. The overall effectiveness of the Careers Learning Journey and the guidance given is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Careers Lead. The Careers Lead has a yearly action plan which feeds into the School Development Plan which is regularly reviewed by the Senior Leadership Team with changes and improvements added to the action plan with timescales for completion. When reviewing the programme, the SDP is used to ensure that CEIAG is fully supporting whole school aims.

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have additional personal interviews prior to Y9 Options and the SENDCo meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. In Year 10/11 EHCP students have additional sessions with the Careers Adviser with LSA support to ensure that the most suitable options are taken based on interest, and also enable early identification of any necessary adaptations or interventions according to need. The SEND team support students with EHCPs with college applications, and enable additional visits to support transition. Pupils can self-refer and form tutors are also able to raise concerns. The SENDCo and LSA team also support with work experience placements both in helping students source appropriate placements, and in ensuring that providers are aware of individual needs, in order to promote a positive experience.

Equality and Diversity

Careers Education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Student Entitlement

Please see Appendix A outlining pupil and parent entitlement.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including previous pupils, parents and other local groups. A number of events, integrated into the school careers programme, offers providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, careers fair, workplace visits and mock interviews. In addition, we work closely with universities and the local FE Colleges with talks being arranged primarily during Careers Weeks. We always strive to expand and improve our contacts. Governors are regularly updated on the careers programme and there is an active link governor. School also works closely with Learning to Work and Slough Business Community Partnership (SBCP).

Policy Statement and Provider Access

A provider wishing to request access should contact Miss F. Shallow (Careers Lead), via 01753 520824 or fsh@slougheton.com Please see Appendix B Provider Access Statement for further details.

Relationship with other Policies:

These procedures should be read in conjunction with the:

- Curriculum Policy



Appendix A – Student and Parent Entitlement

Students attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for a second.

Students are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Unifrog platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers area appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links from independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.
- Access to the weekly Careers Corner newsletter outlining local and national opportunities

Appendix B – Baker Clause Policy Statement

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

2.1 The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

We use our termly Careers Weeks to use Collective Worship slots for providers to come and speak to Y9, Y10, Y11, Y12 and Y13. This enables at least 3 opportunities for students to hear from a range of providers of technical qualifications or apprenticeships. In addition, Y12 have a Destinations Conference which also includes guest speakers.

2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all pupils.

1 encounter is defined as 1 meeting/session between pupils and 1 provider.

Meaningful live online engagement is also an option at our school.

3. Student Entitlement

Students in Years 8 – 13 are entitled to;

- find out about approved 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
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships e.g. through talks as part of Careers Weeks and opportunities to meet during the annual Careers Fair
- understand how to make applications for the full range of academic and technical courses.

4. Management of Provider access requests

a) Procedure

Any provider wishing to request access should contact the following member of staff:

Name	Miss F. Shallow, Assistant Headteacher
Telephone	01753 520824
Email	FSH@slougheton.com

b) Opportunities for access

A number of events are integrated into the school careers programme which would potentially offer providers an opportunity to come into school to speak to students and/or their parents. The school calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity, but provisional events are below. The events are usually arranged well in advance so it is essential that providers contact us early in the academic year to be involved in our planning.

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • Careers Week Talks • Guess My Job event 	<ul style="list-style-type: none"> • Careers Week Talks • Enterprise Day 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair
Year 8	<ul style="list-style-type: none"> • Careers Week Talks • Enterprise Day 	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair
Year 9	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair

		<ul style="list-style-type: none"> • Take My Child to Work Day • KS4 Options events 	
Year 10	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks • Work Experience Week • Careers Fair
Year 11	<ul style="list-style-type: none"> • Careers Week Talks • Employability Skills and CV Writing Day 	<ul style="list-style-type: none"> • Careers Week Talks • Business Interview Day 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair
Year 12	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks • Destinations Day 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair • Work Experience Week
Year 13	<ul style="list-style-type: none"> • Careers Week Talks 	<ul style="list-style-type: none"> • Careers Week Talks • Workshops – Higher Apprenticeship applications 	<ul style="list-style-type: none"> • Careers Week Talks • Careers Fair

In addition, providers are welcome to request access in addition to these events with a minimum of 6 weeks lead time. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits, interruption to preparation for examinations or rooming and space availability to host the activity.

c) Safeguarding

Any provider requesting access should be aware of the school Safeguarding Policy. This outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

d) Premises and facilities

Access to appropriate rooms and facilities will be discussed and agreed in advance of the visit with the Careers Leader, Miss F. Shallow. These include what the most appropriate (and available) venue is, and any ICT support including presentations on screens and the use of microphones.

Providers are welcome to provide relevant brochures and other printed material specifically related to technical courses and apprenticeships; these will be made available to students in the Careers Area.

5. Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils:

- Windsor College Group
- Activate College, Reading
- Global Academy, Hayes
- Oxford Brookes University
- ASK Apprenticeships

6. Pupil destinations

Last year, our year 11 pupils moved to a range of providers in the local area after school:

Destination	Count
Apprenticeship Advanced / Level 3	1
Further Education College	54
Berkshire College of Agriculture	3
Ealing, Hammersmith and West London College	1
Langley College	31
Reading College	3
Uxbridge College	8
West Thames College	1
Windsor College	7
Moved Abroad Permanently	2
NEET	6
Not known	12
School Year 12 - sixth form	102
Baylis Court School	1
Ditton Park Academy	3
Global Academy, Hillingdon	1
Herschel Grammar School	5
Langley Grammar School	3
Slough & Eton School	84
St Bernard's Grammar School	1
St Joseph's School (Slough)	2
Upton Court Grammar	2
Sixth Form College	1
Traineeship	1
Grand Total	179

Last year, our year 13 pupils moved to a range of providers in the local area after school:

- University
- A variety of Apprenticeships / work places including Thames Water, Martin Baker

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure <https://resources.finalsite.net/images/v1692629072/sebmatcom/ib9ddrile93xujoglawm/ComplaintsProcedureforSchools-November2022.pdf> or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

9. Links to other policies

- Safeguarding Policy
- Complaints procedure

10. Monitoring Arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Miss F. Shallow.

This policy will be reviewed by Miss F. Shallow annually.

At every review, the policy will be approved by the governing board.