

# Langley Grammar School



## Careers Education, Information, Advice & Guidance Statement of Policy and Practice

**October 2025**

---

### 1. Introduction

Careers education, information, advice and guidance (CEIAG) make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life by:

- helping them make a successful transition to adulthood through the development of skills, attitudes and abilities that will enable them to be effective in a wide range of adult roles in the 21<sup>st</sup> century
- raising aspirations and supporting them to achieve their full potential
- empowering them to plan and manage their own futures
- encouraging lifelong learning
- challenging stereotypes and promoting equality, diversity and social mobility
- providing accurate and timely information in order for them to make wise decisions about their futures, and
- enabling them to sustain employability and achieve personal and economic wellbeing throughout their lives.

### 2. Policy context

This policy reflects Department for Education statutory guidance as set out in ***Careers guidance and access for education and training providers*** (May 2025), together with other specialist advice. This guidance includes the Gatsby benchmarks which are set out in Appendix 1. In line with the Education (Careers Guidance in Schools) Act 2022, the school secures independent careers guidance for pupils from Year 7 onward.

### 3. Principles

The purpose of careers education and guidance at Langley Grammar School is to offer opportunities for:

- **self development** – to help students understand and assess themselves, develop their capabilities in managing transitions, set targets and recognise the influences on them;
- **career exploration** – by investigating opportunities in learning and work through activities and information sources linked to work related learning (WRL), work shadowing and enterprise education (EE);
- **career management** – where students apply the knowledge and skills they have developed to make choices and adjust plans to successfully manage change and transition.

These aspects complement each other by focussing on:

- **learning through work** by providing opportunities for young people to learn from direct experiences of work, such as encounters with employers and experience of workplaces

- **learning *about* work** by providing opportunities to develop knowledge and understanding of work and enterprise through local labour market information, and
- **learning *for* work** by developing skills for enterprise and employability.

Governors and staff at Langley Grammar School are committed to:

- providing students with a planned programme of careers education and information, advice and guidance throughout their school career, with opportunities at key transition points to access impartial, up-to-date information and expert advice and guidance from both external and in-house professional qualified careers advisors;
- maximising the benefits for students by involving alumni, other local secondary schools, employers, HE institutions and chosen professional agencies in the delivery of our programme;
- encouraging parental/carer involvement at all stages through seeking parental feedback in quality assuring the school's careers programme, presentations at key transition points, access to appropriate online resources and by providing regular information about relevant opportunities for students.

#### **4. Students' entitlement**

The careers education programme is designed to meet the needs of all students at Langley Grammar School. It is differentiated and personalised to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development.

All Langley Grammar School students are entitled to:

- be educated in an environment which values and enhances their knowledge and understanding of the world of work, the economy and the community;
- a careers education programme that promotes equality and self-esteem and that provides them with the employability skills, attitudes and abilities to enable them to make informed career choices;
- have comprehensive, timely and up-to-date information from trained staff and external agencies and providers about the full range of accredited qualifications (including technical qualifications and apprenticeships), post-14, post-16 and post-18 options (including alternatives to university and academic pathways), enterprise, careers, training and employment opportunities;
- have easy access to advice and guidance which is impartial, broadens their horizons and helps them work towards their career aspirations;
- work in partnership with their parents/carers, our chosen professionals and other community partners.

#### **5. Implementation**

##### **a) Leadership and management**

The Careers Leader manages the day-to-day delivery of careers and higher education information, advice and guidance, in discussion and collaboration with other staff including:

- Colleagues with particular responsibilities for careers who are part of the school's Careers Team
- Subject leaders
- Phase Leaders
- Director of Sixth Form and other members of the Senior Leadership Team
- Named governor with responsibility for careers education.

- Careers and HE advisor

The Careers Leader ensures that the following required information is published on the website:

- the name and contact details of the Careers Leader,
- A summary of the programme,
- How students/parents/teachers/employers can access information,
- How impact is measured, and
- The date by which it will next be reviewed.

## **b) Staffing and resources**

The careers education programme is planned, monitored and evaluated by the Careers Leader in consultation with relevant staff; in practice, the large majority of staff contribute to delivery of the programme at various times through their roles as form tutors or as subject teachers linking curriculum learning to careers. Specialist careers education sessions (including how to access and interpret labour market information) are delivered by appropriate qualified/experienced staff and the school's attached Careers and HE Adviser.

Staff training needs are identified in general with the school's CPD team and for individuals through the professional review process. The school endeavours to meet training needs within a reasonable period of time. Staff are kept updated about developments related to careers activities at briefing meetings, training sessions and via staff bulletins.

Funding is allocated in the annual budget and its level is related to whole school priorities and particular needs in the development of the careers education programme. The Careers Leader is responsible for the effective deployment of resources.

Printed careers information, books and other resources are maintained by the school librarian, in consultation with the Careers Leader. Online resources are purchased, commissioned and maintained by the Careers Leader or members of the Careers and Sixth Form teams with support from staff in the IT department.

## **c) Curriculum**

The careers education programme for each year group is constructed around a range of activities, experiences and resources including:

- taught careers education lessons
- assemblies
- tutor group guided activities
- in-house careers awareness events (e.g. Year 12's 'Towards the Future' conference)
- external events (e.g. Year 11 'Business Insight Day')
- presentations from external speakers including alumni
- online workshops, webinars and virtual work experience
- CV workshops and mock selection interviews
- enterprise days
- visits to higher education institutions
- visits to local businesses
- activities in partnership with FE colleges, ASK, UTCs and other Independent Training Providers to provide information on technical qualifications and apprenticeships
- access to online resources and printed information in the careers library
- profiling and assessment tools (e.g. Morrisby profiling)

- participation in Parent Teacher Consultations and other parent information evenings
- one-to-one guidance interviews.

Further details of the careers education programme, which is reviewed at least annually, are provided on the school website.

#### **d) Partnerships**

The school works with a range of partners to deliver the careers education programme, including:

- an attached specialised post-18 careers and higher education adviser provided through an annual contract a specialist careers advisory service;
- post-16 options guidance interviews to Year 11 students with a personalised action plan;
- the local education-business partnership 'Learning to Work';
- other external providers of economic enterprise products and activities;
- local employers including STEM ambassadors and Apprenticeship providers;
- higher education institutions;
- local network for careers leaders in other Berkshire schools.
- Careers and Enterprise Company (Thames Valley Berkshire)'.

#### **e) Provider access**

As part of the careers education programme students have an entitlement to find out how to apply for the full range of academic courses available to them, and about technical education qualifications and apprenticeship opportunities. They are entitled to hear from a range of local providers about the opportunities they offer including technical education and apprenticeships.

Adhering with provider access legislation, the school ensures a minimum of six encounters with approved providers of technical education and apprenticeships across Years 8–13 (two in Years 8/9, two in Years 10/11, two in Years 12/13). Encounters in KS3 and KS4 are mandatory for pupils; KS5 encounters are mandatory for the school to host (attendance optional for pupils).

The school has a separate policy for responding to requests for access by providers in order to comply with its legal duty.

### **6. Monitoring and evaluation**

Annual partnership or service level agreements with external agencies and providers are negotiated to include careers software licence arrangements and the contributions of both sides to meeting an agreed number of delivery days.

Reviews take place regularly with a formal review annually when possible areas for improvement may be identified prior to contract renewal.

The Governing Board oversees arrangements for careers education through the Student, Staff & Community Committee and a specific designated governor.

---

### **Policy approval**

This policy has been reviewed and approved in line with the LGS Policy framework agreed by the Governing Board in July 2023.

<b>Reviewed by</b>	<b>Headteacher &amp; Careers Leader</b>	<b>Date</b>	<b>October 2025</b>
<b>Approved by</b>	<b>Governing Board</b>	<b>Date</b>	<b>October 2025</b>
<b>Next Review</b>	<b>Headteacher &amp; Careers Leader</b>	<b>Date</b>	<b>September 2027</b>

## Appendix 1 – the Gatsby Benchmarks (updated May 2025)

<b>1. A stable careers programme</b>	<p>Every school, college and ITP should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school, college and ITP should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher, leadership and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.</li> <li>• The programme should be regularly evaluated using feedback from learners, parents and carers, teachers, subject staff and other staff who support learners, careers advisers and employers, to increase its impact.</li> </ul>
<b>2. Learning from career and labour market information</b>	<p>All learners, parents and carers, teachers and staff who support learners should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> <li>• During each key stage or programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> <li>• Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market to inform their support of the learners in their care.</li> </ul>
<b>3. Addressing the needs of each student</b>	<p>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to</p>	<ul style="list-style-type: none"> <li>• An institution's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</li> <li>• Schools and colleges should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.</li> </ul>

	<p>the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> <li>• For school pupils who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition.</li> <li>• All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools and colleges should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.</li> <li>• Schools and colleges should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led.</p> <p>Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.</p>	<ul style="list-style-type: none"> <li>• For schools: every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the institution's ongoing staff development programme for teachers, subject staff and all staff who support learners.</li> </ul>
<p><b>5. Encounters with employers and employees</b></p>	<p>Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p> <p>This can be through a range of enrichment opportunities, including visiting speakers, mentoring and</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</li> </ul>

	enterprise schemes, and could include learners' own part-time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters).	
<b>6. Experiences of workplaces</b>	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful experiences of workplaces</li> <li>• By the age of 18, every pupil should have had at least one further meaningful experience</li> </ul>
<b>7. Encounters with further and higher education</b>	All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every learner should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>• By the age of 18, all learners who are considering applying to higher education should have had at least 2 visits to higher education providers to meet staff and learners.</li> <li>• By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, FE colleges, universities and ITPs. This should include the opportunity to meet both staff and learners.*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8. Personal guidance</b>	Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected	<ul style="list-style-type: none"> <li>• Every learner should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of learners.</li> <li>• Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.</li> </ul>



	<p>for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	
--	---	--