University Schools Trust
A transformational education

Careers Policy

January 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
December 2024	5	Roles and Responsibilities
	11	Resources
	13	Roles and Responsibilities
	14	Careers Programme
January 2026	5	Roles and Responsibilies
	13	Roles and Responsibilies
	6	Links to Legislation and Guidance Document
	15	Provider Access Duty
	15	Gatsby Benchmark

Contents

0. Document Control 3
1. Definitions 5
2. Scope of the Policy 5
3. Policy Aims and Ethos 5
4. Links to Legislation and Guidance Documents 6
5. Roles and Responsibilities 6
6. Careers Programme 7
7. Curriculum Provision 7
8. Extracurricular Provision 8
9. External Partnerships 9
10. Monitoring and Evaluation 9
11. Resources 9
12. Appendix A – The Gatsby Benchmarks 11
13. Appendix B – Roles and Responsibilities 13
14. Appendix C – Careers programme 15
15. Appendix D – Provider Access Policy 20
16. Appendix E – Feedback Forms 22
17. Approval Signature 25

1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

"Gatsby Benchmarks" refers to the Gatsby Charitable Foundation's Benchmarks, which define all of the elements of an excellent careers programme, based on the best national and international research. (see Appendix A for Gatsby Benchmarks and their definitions)

"Careers guidance" is defined, in the relevant statute, as a full range of activity delivered under the eight Gatsby Benchmarks.

"Independent" is defined as anything that is external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

2. Scope of the Policy

This policy sets out the provision of Careers Education, Information and Guidance (CEIAG) at Royal Greenwich Trust School (RGTS). It is to be reviewed annually by the member of the Senior Leadership Team (SLT) with responsibility for CEIAG and the CEIAG lead to be in line with the most up-to-date pathway options for young people.

3. Policy Aims and Ethos

As part of the University Schools Trust's (UST) overarching mission to "provide transformational

educational opportunities for all pupils", Royal Greenwich Trust School (RGTS) strives to develop our students into successful global citizens, fully prepared and able to meet the demands of adult working life both in Britain and in the wider, globalised labour market.

This policy sets out the school's ambition to be 'future-focused' in its provision of CEIAG for all students, ensuring that they have access to opportunities that will empower them to be prepared for their future career ambitions.

4. Links to Legislation and Guidance Documents

This policy fulfils the requirements for a CEIAG policy as outlined in Careers Guidance and Access for Training Providers published by the Department for Education in May 2025. In addition, this policy utilises the Gatsby Benchmarks, published by the Gatsby Charitable Foundation, to develop and improve the CEIAG provision ensuring that RGTS is fulfilling its legal duties to its students in line with CEIAG provision.

> Further to these legislative links, this policy also utilises guidance from the Career Development Institute's Framework for Careers, Employability and Enterprise Education published in May 2025. The CEIAG provision exists as an extension and development of Royal Greenwich Trust School's Provider Access Policy and the Personal Development provision.

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies;

- Curriculum Statement
- Provider Access Policy
- Equalities and Diversity Policy

4.2. Relevant External Documents

This policy should be read in conjunction with the relevant statutory guidance:

> ***"Careers Guidance and Access for Education and Training Providers"; 2025***

5. Roles and Responsibilities

All CEIAG activities are overseen and reported to SLT by the CEIAG lead (Assistant Headteacher: Character Development & Transitions), and to the Governors by the member of SLT with responsibility for CEIAG. Coordination of CEIAG activities within year groups is the responsibility of Heads of Year in partnership with Heads of Faculty, the CEIAG lead and Key Stage SLT Leads. Further details of named leaders and their responsibilities can be found in Appendix B.

The Deputy Headteacher: Cucciculum has responsibility for setting the CEIAG strategy for the school, alongside the CEIAG lead (Assistant Headteacher: Character Development & Transitions), ensuring that the school is compliant with statutes on CEIAG provision and that resources are deployed in a cost-effective manner.

The CEIAG Lead (Assistant Headteacher: Character Development & Transitions), is responsible for the implementation of the careers strategy, with a specific focus on the opportunities given to students through external partnerships.

Heads of Year, as part of the Inclusion Team, are responsible for the delivery of their Year Group's careers programme and ensuring all students receive adequate support on their career ambitions and aspirations. Heads of Year must also work within the Inclusion Team to identify students who are at risk of becoming NEET (Not in Education, Employment or Training) and monitor the provision and impact that CEIAG is having on students to avoid them becoming NEET.

Form Tutors are responsible for the delivery of tutor time provision that links to CEIAG and should be the first point of contact for students who may have enquiries regarding careers. Key Stage 5 Form Tutors in particular have a specific role in monitoring and supporting students' progress in their UCAS applications and post-16 pathways.

Teachers are responsible for ensuring that their lessons are designed to be future-focused, delivering high quality lessons that are engaging and allow students to develop a future-focused mindset in which they explore their future career ambitions and aspirations

The School Librarian is responsible for ensuring that students have access to a fully-resourced careers library with up-to-date careers guidance resources including prospectuses from universities, employers and training providers.

6. Careers Programme

The careers programme is rooted in the UST vision to create transformational educational opportunities for all students.

The graduate strands: Communication, Investigation, Participation, Networking, Scholarship and Vision, are embedded throughout the school, both in curriculum learning and enrichment opportunities.

The CEIAG programme (Appendix C) at RGTS identifies specific strategic aims for each Year Group, with specific emphasis on Key Stage transition points (Year 9, Year 11 and Year 13) in order to maximise students' exposure to information and guidance that will support their decisions for their next steps

7. Curriculum Provision

RGTS, as part of the UST, is guided by the following principles to ensure that all pupils at every stage are provided with broad and balanced learning opportunities and experiences to empower them as people and as citizens. Through our curriculum, we are committed to offering:

- high expectations: commitment to excellence, so that all pupils are continually learning and maintaining high standards of themselves and others;
- academic rigour – induction into the powerful knowledge of a wide range of subject disciplines and professional practice, using this to think critically within the school and beyond;
- character-building opportunities - growth and development as individuals, in order to contribute to our school community and beyond; locally, professionally, nationally and globally;
- inclusion– provision that allows all to flourish in a way that is tailored to meet individual needs and circumstances;
- future-focused thinking – continuous improvement that focuses on future ambitions and key transitions are at the heart of our aims, habits and practices.

  The principle of future-focused thinking is the guiding principle that allows curriculum leaders and teachers to identify opportunities in their lesson planning and curriculum design where students can explore the career pathways that their subject can lead to and the opportunities for further study that the subject offers.

  Curriculum leaders are expected, as part of their ongoing work on designing their curriculum, to identify opportunities for further enrichment through trips, speaker visits and partnerships with external agencies. They are also expected to identify where the content of their curriculum allows students to learn more about future career pathways and develop key skills that will help students prepare for the world of work.

8. Extracurricular Provision

RGTS is committed to ensuring that students are offered extracurricular provision that will support students in realising their future career ambitions. This includes:

- Workshops for students;
- After-school and lunchtime clubs hosted by faculties;
- Assemblies;
- Competitions;
- Online webinars;
- Mentoring and coaching.

These activities are mapped out annually in line with the Gatsby Benchmarks. Where additional opportunities do arise, the school will to accommodate these opportunities, minimising disruption to the school day.

All faculty teams are expected to map out opportunities for CEIAG to be embedded into the delivery of their curriculum and additional opportunities that can be facilitated at key points in the academic year, related to the delivery of the curriculum.

All teachers are encouraged to proactively seek out CEIAG opportunities through external providers, their relevant subject associations and professional networks linked to their subject. In doing so, teachers are able to root the content of their curriculum into a future-focused delivery.

9. External Partnerships

Royal Greenwich Trust School benefits from numerous partnerships, both formally via service level agreements or memorandums of understanding and informally via programmes of sustained engagement. As part of the University Schools Trust, the school is uniquely positioned to benefit from partnerships with 6 universities (Queen Mary University of London, King's College London, the University of East London, Warwick University and University College London) and private sector partners (Poplar HARCA, NHS and TFL) that all aim to support in delivering transformational educational opportunities for students at the school.

When seeking opportunities with universities, the school will make sure that requests are made to partner universities and those further afield to ensure impartiality.

RGTS utilises its partnerships to ensure that students explore a wide range of opportunities in education, employment and training for their post-16, post-18 and future career pathways.

The Provider Access Policy (Appendix D) sets out the necessary arrangements for managing the access of providers to students at the school and is also available on the CEIAG page on the school website.

10. Monitoring and Evaluation

The School's Careers Programme is annually reviewed by the Senior Leadership Team. All individual activities are evaluated using a feedback form (Appendix E) completed by the participating students, participating staff and employers/activity providers. These activities are then reviewed in light of the feedback and contribute to the overall review of the Careers Programme to ensure that all activities are as meaningful as possible.

The School tracks and monitors students' engagement and uptake of CEIAG activities. This is done to ensure that all students receive an equitable access to provision and bespoke support where needed, depending on their individual circumstances or vulnerabilities. At each of the key transition points (Year 9, Year 11 and Year 13), a register is established and monitored for students who are deemed to be at risk of becoming 'NEET'. Using this information, the Inclusion Team, including Form Tutors, ensure that all students progress onto a pathway of sustained education, employment or training. Where students are identified as requiring additional support to secure a pathway that is right for them, the school may work with external agencies to provide additional support.

Our approach to monitoring and evaluation is long-term. We maintain accurate records of our students beyond the school through our alumni programme and utilise destination trends to inform our practice for future year groups.

11. Resources

a. Significant funding is allocated for the CEIAG provision at RGTS, including the costs of the service level agreements and the material resources within the school, overseen by the member of SLT with responsibility for CEIAG. Committed spending is allocated to: -

- Prospects Careers Education and Guidance Service
- PiXL membership including PiXL6 membership for resources for CEIAG
- A CEIAG lead (Assistant Headteacher: Aspirations)
- Compass+ membership for administration purposes
- Unifrog membership when RGTS is ready to implement
- A member of staff with responsibility for careers admin
- Membership of local Careers Hub
- Teach First Careers Lead training programme
- Business and Education Partner for Work Experience placements

In line with Gatsby Benchmark 3, a broad range of opportunities are sought throughout the year to ensure that the needs of all students are met. These include the school's Character Development Curriculum which focuses on the relevance of skills and helps embed CEIAG into the wider narrative of school life. Through external partnerships and a strong emphasis on networking, much of the school's provision and support is received in kind through short and long-term partnerships. The development of new partners.

12. Appendix A – The Gatsby Benchmarks

Taken from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Gatsby Benchmark	Definition	Statutory Requirements
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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. They will need the support of an informed adviser to make best use of available information.	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
4.Linking curriculum	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the	• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.

learning to careers	relevance of STEM subjects for a wide range of future career paths.	
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. **A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

13. Appendix B – Roles and Responsibilities

<table>
<tr><td colspan="3">Deputy Headteacher: Curriculum (Tom Williams)

• Oversight of CEIAG policy and whole school careers programme
• Management of the CEIAG lead (Assistant Headteacher: Character Development & Transitions)</td></tr>
<tr><td colspan="3">CEIAG lead- Assistant Headteacher: Character Development & Transitions (Emer Houston)

• Management and implementation of CEIAG policy and whole school careers programme
• Responsibility for the resourcing of CEIAG provision in the school
• Main point of contact for external partners, specifically Trust Partnerships and coordination of their CEIAG strategy involvement
• Responsible for the delivery of provision through Prospects
• Oversight of Key Stage 5 UCAS process, Post-18 and Post-16 destinations
• Maintain contact with external partners and coordination of on-site</td></tr>
<tr><td>Deputy Headteacher: Inclusion with oversight of Key Stage 3 (Guy Brougham)

And

Assistant Headteacher with oversight of Character Development (Emer Houston)

• Responsible for ensuring delivery of CEIAG provision within assembly, tutor time and Character Development curriculum
• Management of the Heads of Year and their implementation of the Careers programme alongside CEIAG lead</td><td>Deputy Headteacher: Curriculum with Oversight of Key Stage 4 & 5 (Thomas Williams)

And

Assistant Headteacher with oversight of Character Development (Emer Houston)

• Responsible for ensuring delivery of CEIAG provision within assembly, tutor time and Character Development curriculum
• Management of the Heads of Year and their implementation of the Careers programme alongside CEIAG lead</td><td>Assistant Headteacher with Oversight of Key Stage 5 (Duncan Heppell)

And

Assistant Headteacher with oversight of Character Development (Emer Houston)

• Responsible for ensuring delivery of CEIAG provision within assembly, tutor time and Character Development curriculum
• Management of the Heads of Year and their implementation of the Careers programme alongside CEIAG lead</td></tr>
</table>

• Oversight of implementation of the Careers programme in Key Stage 3 alongside CEIAG lead • Monitoring of provision for students deemed at risk of becoming NEET on the vulnerable students' index	• Oversight of implementation of the Careers programme in Key Stage 4 alongside CEIAG lead • Monitoring of provision for students deemed at risk of becoming NEET on the vulnerable students' index • Work with the CEIAG lead to ensure effective plans for Post 16 progression.	• Oversight of implementation of the Careers programme in Key Stage 5 alongside CEIAG lead • Monitoring of provision for students deemed at risk of becoming NEET on the vulnerable students' index • Work with the CEIAG lead to ensure effective plans for Post 18 progression.
Heads of Faculty • Responsible for embedding CEIAG provision the curriculum • Lead on enrichment planning within the curriculum • Responsible for quality of provision in lessons and supporting teachers to deliver high quality CEIAG resources under guidance of CEIAG lead	**Heads of Year** • Responsible for embedding CEIAG provision into the tutor time and assembly programme alongside CEIAG lead • Lead on enrichment and rewards related to CEIAG alongside CEIAG lead • Responsible for quality of provision in tutor time and supporting form tutors to deliver high quality CEIAG under guidance of CEIAG lead	**CEIAG administration (Claudette Green) and Partnerships and Marketing Officer (Shelley Pabla)** • Responsible for tracking CEIAG provision and maintaining appropriate tracking • Post-18 and Post-16 destinations tracking • Developing and maintaining contact with external partners • Developing RGTS network of external contacts and partners • RGTS alumni network • Coordination of on-site and external CEIAG visits

14. Appendix C – Careers programme

The key development areas for 2024-25 and onwards are:

- Further development of the website (GB1)
- Systematic monitoring and evaluation from parents and carers, students, employers and teachers (GB1)
- Possible staff CPD for LMI (GB2)
- Develop entry point questionnaire review through school life (GB3)
- ALL learners to experience the opportunity to experience how their subject's impact upon careers via curriculum areas FULLY embedding careers into their medium-term plans. All departments to select a careers champion and monitor deliver and SOW (GB4)
- Provide opportunities for all learners to participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through a curriculum area (GB5)
- Possibility of developing a 'Virtual WEX Sector Investigation' with allocated year groups (GB6)
- How confident are staff in discussing next steps and the variety of courses available (vocational, academic, T levels etc) (GB7)

Careers development plan 2024-2027

Priority 1: Appropriately embed careers into the subject curriculums, taking account of Labour Market Information factors to guide specific areas of focus. Ensure relevant staff are equipped with knowledge to do so effectively. Link to Benchmarks: [1, 2, 4]		
	What will success look like?	**What actions will we take?**
Year 1	Establish designated whole-school weeks where Careers guidance/information and subject area curriculum are aligned Equip staff with the knowledge they need to embed careers into their subject areas. Add clear links to LMI on our website and newsletters that go to parents to promote LMI research.	Roll out of Enterprise and Careers week, National Apprenticeships week and Careers week CPD and resources provided to staff to demonstrate how to embed careers including LMI links into lessons. Obtain relevant information and resources which can be promoted to students/parents.

	Provide information/promote use of LMI for each subject area within lessons/homework/workshops etc. Students will have this information accessible in their subject curriculum booklets.	Update website with relevant links for independent research. Create high quality resources for each subject area which combine careers guidance/information linked to subject areas. Update of subject curriculum booklets to include careers/LMI information for students and parents.
Year 2	At least 70% of staff feel more confident to embed careers guidance/information and are able to make use of LMI in subject area lessons/tutor time sessions At least 50% of Year 9 use LMI to consider their option choices. At least 50% of students are able to articulate what LMI is and how to use it/where to find information.	Further CPD and resources provided to staff making use of local expertise and knowledge building on what was provided in year 1. Further updated subject curriculum booklets to include careers/LMI information for students and parents. LMI included in parent presentations and subject area stands at option evenings. Targeted student and staff voice to be carried out which will be compared to the initial survey results in year 1.
Year 3	All students are able to explain how LMI is used and will be able to utilise it to make decisions about option choices and FE. All subject areas are independent and able to update/utilise LMI/embed career links on a regular basis without prompts which will be notable via student voices and learning walks.	Targeted student voice and destinations data to be analysed. Learning walks and student voice to establish how successful departments are at embedding careers and making explicit links to the wider world.

Priority 2: Increase the number of local education providers and employers which we work with to assist students in order to develop the knowledge and skills they will need for their futures, including work place and further education visits. Link to Benchmarks: [5, 6, 7]		
	What will success look like?	**What actions will we take?**
Year 1	Enrichment and Partnerships Co-ordinator and Careers Administrator to develop a list of stakeholders to use as regular	Contact will be made to those individuals and a professional relationship will be developed. A database of stakeholders will be created.

	career related contacts. The list of contacts will consist of a range of names/companies that we can work with on a regular basis and will also utilise staff and parent/carer contacts. Create an alumni network and display past students' career paths and achievements. Provide Year 11, 12 and 13 with QM and UofG campus visits Year 10 WEX.	Reach out to alumni via contact information. Create profiles and displays. Arrange University campus visits with contacts. Work with Lewisham Education Business Partnership for Year 10 WEX.
Year 2	The relationships with stakeholders will strengthen and they will become more involved in events/have regular contact/impact with students (Speakers for Schools etc). The list of names will grow. Utilise for Year 10 WEX. Alumni network to be in-use at specific events across academic year for Years 10-13. Extend QM and UofG campus visits to Year 9 and 10. All students will have had at least one experience with an employer each year of their education. SEND guidance to be developed.	Hold termly CIAEG networking event for parents/local employers explaining what impact we would like and make use of a LinkedIn account to expand networks. Raise earlier awareness with Year 10 for WEX purposes. Targeted opportunities for those who have less experiences of HE and/or for those with lower aspirations and SEND needs across Year 9-13. Calendarisation of events for Alumni network. Utilise relationships with external stakeholders to support within house events such as Mock Interview days/workshops etc.
Year 3	All students will have personalised opportunities to work with FE/HE providers and employers/industries based upon their aspirations and needs.	Use of student voice surveys to ensure aspirations are being challenged. Establish a programme of events throughout the year, that cater for different areas of interest/aspirations, that students are assigned to. Attendance records and student voice feedback.

Priority 3: Monitoring and evaluations will be used effectively to allow students to track their progress and record their experiences which will help them to build the confidence and the knowledge they require to pursue their aspirations. Link to Benchmarks: [1, 3, 8]		
	What will success look like?	**What actions will we take?**
Year 1	At least 50% of students in each year group will have participated in a career related workshop/experience day Year 10-13 and selected Year 9 1:1 Careers Advisor meetings Student voice surveys at strategic points across academic year to ensure opportunities provided are meeting student needs and aspirational Utilisation of Compass + by careers admin staff for analysis Development of WEX student records/portfolio	Organise a variety of employer/employee career and industry talks/workshops/forums for selected student groups (GCSE and post-16 priority) giving real life experiences of job roles. Aim for 50% of each year group to be involved across the academic year. Meeting schedule with Prospects Careers Advisor. Ensure Enrichment and Partnerships Co-ordinator and Careers Administrator are updating Compass + on a regular basis to record all opportunities Create a Year 10 WEX portfolio
Year 2	100% of students will have had at least one career related workshops/experience day by the end of KS3, which will be recorded by attendance and tracked across all year groups. Student careers knowledge/experience recording system to be developed (Unifrog?) Use of destinations data to develop aspirational opportunities based upon student cohort	Embed range of employer/employee workshops across all year groups. Record attendance via registers and update database Trial group to test Unifrog or similar before whole-school roll out Analysis of destinations data to inform employer/employee encounters and their aspirational nature.
Year 3	All KS4 and KS5 students will have completed their CVs, had a Mock Interview by an external employer and have had personalised feedback on their performance. This work will be added to their personal record.	Continue to organise Mock Interview Days but ensure that this event has a larger profile/status via newsletters/press coverage. Monitor effectiveness via student voice.

	All students from Year 9-11 will have had access to a range of employed adults and the chance to discuss job requirements with them (at least 3 sectors/industries).	Continue to develop whole-school awareness weeks and ensure employer encounters are bespoke to student needs and raising aspirations.

15. Appendix D – Provider Access Policy

This policy statement sets out Royal Greenwich Trust School's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. This policy exists as an extension of RGTS Careers Education Information Advice and Guidance (CEIAG) Policy.

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.

Pupil Entitlement

All pupils in years 7-13 are entitled to:

- Find out about 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 – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses. Management of provider access requests
- RGTS will ensure all pupils in Years 8–13 receive at least 6 provider encounters, including approved technical education and apprenticeship providers, during the school day – assemblies, options events, careers fairs, workshops etc.

Opportunities for Access

A number of events, integrated into RGTS' Careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

A brief description of some of our opportunities for access are provided below:

Event/Programme	Frequency	Description
Assemblies	Weekly	Assembly dates for provider access are overseen and coordinated by the SLT member with management responsibilities for the CEIAG provision. The coordination of the themes for these assemblies is a responsibility of the Assistant Headteacher.
Work Experience/ Encounters	Summer Term	All students will take part in 2-week work experience in Year 10. Careers encounters built into KS3/4 and 5 progammes of study.
Speaker Visits and workshops	Ad Hoc	Opportunities for demonstrations, talks and real-life insights into the world of work. Providers are welcome to offer opportunities for both internal and external on-site visits

A provider wishing to request access should contact: Emer Houston, Assistant Headteacher: Curriculum Telephone: 020 8312 5480 houston.e@rgtrustschool.net

Dates for additional access for ad hoc workshops and events are coordinated by the CEIAG lead in collaboration with Year Teams and Faculties.

Premises and Facilities

The school's lecture theatre, studio and classrooms all have access to a projector and a sound system. For events or workshops, please discuss requirements with the CEIAG Lead. The capacity of rooms varies from 10 students to 180 students depending on availability and requirements. To book an ad hoc event or workshop, please contact the CEIAG lead at least 8 weeks before the proposed date of the event.

If you are a provider who wishes to leave a copy of your prospectus or other relevant resources, please discuss this with the CEIAG lead to make arrangements for a space in the Careers Library, which is managed by the School Librarian.

16. Appendix E – Feedback Forms

Feedback Form A – Student Feedback

Name		Tutor Group	
Title of Activity/Event		Date:	

1. **Tick the appropriate box for each of these statements:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoyed the activity/event					
The activity/event taught me more about future careers					
The activity/event made me think more carefully about my own goal and aspirations					
The activity/event has given me new knowledge about a career path					
The activity/event has made me want to go away and do more research into a particular pathway					
I would recommend this activity/event for other students at RGTS					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

Feedback Form B – Staff Feedback

Name:		Role:	
Title of Activity/Event:		Date:	

1. **Tick the appropriate box for each of these statements:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think the students enjoyed the activity/event					
The activity/event taught the students about future careers					
The activity/event made students think more carefully about their own goals and aspirations					
The activity/event has given students new knowledge about a career path					
The activity/event has made students want to go away and do more research into a particular pathway					
I would recommend this activity/event for other students at RGTS					
The activity/event has made me consider how I can do more to support students and their careers					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

Feedback Form C – Provider Feedback

Name:		Role/Organisation:	
Title of Activity/Event:		Date:	

1. **Tick the appropriate box for each of these statements:**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I think the students enjoyed the activity/event					
The activity/event taught the students about future careers					
The activity/event made students think more carefully about their own goals and aspirations					
The activity/event has given students new knowledge about a career path					
The activity/event has made students want to go away and do more research into a particular pathway					
The logistics and set up of the event were well organised by the school					
The engagement and response from students was positive					
I would like to do more work with students at RGTS in the future					

2. Do you have any suggestions on how to improve the event/activity? Please provide details below:

3. Are there any questions that you would like more information on from this activity/event?

17. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____