

iCollege

Alternative Education West Berkshire

Careers Policy & Provider Access Statement

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Written by:	Ali Haynes
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1. Key contact list for Careers Policy & Provider Access Statement

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Careers Leader (HOD)	Ali Haynes	01635 48872	ahaynes@icollege.org.uk
Careers Governor	Tim Pritchard		

2. Introduction

iCollege Alternative Education is committed to providing learners with high quality and impartial Careers education, information advice and guidance (CEIAG) and work-related learning to enable them to access meaningful careers which underpin fulfilling lives.

CEIAG and work-related learning is vital for today's learners as they navigate an increasingly complex range of education, training, and employment opportunities. Not only is this range completely different to those experienced by previous generations, learners are also having to prepare for jobs which do not yet exist.

Before formulating this policy, consideration was given to:

- DfE statutory guidance "Careers guidance and access for education and training providers" (May 2025)
- The Gatsby Benchmarks: Good Career Guidance – The Next 10 Years
- Career Development Institute – Careers Framework (2020)
- UCAS: Progression Pathways (2017)
- Social Market Foundation: Vocation, vocation, vocation (2018)
- Education Act 2011

3. Vision and Values

iCollege is an aspirational environment where expectations of all are high.

There are four under-pinning principles:

- Achievement (progress and attainment) of learners
- Outcomes: academic, social, emotional and physical
- Holistic development of individuals
- Successful transition post primary and post 16

Our vision is of an inclusive education service that offers learners opportunities that at least equal those available in local mainstream schools, and members of staff appropriate and sustained opportunities for professional development.

4. Roles and Responsibilities

Assistant Head Teacher (AHT) with Responsibility for Careers will:

- Provide strategic leadership for the careers programme, ensuring full compliance with updated statutory requirements and the refreshed Gatsby Benchmarks (2024/25).
- Line-manage and support the Careers Leader, ensuring careers is embedded within whole-school priorities and contributes to raising aspirations, attendance and high-quality destinations.
- Ensure careers education is coherently integrated into the personal development curriculum and supports key transition points for all learners, including those with SEND and at risk of NEET.
- Oversee resourcing, staffing and CPD to ensure high-quality, consistent delivery of careers learning across the school.
- Monitor impact through evaluation data, pupil voice and Compass+ reports, and report regularly to SLT and Governors.
- Strengthen partnerships with employers, CEC, providers and external agencies, ensuring meaningful encounters and high-quality workplace experiences.

(Aligned to Gatsby Benchmarks 1–8)

Governor linked to careers will:

- Provide strategic oversight of careers provision, ensuring statutory compliance and alignment with the refreshed Gatsby Benchmarks.
- Meet regularly with the Careers Leader and AHT to monitor progress, impact and areas for development.
- Review Compass+ evaluations, destination data and NEET prevention strategies; report findings to the Governing Body.
- Ensure the Provider Access Policy is compliant, published and enacted.
- Monitor provision for SEND and vulnerable groups to ensure equitable access to opportunities.
- Champion employer and provider engagement, using networks to support the school where appropriate.
- Attend careers-related events to gain insight into provision and quality.

(Aligned to Gatsby Benchmarks 1–8)

Careers Leader will:

- Lead and continuously improve a whole-school careers programme aligned to the refreshed Gatsby Benchmarks (2024/25).
- Ensure provision is inclusive, accessible and adapted for all learners, including those with SEND.
- Embed careers across the curriculum by supporting curriculum leaders to integrate employer relevance and up-to-date LMI.
- Ensure learners receive impartial careers education and personal guidance at key transition points, with access to qualified advisers from Year 9.
- Coordinate meaningful encounters with employers, FE, HE and apprenticeship providers, and oversee high-quality workplace experiences.
- Manage work experience, including health and safety checks, monitoring and evaluation.
- Engage parents and carers in supporting career planning.
- Maintain strong partnerships with the Careers Governor, CEC, the Enterprise Adviser, employers and post-16 providers.
- Use Compass+ to evaluate provision and report progress to SLT and Governors.
- Analyse destination data to inform programme improvements.
- Ensure compliance with Provider Access Legislation (PAL) and maintain the Provider Access Policy.
- Attend EHCP and PDR meetings from Year 9 as required where careers planning is involved.

(Aligned to Gatsby Benchmarks 1–8)

Careers Adviser will:

- Provide impartial, accurate and up-to-date personal guidance to support learners' informed next steps.
- Ensure inclusive access, with targeted support for SEND learners and those at risk of NEET.

- Deliver guidance interviews from Year 9, ensuring learners understand all academic, vocational, technical and apprenticeship pathways.
- Support young people to access and use high-quality careers and labour market information.
- Contribute to employer and provider encounters and wider careers events.
- Support destination tracking and follow-up of school leavers.
- Contribute to planning, delivery and evaluation of the careers programme.
(Aligned to Gatsby Benchmarks 1–8)

Middle Leaders (Heads of Curriculum and Subject Leads) will:

- Embed careers learning in schemes of work, ensuring clear links between subject content and real-world careers.
- Integrate current LMI and employer engagement into curriculum delivery.
- Promote relevant events, visits and opportunities linked to their subject.
- Support learners to attend careers guidance appointments.
- Identify and support young people at risk of becoming NEET.
- Work with the Careers Leader to ensure consistent, high-quality careers learning across the curriculum.
(Aligned to Gatsby Benchmarks 1, 4 & 7)

Teachers, Teaching Assistants, and support staff will:

- Make clear links between curriculum learning, real-world contexts and future opportunities.
- Promote understanding of the world of work and changing labour markets.
- Support learners to develop independent research skills and confidence using careers information.
- Encourage young people to use self-awareness, skills and LMI when making decisions.
- Help learners develop employability skills such as communication, teamwork and resilience.
- Signpost learners to careers opportunities, resources and guidance.
(Aligned to Gatsby Benchmarks 1, 4 & 7)

Enterprise Adviser will:

- Work with senior leaders and the Careers Leader to strengthen employer engagement.
- Support development of curriculum–employer links through insights, contacts and industry opportunities.
- Contribute to planning and evaluation of employer encounters, workplace experiences and careers events.
- Help build sustainable partnerships with local employers, colleges and organisations.
(Aligned to Gatsby Benchmarks 5, 6 & 7)

5. Policy Statement

The Education Act 2011 places a duty on schools to secure access to **independent careers guidance** for all learners in **Years 8 to 13***. Careers guidance must always be **impartial, accurate, and in the best interests of the learner**.

Under the May 2025 **DfE statutory guidance “Careers guidance and access for education and training providers”**, schools must ensure that:

- Careers guidance is provided for all learners from **Year 8 through to Year 13** (or Year 12 at iCollege).
- Guidance is **independent**, includes the full range of post-16 and post-18 options, and enables learners to make informed decisions about their future education and employment pathways.
- For learners **under compulsory school age**, guidance must include all **16–18 options**, such as further education, T Levels, traineeships, and apprenticeships.
- For learners **above compulsory school age**, guidance must include **higher education**, employment opportunities, technical routes, and **post-18 apprenticeships**.
- Schools are accountable for the destinations of learners through the annual publication of **Destination Measures** and are expected to track and support progression effectively.

A high-quality **Careers Education, Information, Advice and Guidance (CEIAG)** programme plays a central role in raising aspirations, increasing engagement, and supporting improved outcomes. All iCollege learners are entitled to a coherent, meaningful, and progressive CEIAG programme that promotes career development as a **lifelong process**.

Working in partnership with an **independent careers adviser**, external CEIAG organisations, parents and carers, employers, training providers, further and higher education institutions, and community partners, iCollege is committed to delivering careers provision that is aspirational, inclusive, and aligned with the **Gatsby Benchmarks**.

Provider Access Legislation (PAL) and Provider Access Statement

iCollege is legally required to provide opportunities for a range of education and training providers to access learners to inform them about technical education, apprenticeships, and other progression routes, and its Provider Access Statement sets out the school's arrangements for managing this access in compliance with Section 42B of the Education Act 1997, the Provider Access Legislation (PAL), and the DfE statutory guidance (May 2025)

6. Policy Aims

The careers programme addresses the needs of each learner with inspirational activities to enable learners to develop personal aspirations and reach their full potential. It aims to prepare each learner for the choices, changes and transitions they need to sustain future learning, employment and achieve personal and economic wellbeing throughout their lives

a) Self Development

Young people can understand themselves and the influences on them as well as the way in which they can contribute to the well-being of others. They assess their strengths and weaknesses to inform future learning and work choices and to develop positive self-esteem. Learners are motivated to work hard to achieve the qualifications which will allow them to access the pathway of their choice.

a) Career Exploration

Young people successfully investigate opportunities and gain an understanding of skills and experience they need to succeed in learning and work through a large range of resources: careers websites, careers software (such as Unifrog) books, leaflets and access to impartial careers guidance.

b) Career Management

All learners have a planned Post 16 destination as part of iCollege's NEET prevention strategy. Young people can make informed decisions at key decision points; they know how to adjust plans to manage change and transition and if needed, they know how to access **appropriate sources of support**.

a) Work Based Learning Opportunities

Through work experience visits and placements from Year 7 to 13, with bespoke options available in Y9, Y10, Y11, and Y12. To support learners as they develop employability skills to become 'work ready.'

b) Supporting the curriculum through organised activities, presenters and events

To enrich and enhance year 7 – 13 careers and PSHE programme in association with local education providers, businesses and members of the community. To ensure that learners are prepared for the world of work or Post-16 learning environment.

7. Learning Outcomes

Self-Development

Learners can:

- Assess their achievements, qualities and skills.
- Present this information as appropriate
- Use this information for personal development
- Set career and learning targets
- Recognise and manage influences on their attitudes, values and behaviour in relation to work

Career Exploration

Learners can:

- Understand the nature of work and people's attitudes to it
- Use a variety of sources of careers information
- Use work experience to improve employment prospects and develop appropriate work based experiences
- Understand local labour market

Career Management

Learners can:

- Evaluate their options
Utilise appropriate sources of help
- Make informed and appropriate choices at 14 and Post 16
- Make and manage changes at transition times
- Manage job/learning applications and the requirements of interviews
- Behave appropriately in the work place and understand their rights and responsibilities.

8. Careers Education Information Advice and Guidance

CEIAG consists of Careers Education, Information, Advice and Guidance.

Careers Education and Information helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into Post 16 & Post 18 choices.

Careers Guidance and Advice is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support.

Careers Education, Information, Advice and Guidance (CEIAG) across the icollege

In KS3/KS4/KS5 CEIAG (Careers Education Information And Guidance) is embedded within the Personal Social Health Citizenship and Economic (PSHCE) programme. The Careers syllabus is derived from the Careers Development Institute (CDI) Framework for Careers, Employability and Enterprise Education 2020, the CDI Career Development Framework 2021 and Living in the Wider World elements of PSHE Association Framework 2020. Learners have targeted sessions, which help with preparation for working and post school life.

Education and guidance includes:

- independent careers adviser individual guidance and action plans
- Careers group information and discussion sessions
- College visits, interviews and taster days
- Work Experience and extended Work Experience (KS4 and 5 only)
- Access to Local Market Information (LMI) and workshops
- Employer visits and presentations
- Employer involvement in curriculum activities such as mock interviews
- Cross curricular approach to development of employability skills
- Bespoke support completing applications and attending interviews
- Student profiling and identifying careers of interest
- Development of skills through DofE (Duke of Edinburgh) Award with Outdoor Academy (OA) and other external providers.

Careers Leader presence in multiagency meetings, on request, to meet learner needs.

9. Careers Interviews

Careers interviews are conducted by an CEIAG representative (level 6 qualified careers adviser) registered with the CDI. Interviews are conducted in a confidential setting to ensure impartiality. Interviews may also include parents, with student approval. Young people are able to access action plans at any time and these can be shared with parents with learners' permission.

10. Information & Resources

Careers Information and Resources are located in each unit.

Displays of events, opportunities etc. are included in central display boards.

The Careers information is updated on a regular basis to incorporate any new or additional information.

Within each unit there are IT (Information Technology) facilities connected to the school network for programmes such as Unifrog, National Careers and Job Profiles.

The Careers information is available to learners at all times.

11. Monitoring, Review & Evaluation

This takes place through National Quality Standards for CEIAG and Local Authority (LA) supported self-evaluation.

The careers programme is reviewed by the Careers Lead, Assistant Head Teacher, Head Teacher, Careers Governor, Enterprise Adviser, Careers Adviser, Lead Teachers and Heads of Department. Assessment and Evaluation also takes place through:

- Post 16 destinations. All leavers are regularly monitored, and destination trends are identified.
- Feedback from learners about their experiences of the careers programme and Leavers' follow up survey
- Feedback via the Student Voice programme
- Feedback from staff on individual lessons and careers activities.
- Feedback from employers, college/apprenticeship representatives on events.
- College placement reports
- Learners, employers and teachers complete evaluation of work experience placements
- Feedback from parents and carers about their child's experience of the careers programme and transition to post 16 provision.
- PSHCE + Careers lessons – assessments (formal + informal)
- Lesson observations and learning walks
- Work and planning scrutiny.
- Governors are updated on Gatsby Benchmark progress and destinations.
- Review of the iCollege's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.

12. Equal Opportunities

The Careers Department supports the school Equal Opportunities Policy and endeavours to implement it in the following ways:

- Equal Opportunities lessons.
- Careful selection of posters and display material.
- By encouraging all learners to prepare to support themselves financially.
- By encouraging learners to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for Work Experience.
- By ensuring young people have equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all learners of all abilities.

iCollege recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage learners to consider these aspects when choosing work placements, further education and employment. If a learner does not have the academic ability for the career/course they have in mind, we try to help them to identify this and plan accordingly. We emphasise their achievements to date and skills within their proximal development, whilst supporting aspirational planning.

13. Assessment & Recording

- Learners' work for Careers and PSHCE is kept in exercise books or folders. Work is checked for spelling and grammar according to the Marking policy and learners' progress is monitored by regular end of unit assessments.
- Careers Action Plans are produced by independent careers adviser and with permission, shared with parents, carers and staff.
- Review day documents record progress and suggestions for improvement.
- Employers and Careers Leader complete assessment of work experience placements.

14. Entitlement

Learners are entitled to:

- Access a high-quality, progressive careers programme aligned to the refreshed Gatsby Benchmarks (2024/25).
- Learn about themselves, their strengths, aspirations and factors influencing their choices.
- Develop decision-making skills and the confidence to make informed choices at key transition points.
- Receive clear, accessible and inclusive careers education adapted to their needs, including SEND-specific support where required.
- Access impartial, confidential and up-to-date personal careers guidance from a qualified adviser from Year 9 onwards.
- Understand the full range of academic, vocational, technical and apprenticeship pathways.
- Access accurate, up-to-date labour market information (LMI) and support to develop research skills.
- Learn about the world of work, employer expectations and future labour market changes.
- Take part in meaningful employer encounters, provider encounters and experiences of the workplace.
- Have support to plan and manage transitions, including Year 9 options, post-16 pathways.

Parents and Carers are entitled to:

- Speak with the Careers Leader by appointment, at review meetings or at careers events.
- Speak with an independent, qualified careers adviser at events, by appointment or by telephone.
- Receive clear information about work experience, including expectations, safeguarding and support.
- Receive updates on careers activities, events and key transition points.
- Request home visits where appropriate to support individual careers planning.

Learners in Years 8–13 are entitled to Provider Access under PAL (May 2025 update):

- To receive information about technical education, T Levels, apprenticeships and all approved qualifications.
- To hear from a diverse range of providers offering technical, vocational and academic pathways at scheduled points throughout Years 8–13 (Year 12 at iCollege)
- To access encounters that take place within the school day and last a meaningful period of time.
- To learn about the courses offered by each provider, what training/study is like, associated career routes and progression opportunities.
- To ask questions and receive answers from providers in a safe and impartial environment.
- To receive support with understanding how to apply for academic, technical and apprenticeship routes.

Statutory Provider Encounters (PAL) Requirements:

In line with the May 2025 statutory guidance, all schools must provide **at least six meaningful encounters** with providers of technical education or apprenticeships for learners in Years 8–13:

- **Two encounters in Years 8 or 9** (at least one between 1 Sept and 28 Feb of Year 9)
- **Two encounters in Years 10 or 11** (at least one between 1 Sept and 28 Feb of Year 11)
- **Two encounters in Years 12 or 13**

All encounters must:

- Occur during the school day for a reasonable period of time.
- Provide information on approved technical qualifications or apprenticeships.

- Include detail on career pathways, training expectations and the learner experience.
- Enable learners to ask questions and receive impartial information.

Details of encounters with providers are listed in section 16.

15. Destinations of our learners

After iCollege, our Year 11 learners transition to a range of providers and opportunities in the local area, these typically include:

Newbury College, Reading College, Basingstoke College of Technology, Sparsholt College, New Meaning Training, Chiltern Training, West Berkshire Training Consortium, iCollege Post 16, apprenticeships and jobs with training.

16. Links with the community, outside agencies and businesses

iCollege maintains a growing network of partnerships with local businesses, external agencies, community organisations and voluntary sector groups. These links are continually expanded to enhance learners' experiences.

Employers, alumni, guest speakers and community members are invited into the school to contribute to the careers programme whenever appropriate and available.

Representatives from local further education providers, higher education institutions and training organisations regularly deliver talks and information sessions for young people at iCollege. Learners are supported to visit further and higher education providers and are encouraged to attend their open days. Information about open day events is shared with parents and carers, and, where possible, staff accompany learners to these visits.

17. Management of provider access requests

Procedure - A provider wishing to request access should contact: Emma Douglas, Assistant Headteacher Raising Standards
Email: edouglas@icollege.org.uk Telephone: 01635 48872

Opportunities for access - A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to learners and/or their parents. The events listed below are indicative of the range typically offered to learners.

	Autumn Term Terms 1 & 2	Spring Term Terms 3 & 4	Summer Term Terms 5 & 6
Y7	<p>Presenter Sessions Opportunities</p> <p>Community Careers Event – Meeting local employers and apprenticeship providers, Independent Training Providers (ITPs), Sixth Forms, FE and HE</p> <p>Careers in the Arts/ Theatre Visit/ presentation</p> <p>Hospitality/Community Visit – e.g. Waterside</p>	<p>Presenter Sessions Opportunities*</p> <p>Careers in the Police Presentation</p> <p>Digital Wellbeing – options for expert presenter</p> <p>Retail visit – e.g. Salvation Army</p> <p>Introduction to Post 16 options – presentation/visit opportunity</p>	<p>Presenter Sessions Opportunities*</p> <p>Employer visit e.g. Ramsbury Estate + River Exploration Environmental- linked presenter</p> <p>Unifrog profile creation</p> <p>Keeping safe/active in the Summer holidays presenter session/ visit</p>
Y8	<p>Presenter Sessions Opportunities</p> <p>Community Careers Event – Meeting local employers and apprenticeship providers, Independent Training Providers (ITPs) , Sixth Forms, FE and HE</p> <p>Arts/Theatre visit</p>	<p>Presenter Sessions Opportunities*</p> <p>Community visit – Town Hall</p> <p>STEM activity/ Innovation Centre visit/ Employer visit/ Big Bang Show</p> <p>Introduction to apprenticeships– presentation/visit opportunity</p>	<p>Presenter Sessions Opportunities*</p> <p>Vocational college visit</p> <p>Unifrog profile development</p> <p>Fire Service Presentation and Visit</p>

	Unifrog profile development		Police keeping safe in the holiday
Y9	<p>Presenter Sessions Opportunities*</p> <p>Budgeting/ bank presentation/visit option</p> <p>Community Careers Event – Meeting local employers, apprenticeship providers, Independent Training Providers (ITPs), Sixth Forms, FE and HE</p> <p>Unifrog development session</p> <p>1:1 Careers meetings offered</p>	<p>Presenter Sessions Opportunities*</p> <p>Employer visit - Leisure/Retail</p> <p>College Presenter/visits</p> <p>14 – 16 college interviews and taster session opportunities</p> <p>STEM Activities Science encounter e.g. Coding Ninja</p> <p>16+ Options Consolidation sessions.</p> <p>1:1 LG Careers meetings offered</p>	<p>Presenter Sessions Opportunities*</p> <p>Employer visit e.g. Country Estate/farm</p> <p>Careers in the NHS presentation/visit</p> <p>Employer Visit e.g. Distribution Centre/ Food bank</p> <p>1:1 Careers meetings offered</p>
Y10	<p>Presenter Sessions Opportunities *</p> <p>Community Careers Event – Meeting local employers, apprenticeship providers, Independent Training Providers (ITPs), Sixth Forms, FE and HE</p> <p>Justice system visits</p> <p>Careers in the Arts/ Cinema/Theatre visits</p> <p>Unifrog profile development</p> <p>1:1 Careers meetings available</p>	<p>Presenter Sessions Opportunities*</p> <p>Recognising Strengths workshops</p> <p>College visits and presentations 14 – 16 college interviews and taster session opportunities</p> <p>Apprenticeship knowledge development sessions</p> <p>Extended work experience placements offered</p> <p>Interviews for placements / Mock interviews/ First impressions workshops</p> <p>CV Creation</p> <p>1:1 Careers meetings available</p>	<p>Presenter Sessions Opportunities</p> <p>College visits and presentations</p> <p>Employer visit offered e.g. Construction/ electronics/ engineering opportunities</p> <p>Extended work experience placements offered</p> <p>Transition support to Year 11 placement</p> <p>1:1 Careers meetings available</p>
Y11	<p>Presenter Sessions Opportunities*</p> <p>Evidencing CV Skills</p> <p>Employer visits and presentations e.g. Westcoast</p> <p>Unifrog profile development</p> <p>Community Careers Event – Meeting local employers, apprenticeship providers, Independent Training Providers (ITPs), Sixth Forms, FE and HE</p> <p>Visits to FE colleges and sixth forms supported. Open days promoted.</p> <p>Destinations Expo Reading</p>	<p>Presenter Sessions Opportunities*</p> <p>Parents Information Evening</p> <p>Film studios visit – careers in media</p> <p>Employer- hosted mock interviews offered e.g. Westcoast</p> <p>Review Days – Parents and learners meet with teachers and Careers Leader</p> <p>Apprenticeship Registration Workshop</p> <p>College interviews support</p> <p>H E Exhibition offered</p> <p>Financial workshop offered – pay slips,</p>	<p>Presenter Sessions Opportunities*</p> <p>Apprenticeship Applications workshops</p> <p>HE visits offered</p> <p>College transition and taster session support</p>

	Destinations Newbury Expo LG Careers 1:1 Meetings Apprenticeship awareness sessions e.g. AWE Bespoke work experience offered FE/ Sixth Form and HE presentations welcomed 1:1 LG Careers meetings available	budgeting, future costs and bursaries. 1:1 LG Careers Meetings available	
Y12	Presenter Sessions Opportunities* Evidencing CV Skills Employer visits Unifrog profile development Community Careers Event – Meeting local employers, apprenticeship providers, Independent Training Providers (ITPs), Sixth Forms, FE and HE Visits to FE colleges and sixth forms supported. Open days promoted. Destinations Expo Reading Destinations Newbury Expo LG Careers 1:1 Meetings Apprenticeship awareness sessions Bespoke extended work experience offered FE/ Sixth Form and HE presentations welcomed 1:1 LG Careers meetings available	Presenter Sessions Opportunities* Parents Information Evening Science Week STEM Activities Assessment Centre training. Review Days – Parents and learners meet with teachers and Careers Leader Apprenticeship Registration Workshop College interviews support LG Careers 1:1 Meetings Financial workshop offered –future costs and bursaries. Legalities of working life Extended WEX opportunity Employer experience (STEM) HE Exhibition offered Employer-hosted mock interviews offered e.g. Sovereign/ Westcoast 1:1 LG Careers meetings available	Presenter Sessions Opportunities* Winning Apprenticeship Applications workshops HE visits offered College transition and taster session support

Please speak to our named Careers Leader to identify the most suitable opportunity for you.

*Presenter Sessions Opportunities: sessions include careers advice and support, local market information (LMI), STEM, profiling, employability skills, representatives from apprenticeship providers, local and national employers, 6th Form colleges, and universities.

The school policy on Child Protection & Safeguarding http://www.college.org.uk/policies_and_procedures.php sets out the school's approach to allowing providers into school as visitors to talk to our learners.

18. Premises and facilities

Premises and facilities

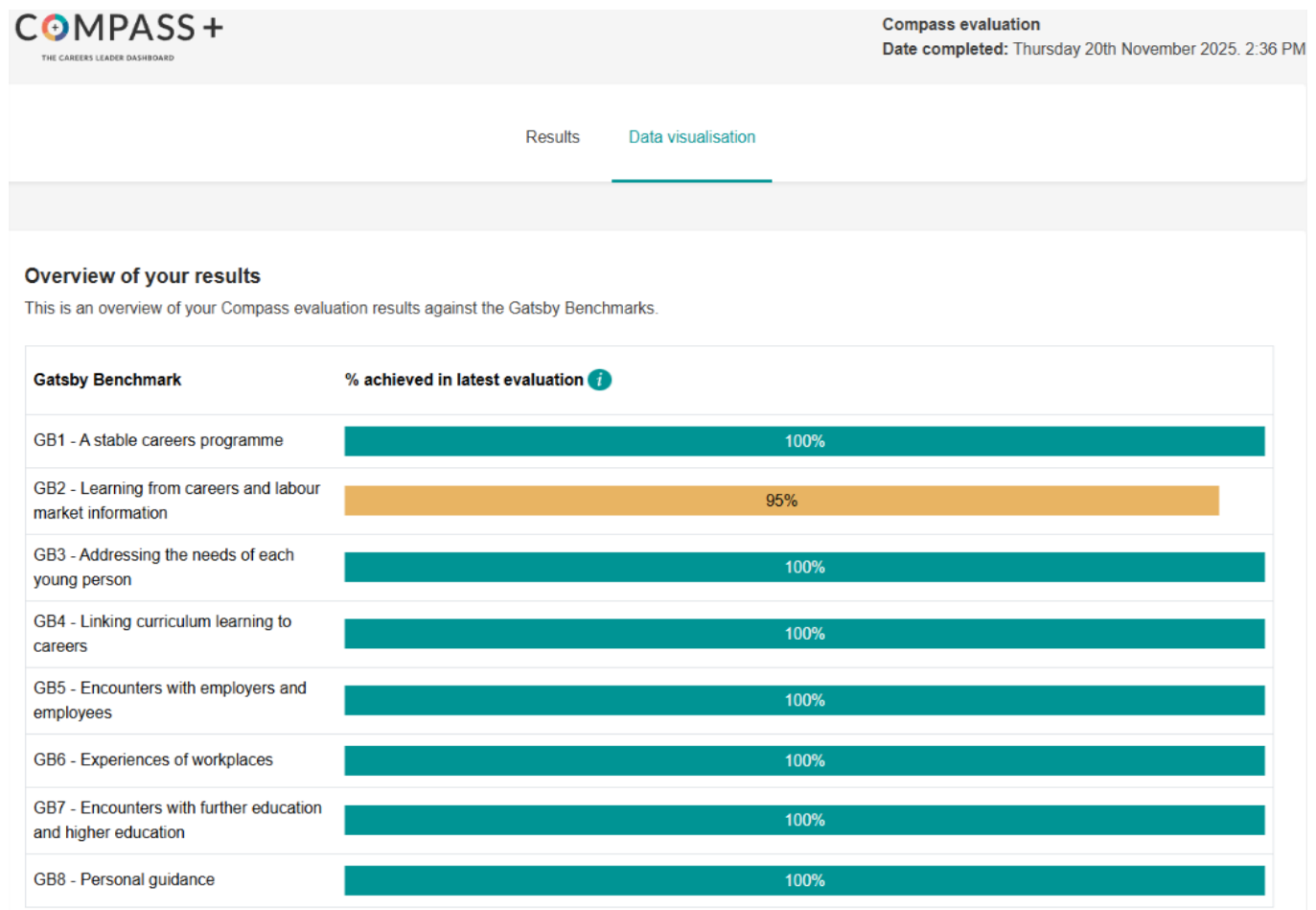
icollege will make rooms available for discussions between the provider and learners, as appropriate to the activity at the most appropriate unit. Icollege will also make available AV and other specialist equipment to support provider presentations if possible. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the appropriate area at each unit, this will be managed by the unit Pastoral Lead. This information will be made available to all learners at lunch and break times.

19. Meeting the Gatsby Benchmarks Overview

The Government continues to strengthen its national framework to help schools design and deliver high-quality, whole-school careers programmes. This provides a clear, shared understanding of what excellent careers provision looks like and how it should be achieved. All schools are expected to use the updated Gatsby Benchmarks as the foundation for improving their careers offer. These eight Benchmarks set the recognised, world-class standard for careers education and guidance. Evidence consistently shows that an effective careers programme is one that works towards achieving all eight Benchmarks for every pupil. iCollege is committed to continually developing and embedding the Gatsby Benchmarks in line with the latest Careers guidance and access for education and training providers statutory guidance. Progress and impact are reviewed through termly Compass+ reports, with priorities and actions reflected within the School Improvement Plan

Gatsby Evaluation Results November '25



Head Teacher: Jacqueline Davies	Sign:	Chair of Governing Body: Tim Pritchard	Sign:
Date		Date:	

Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Review Date
1	13.12.22	MC		Dec 24
2			Amendments to reflect January '23 statutory guidance and minor adjustments to curriculum. Removed appendices (AH Jan 24)	Jan 24
2.1	10.02.26	MC	Amendments to reflect May'25 statutory guidance added updated Gatsby Evaluation	Nov 25

Keeping Children Safe in Education

All staff at iCollege take seriously their responsibility to protect and safeguard the welfare of children and young people in their care; this includes providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.