



Careers Guidance Policy

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1 Introduction

- 1.1 Reigate College is committed to provide high quality education, Careers Information, Education, Advice and Guidance (CEIAG) in a supportive community, which helps to prepare students for their destinations and manage their progression through learning and work.
- 1.2 It is underpinned by the Careers strategy: Making the most of everyone's skills and talents (DfE 2017), Statutory guidance for further education colleges and sixth forms (DfE 2025), the Updated Gatsby Benchmarks (Gatsby, 2024), Code of Ethics (CDI, 2014) and the National Framework for careers, employability and enterprise education (CDI, 2020). Although not in scope for a separate 'meeting skills needs' judgement the College's Careers strategy is also guided by the criteria outlined in the 'Contribution to meeting skills needs' section of the Ofsted Toolkit (2025). Reigate College is completing the Careers and Enterprise Company's Careers Impact Maturity Model internal assessment and peer review.
- 1.3 Along with these statutory requirements, the College aims to ensure that students develop skills, attitudes and behaviours that will enable them to personally succeed and become responsible citizens of the local, national and international community, underpinned by the achievement of the following College Strategic Objectives:
- Providing an effective careers programme that offers advice, experience and contact with employers and places of further/higher education to encourage all learners to aspire, make good choices and understand what they need to do to reach and succeed in their chosen career, including work experience and work-related learning
 - Supporting readiness for the next phase of education, training or employment, so that learners can make the transition to the next stage successfully
- 1.4 The College recognises the importance of preparing students to manage their further education and career path throughout adult life. This is achieved through the provision of a planned and stable programme of careers education, information and guidance for all students in the Lower Sixth and Upper Sixth. The provision of the programme is overseen by the College's Careers Leader, the Director (Progression and skills).
- 1.5 A range of methods are used within the programme to ensure that all students have equal access to secure independent, impartial and face-to-face careers guidance, that will raise students' aspirations and equip them with the information they need to take full advantage of the opportunities that are appropriate for them.
- 1.6 This policy does not form part of any personnel's contract of employment, and the Reigate Learning Alliance reserves the right to change this policy at any time. All personnel are obliged to comply with this policy at all times.

2 Context

- 2.1 This policy applies to all College students.
- 2.2 All students need a planned programme of careers activities to help them decide appropriate pathways.
- 2.3 Careers Education, Information, Advice and Guidance (CEIAG) is designed to meet the needs of students both current and prospective. Each student is entitled to CEIAG that is of professional standards of practice, person centred, impartial and confidential.
- 2.4 CEIAG provided at the College will follow these principles:
- Be personalised, provide opportunities to identify and respond to the needs of the individual, build on previous learning and experience
 - Will pay particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND
 - Be inclusive, recognise and promote Equality and Diversity, challenge stereotypes and be sensitive to faith, culture and family background

- Be transparent, impartial and provide opportunities for confidentiality
- Be enhanced by strong networks and collaborative approaches involving curriculum teams and external partners
- Contribute to widening participation, retention and achievement by raising aspirations, helping students to make informed choices and develop career management skills

2.5 Careers education includes:

- Visits to employers and Universities
- Work experience
- Engagement activities such as open days, STEM, applicant support programmes, Summer schools, Employability Fairs, promotion of post graduate education, etc
- Talks and workshops from speakers, such as employers, apprenticeship training providers and alumni
- Progression activities and seminars: UCAS, Student Finance England, application and interview skills, self-employment
- Engagement with national apprenticeship week and other national initiatives
- Pre-entry course information and advice on post 16 pathways through open evenings, career fairs, Get Ahead Day, information on our website, New Starters activities, Introductory Day and Choices Day

2.6 Parents and Carers are recognised as important contributors to the development of career management and invited a range of webinars on supporting their son or daughter making decisions about their progression, and applying to university, employment and apprenticeships. Parents and carers are also emailed the Careers bulletin every week during term time.

3 Policy development

3.1 The policy has been reviewed and developed by the College's Careers Leader, in liaison with the Associate Director (Careers), the Associate Director (Pathways) and the Careers Department, with input from Pastoral Directors and Directors of Learning. Feedback from the Colleges' link governor for Careers has also been considered.

4 Aims and learning outcomes

4.1 The College's careers programme is based around the updated eight [Gatsby benchmarks](#) and meets the learning outcomes set out in the [Careers, Employability and Enterprise Framework for Careers and Work-Related Learning](#). Equal emphasis is placed on different routes at every stage of student's progression planning, from our Get Ahead Day in the lower sixth year through to specialised support in the upper sixth for students applying to university, apprenticeships and employment. Parental engagement is a key aim of our policy and parents are invited to events such as a "Beyond Reigate" information evening and careers fair in the lower sixth year. Parents are also able to email careers@reigate.ac.uk with queries or advice on how to support their son or daughter with their progression plans. There is regular communication via email, and parents are emailed our Careers Bulletin, which is available on the website. A link to the Careers Development Institute Framework for Careers, Employability and Enterprise Education which underpins this policy can be found in appendix 1.

5 Student entitlement

5.1 Reigate College offer a programme of high-quality impartial careers information and guidance that is stable, structured and delivered by staff equipped with the right skills and experience. Our ongoing/termly internal assessments and peer reviews of the Gatsby Careers Benchmark model (see appendix 2) and the Careers and Enterprise Company's Careers Impact Maturity Model (see appendix 2a) help the college to benchmark our capabilities, identify areas for improvement, and guide the continuous growth and development of our programmes.

- 5.2 All students can access high quality, impartial careers information, advice and guidance to help support their aspirations for progression and work. Students understand the options available to them and be able to make informed decisions in terms of job, career progression and training.
- 5.3 All students will receive support to develop their skills and knowledge to enter the labour market and have confidence of the journey to take them there and manage their lifelong careers.
- 5.4 All students are expected to gain in person work experience during their lower sixth year at College. This may include a workplace visit during which they engage with a range of employees and tasks, shadowing an employer or employee for a day or longer, or a period of work experience. Virtual opportunities may be used alongside, but not instead of in-person activity.
- 5.5 All students are entitled to receive tailored careers guidance according to their individual needs and circumstances. EHCP students, students on a bursary, looked after children, young carers and other disadvantaged learners are prioritised for careers appointments. All EHCP students meet with a Careers Advisor at least once in each year of their time at college. The outcomes of these meetings are shared with their key worker, with the student's permission.
- 5.6 The College offers comprehensive careers resources through a range of formats including:
- Supported access to careers assessment software
 - Referring to other appropriate agencies and providers
 - An opportunity to have further appointments if required
 - Confirmation of the outcomes of a guidance interview in writing, by email
 - An appointment for a guidance interview prioritising vulnerable students/those at risk of leaving with no planned destination
 - Tutor referral to the Careers Service when appropriate, to support their learning with their career planning and transition
 - The opportunity to attend the Work Experience Drops In for one-to-one guidance on how and where to apply for work experience with an opportunity to have further appointments if required
- 5.7 Reigate College staff delivering Information, Advice and Guidance (IAG) aim to ensure that the procedures they adopt in the utilisation of confidential information comply with the legal framework provided by the General Data Protection Regulation. All information gathered during discussion with an individual should be regarded as confidential. Any limitations regarding confidentiality should be made clear to the client at the earliest possible stage.

6 Implementation

- 6.1 The College's Careers Programme outlines how the careers policy is implemented and can be viewed on the College website www.reigate.ac.uk/careers-programme. The weekly careers bulletin is emailed to students and staff every week and is also available on the College website www.reigate.ac.uk/latest-careers-bulletin.
- 6.2 Students are to be informed of the facilities and support available to them through participation in the Induction programme on entry to the College and through the tutorial system.
- 6.3 Students and potential students who require a careers guidance interview can self-refer or be referred by any member of staff at any point during their student journey. Follow up appointments may also be offered where appropriate. Careers Advisers will liaise with Learning Support when necessary to support students with additional needs and can attend EHCP reviews by request.
- 6.3.1 Potential students may benefit from a careers guidance interview, if they:
- Are uncertain of their course choice
 - Do not meet the entry criteria of their planned course
 - Have non-existent or unrealistic career plans
 - Have previously attempted to study the course

- 6.3.2 On course students may benefit from a careers guidance interview, if they:
- Need support with planning their career path
 - Are considering changing course during the right choice period or before their course ends
 - Are coming towards the end of their course
 - Need help with applying to university or another college/ training provider
 - Would like support with job search activities and LMI information
- 6.3.3 Vulnerable or disadvantaged young people, or those with SEND are prioritised for Careers interviews, students with an EHCP receive at least one careers interview in each year of study.
- 6.4 Current, prospective students are provided with a written summary of their guidance by email. Clear steps and action points are given in order that they feel ready and confident to move forwards on their learning or career journey.
- 6.5 College staff receive information about Careers during their induction and are aware that they may contact the team at any time for advice or to refer a student.
- 6.6 The service has robust quality assurance systems and is evaluated by:
- Reviews of the delivery of CEIAG against the key principles
 - Student satisfaction surveys and Learner Voice process
 - Careers and Enterprise Company Compass Tool
 - College Self-Assessment review processes

7 Roles and responsibilities

- 7.1 Students:
- To be actively involved in and take ownership for their progression planning and career development
 - To attend punctually all planned tutorial, careers education and guidance activities
 - To work co-operatively with staff and fellow students, respecting the views of others and the principles of equality, diversity and inclusion
 - To undertake a period of meaningful in person work experience whilst at Reigate College
 - To be engaged in reviewing and developing their employability skills
- 7.2 The College:
- To ensure staff are aware of this policy through the induction programme for new staff and whole staff training, attendance at which is monitored
 - That there are sufficient qualified, experienced staff and up to date resources. All Careers Advisers are professionally qualified in a career development subject to a minimum of Level 6, adhere to the CDI Code of Ethics and undertake and record a minimum of 25 hours CPD each year
 - That all staff have access to training, support and resources which are appropriate to their role
 - Ensures employers are consulted about how the College can support them in addressing the skills gaps identified in the Local Skills Improvement Plan
- 7.3 Director (Progression and Skills):
- Director (Progression and Skills) is nominated as the Careers Leader to ensure the leadership and coordination of a high-quality careers programme supported by Associate Director (Careers) and Associate Director (Pathways)
 - Manages the CEIAG activities which are planned, developed, and delivered by professional, impartial and specialist Careers Advisers
 - Ensures that accurate and up to date resources are produced and maintained
 - Develops and provide workshops to support tutorials
 - Achieves a professional working relationship between Reigate College and other external agencies

- Overseas how curriculum, pastoral and careers staff work with employers and students to ensure they can develop their employability skills
- Ensures that all departments have identified a cornerstone stakeholder that they work with regularly to develop students' understanding of skills needed for employment and higher education

7.4 Curriculum staff:

- Staff involved in pre-entry and induction activities provide sufficient course information and advice to enable prospective students to make suitable choices
- Course and appropriate support staff are aware of services available through Student Services, maintain effective working links and make referrals for pre-entry, progression, and careers guidance when required
- Course staff ensure students are aware of support available through Student Services, tutorial, and course-based support
- Course staff ensure that there is an appropriate combination of careers education, information, advice, and guidance activities which are appropriate to their students' needs and encourage students to consider how knowledge and skills gained will be useful in the workplace
- All staff providing careers education, information and guidance have a responsibility to promote equality of opportunity, to be aware of confidentiality issues and deal sensitively with information disclosed by students
- All staff have an understanding of the skills that employers value and how these can be developed through lessons
- All staff deliver lessons that enable students to develop the skills and behaviours they need to succeed in higher education or employment
- All staff opportunities to link learning to potential progression routes in higher education and employment

7.5 Curriculum leaders:

- Involve employers and other relevant stakeholders effectively in designing and contributing to subject-level curriculums in a way that results in a well-planned and taught skills-related curriculum
- Through working with stakeholders accurately identify and consistently contribute to meeting a broad range of local, regional and/or national skills needs

8 Pathways

8.1 All students opt for one or more pathway from a choice of approximately 30 whose aims are:

- To support students in making informed career decisions and to recognise roles and routes into their chosen profession
- To enable students to reflect on their career related work experience and further develop their academic interests. To guide students in evidencing their skills and suitability and in developing a 'stand-out' application
- To support students in making informed and realistic course choices based on their academic profile, learning style and career aspirations
- To support students to understand the selection process for the courses or professions they are applying to and advise in the development of portfolios, audition and/or interview skills where appropriate

9 Work experience

9.1 To facilitate a successful experience of the workplace, the Careers Team works closely with students, their parents or guardians, the College, and employers. Procedures are flexible, influenced by circumstances and individual needs. Outlined below are the main responsibilities of each stakeholder.

9.2 All students are expected to gain in person work experience during their lower sixth year at College. This may include a workplace visit during which they engage with a range of employees and tasks, shadowing an employer or employee for a day or longer. The students should identify an experience which is meaningful and ideally either linked to their future career aspirations, or to help them explore and identify a career

pathway. Experiences may be either privately arranged or advertised by the College via the work experience SharePoint page.

- 9.3 Students will be required to complete the 'pre work experience' section on their portal prior to the experience taking place, which requires them to select learning objectives which are then reviewed afterwards. All students complete a 'post work experience' section on the portal to review their objectives and the experiences are documented on their college careers record. Parents are required to consent to work experience, and employers are sent a link to our safeguarding policy and an email following the work experience to confirm attendance.
- 9.4 All students should read the [Reigate College Guide to Work Experience](#) which sets expectations and provides guidance for before, during and after the work placement.
- 9.5 Parents/guardians can support the student in finding a meaningful experience of the workplace. This could be by helping facilitate a private opportunity or encouraging students to apply for opportunities advertised on the work experience SharePoint page. If the student has found their own placement (privately arranged) it is made clear to the parent/guardian that they must be satisfied that the student will be safe. The Health and Safety Executive provide useful guidance on how to ensure this is the case. Their full guidance can be found at [The Health and Safety Executive - Guidance for Young People at Work](#).
- 9.6 Ideally, placements will be arranged either in the holidays or around the student timetable, but we understand that in a few circumstances this may not be possible. Absences of more than one day are referred to the Associate Director (Careers), or the Director (Progression and Skills) for consideration on a case-by-case basis.
- 9.7 The College works with several third parties facilitating work experience opportunities and these are advertised in the weekly careers bulletin. The College also works in partnerships with selected local employers and through these links will advertise opportunities for insight visits or work experience.
- 9.8 The College works with selected local employers to arrange an 'experience of the workplace' which is relevant to their organisation. The exact structure of the experience will depend on the nature of the business. When the College is the experience organiser, the organisation will have been vetted by the Careers Team, including checks on company websites, conversations with relevant company managers, and agreements regarding the nature of the work experience, including a risk assessment where necessary.
- 9.9 Curriculum departments review how their courses enable students to develop their employability skills as part of their Department Reviews. Departments plan activities to ensure students are able to do this through lesson activities and "Encounters with employers" (Gatsby Benchmark 5). Each department has at least one employer that they have worked with to deliver this.

10 Inclusion and widening participation

- 10.1 The College recognises the importance of raising aspirations amongst students from a disadvantaged background. To ensure that they have equality of access to opportunities, the College runs additional focused sessions designed to broaden horizons for both students and parents. Students who may meet widening participation criteria are identified early in the lower sixth year, to ensure they are able to benefit from programmes such as those run by the Social Mobility Fund, Zero Gravity, the Sutton Trust and UCL. Care experienced students, care leavers, students with EHCPs and students from other disadvantaged groups are prioritised for one-to-one interviews with our qualified careers advisor.
- 10.2 The Careers team works closely with the Learning Support department and the Bursary team to ensure that barriers to students competing work experience, visiting universities or exploring their opportunities are removed.

11 Monitoring, review and evaluation

- 11.1 The Careers Policy and Careers Programme are reviewed annually as part of the College SAR and targets are set for improvements to the programme. Students evaluate the programme via the Induction Survey and Lower Sixth Tutorial Survey. Destinations are recorded using UCAS final destination reports, contacting ex-students during the Autumn Term after they have left and through our Future First Alumni Network. An action plan is in place to ensure that we are meeting the standards set out in the Gatsby benchmarks.
- 11.2 The College is completing the Careers Impact internal leadership review which is then peer reviewed with two other colleges.
- 11.3 Feedback methods include:
- Student/staff survey
 - Evaluation forms at the end of talks/events/experiences of the workplace
 - Feedback received at the end of CEIAG Appointments/Progression events

12 Partnerships

- 12.1 The College works closely with a range of organisations to facilitate the delivery of a careers programme that meets the needs of all our students and the requirements of the Gatsby benchmarks. These partnerships are reviewed annually. A few examples are set out below:

Organisation/provider	Rationale for partnership/collaboration
Future First	Provides a database of ex-students, providing destination information and links with employers
Unifrog	Enables students to research university courses and apprenticeships and to record activities, competencies and interactions
Causeway Education	Provides training materials for staff and an online resource called "Oscar" to help students write their UCAS personal statements
Futures for All	Offer a range of virtual work experience opportunities and shorter industry insight activities
8 Billion Ideas	Have provided us with bespoke work experience/internship opportunities linked to the curriculum
Lawyer Portal	Provide LNAT preparation workshops
Brighton and Sussex Medical School	Provide pre-med anatomy experience
Reigate College Alumni - Ella Patey and Marika Abbink	UCAT preparation workshop
University of Law	A scholarship of £1000 (awarded to each student in January and April of their first year of study at ULaw) is available to two students who meet eligibility criteria
University of the Creative Arts	Offer a Partner Scholarship of £500

Emil Dale	Priority access to a range of outreach activities including their free fully funded Summer School.
Oxford and Cambridge Colleges – including Trinity, St Hilda’s and Lincoln at Oxford. Churchill, Lucy Cavendish and Corpus Christ at Cambridge	A programme of visits, seminars and workshops is delivered with these colleges for potential Oxbridge applicants and CPD events for teachers
University of Exeter	Education Partners Programme which provides access to bespoke outreach activity and opportunities for students, parents/guardians, teachers and advisers throughout the academic year. Students who meet certain widening participation criteria are guaranteed offers on eligible courses
University of Portsmouth	Compact Agreement that aims to foster collaboration between UoP and the College to support student progression to Higher Education, particularly focusing on students who have been identified as meeting one of the UoPs widening participation criteria.

12 Employer, Civic and Community stakeholders

- 12.1 The Careers Leader, supported by our Associate Director (Careers), Head of Careers Advice and Employability Work Experience Administrators and Local Enterprise Coordinator, liaise with national and local businesses to provide our students with employer encounters and work experience opportunities.
- 12.2 Businesses are identified in a range of ways, including attending events run by our Enterpriser Advisor Network, contacting businesses directly, visiting other providers’ careers fairs, using our Alumni Network and using contacts that parents, governors and staff may have.
- 12.3 Links with stakeholders are maintained through Grofar, a CRM tailored to the needs employer engagement needs of Colleges and Training Providers. The Directors in the department and the Careers Team work with Heads of Department to match students with appropriate opportunities.
- 12.4 The LSIP informing how curriculum planning can help meet skills shortages is the LSIP for Surrey and North and Mid Hampshire (led by Sussex Chamber of Commerce).
- 12.5 Members of the Careers team attend meetings of the Reigate Business Guild to learn from them how the College can help them address skills gaps. A range of members attend the College’s careers events and provide work experience opportunities for students.

Appendix 1: Framework for Careers, Employability and Enterprise Education

[Career Development Institute - Framework for Careers, Employability and Enterprise Education 7-19](#)

Appendix 2: Updated Gatsby Benchmarks

www.gatsbybenchmarks.org.uk/updated-benchmarks

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

Appendix 3: Provider Access Policy

1 Introduction

- 1.1 Reigate College actively encourages all providers of education, training and employment opportunities to engage with us. In the first instance the provider should contact the Director (Progression), who is the College's Careers Leader via email careers@reigate.ac.uk.

2 Student entitlement

- 2.1 All students at Reigate College are entitled to:
- Find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme, which provides information on the full range of education and training options available after Reigate College
 - Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through events, presentations, group discussions and taster events, in person and online
 - Understand how and to receive support to make applications for the full range of academic and technical courses and employment opportunities

3 Opportunities for access

- 3.1 Reigate College offers a comprehensive CEIAG programme. An overview of this programme can be seen on the College website (www.reigate.ac.uk/reigate-portal/careers-and-progression/careers-programme-2). A wide range of events and presentations take place, and we are always keen to extend our network of academic institutions, alumni, contacts, training providers and employers. We have a protocol for arranging such events and a system of employer contacts, which is shared with curriculum areas. We also share information from providers with students and parents via the weekly Careers Bulletin.