

Careers Education, Information and Guidance Policy, incorporating Provider Access Legislation.



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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, included in this document.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is **insert name**, and they can be contacted by emailing **insert email address**. Our careers leader will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Regularly audit effective Careers provision against the Gatsby Benchmarks, using Compass+
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Regularly review, with the careers Lead, the audit of careers provision against Gatsby Benchmarks
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Meet regularly and present careers impact and implementation as an agenda item to continuously enhance careers provision and curriculum intent
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.3 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Link Governor will meet at least annually with careers lead and SLT lead to examine strategic intent and performance against Gatsby Benchmarks
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

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

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Personal Development Lessons, Tutor time activities, Assemblies, Guest Speakers, Outside agencies, Trips, Online platforms e.g. unifrog

Key Stage 3

- KS3 Provision
- Curriculum support in all subjects promoting related job advice.
- An introduction to the careers resources, Unifrog
- Assemblies and other information on KS4 options including vocational and alternative courses.

- ● Assist learners to have a better understanding of their strengths, achievements and weaknesses
- and support them in evaluating how these might inform future choices in learning and work
- ● Develop a better understanding of the full range of 14-19 opportunities for progression.
- ● An understanding of some of the qualities, attitudes and skills needed for employability.
- ● Online careers resources to research information about opportunities and apply their findings to
- help to make informed choices for Key Stage 4 Options, Post 16 choices and Further Education
- opportunities..

KS4 Provision

- Learners are supported to produce a challenging but realistic plan for future learning and work, by
- relating their abilities, attributes and achievements to the goals they have set themselves. Cultivate
- self-knowledge, career management and employability skills.
- Provide ICT software and other sources of advice to investigate and explore future choices and
- progression routes.
- ● Careers interview for every Year 11 student
- ● Mock Interviews, where deemed advantageous
- ● Internal and external Careers Fairs.
- ● Further Education, College & University presentations, visits and information on Open Day dates.
- ● Resources and support to complete post-16 application procedures, including course choices
- through UCAS Progress, CVs, personal statements, and preparation for interview.
- ● Close monitoring of vulnerable students and personalised guidance to meet individual needs
- provided by a specialist external provider
- One to one impartial careers information, advice and guidance can be accessed by any student on
- request. During careers interviews, all students are helped to develop a careers action plan.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website , including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting [insert email address](#)

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- surveys; leavers' information; feedback from pupils, parents, evaluations]

5. Links to other policies

This policy links to the following policies

- PAL Central Policy
- Safeguarding Policy
- Curriculum policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the a committee of the governing body and reviewed annually.

The next review date is: September 2024

Provider Access Legislation (PAL) Policy Statement

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational, academic routes and apprenticeships as well as traineeships and supported internships.

Updated September 2023

The Kemnal Academies Trust

The Kemnal Academies Trust is proud of the excellent professional relationships that we have with employers, training providers, colleges, sixth forms and universities. We recognise the importance of students from Year 7 to 13 having full access to these providers throughout their time at school in order to have enough information to make a well-informed and realistic decision about their future.

We welcome external providers coming into school to impart this information to our students and operate under the guidance principles of true impartiality. We also fully recognise and are committed to the student entitlement updated Provider Access Legislation applying to Year 8 and onwards. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement – All students in Year 8 to 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;

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships as well as academic and other vocational routes – through options events, assemblies and enrichment events.

- to understand how to make applications for the full range of academic and technical courses. In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above.

This is broken down into key phases: -

1st key phase Year 8 or 9 Two encounters for students that are mandatory for all to attend

2nd key phase Year 10 or 11 Two encounters for students that are mandatory for all to attend

3rd key phase Year 12 or 13 Two encounters that are mandatory for the school to put on but optional for students to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers

- explain what career routes those options could lead to

- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)

- answer questions from all students, including our most able, our most vulnerable and those with additional learning needs

The Kemnal Academies Trust defines an encounter as at least half an hour, during the academy day.

The school day at **insert academy name** runs from 8:40am - 3:00pm

Partnership Working

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges to speak to our students. **insert academy name** will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, curriculum lessons, enrichment events and post 16/18 options fairs.

The quality and impact of careers provision at **insert academy name** is monitored by our Senior Leadership Team and other senior leaders within the wider Trust. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

Management of Provider Access Requests

In the first instance, requests by providers should be sent with a minimum of six weeks' notice to the following email address: **insert name and email address**

The request should include:

- The proposal format, timings and duration of the request;
- The number of staff from your organisation who propose to visit;
- Any support requirements of the school.
- All requests will be considered on the basis of:
 - Clashes with other planned activity, trips or visits to the Academy;
 - Interruption to preparation for examinations;
 - Availability of academy staff, space and resources to host the activity.

The Principal/Headteacher may, at their discretion, refuse a request if it would be likely to be detrimental to the safety or wellbeing of children or staff, or if granting the request would be likely to bring the academy or the Trust into disrepute.

If a request is granted, the provider will have access to:

- A large room within the school (for example the Main Hall or Lecture Theatre);
- Audio-visual equipment, including a laptop, projector or interactive whiteboard; Stationary as required;
- At least one member of academy staff.
- Safeguarding:
 - Please find a link to our safeguarding policy which gives you information about our commitment to safeguarding for young people within the school and community.
 - **insert link to safeguarding policy**
- Prior to providers coming into the school for CEIAG, **insert academy name** will
 - undertake a risk assessment to ensure that visitors have the right information and guidance to keep themselves and young people safe.
- If you have questions about any of the information in this policy, please contact **insert name and email address**

