

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



Cleeve  
Park  
School

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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,

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 Amanda Unger, and they can be contacted by emailing [amanda.unger@clevepark-tkat.org](mailto:amanda.unger@clevepark-tkat.org). 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:

- Assemblies, career lessons, careers expo, career days, careers in the curriculum, work based visits and trips, PHSE lessons and visits to local colleges.

### Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes:

#### By the end of Key Stage 3 students will have:

- Completed a series of career modules as part of their PSHE programme
- Attended an interview with the school's careers lead
- Discussed discrimination in the workplace
- Taken part in an enterprise activity
- Engaged in a meaningful encounter with a local employer

## **By the end of Key Stage 3 students will be able to:**

- Describe their personal qualities and skills
- Recognise the different skills students are developing in each curriculum area
- Use computer programmes and internet to research future careers choices and criteria needed
- Explain what careers students are interested in and which option choices will help students to reach their goals.
- Follow the school options process
- Describe the different levels of qualifications that are available
- Explain what the word stereotype means and give one example of stereotyping in jobs.
- Understand that having a stereotypical view about people might limit their own career and learning option.
- Have opportunity to learn from career and labour market information
- Students to be able describe them self, their strengths and preferences
- Be able to focus on the positive aspects of their wellbeing, progress and achievements

## **Key Stage 4**

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- Had meaningful encounters with employers and employees
- Taken part in activities to enable students to work with Cleeve Park School business partners.
- Made preparation of their curriculum vitae, an application form and attended a mock interview with external companies
- Received support and guidance to apply for a place at local further education colleges for SEN and mainstream courses. This is achieved by completing an application form attending an assessment and learning interviews techniques
- Attended a careers event
- Taken part in mock interviews
- Taken part in experience days at Cleeve Park School sixth form
- Have an understanding of personal finances and money management

## **Key Stage 5**

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:

- Been given the opportunity to take part in various volunteering and mentoring schemes
- Been given help and support to apply for college/work training schemes/apprenticeships.
- Received support and guidance to apply for a place at local further education colleges, through completing an application form attending an assessment and learning interviews techniques
- Completed Employability Skills courses
- Attended Skills London
- Attended a TKAT careers event
- Had a Transitional Review/interview with the local authority

## 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.

## 4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school microsite <https://sites.google.com/cleevepark-tkat.org/cps-careers-updates/home?authuser=0>, 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 Amanda Unger - [amanda.unger@cleevepark-tkat.org](mailto:amanda.unger@cleevepark-tkat.org)

## 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:

- Student surveys and feedback forms
- Feedback from staff about visits
- Careers based experiences
- Parental feedback surveys.

# 5. Links to other policies

This policy links to the following policies

- Provider Access statement
- Safeguarding Policy
- Curriculum policy

# 6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed every two years.

The next review date is: **September 2025**

## **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 June 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 Cleeve Park School runs from 8:35-am - 3pm

## **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. Cleeve Park School 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. Cleeve Park School 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: [amanda.unger@cleevepark-tkat.org](mailto:amanda.unger@cleevepark-tkat.org)

The request should include:

- The proposal format, timings and duration of the request;
- The number of staff from your organization 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 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 Auditorium);
- Audio-visual equipment, including a laptop, projector or interactive whiteboard; Stationary as required;
- At least one member of academy staff.

## **Safeguarding:**

- Please visit our website to see the latest safeguarding policy which gives you information about our commitment to safeguarding for young people within the school and community.
- Prior to providers coming into the school for CEIAG purposes, Cleeve Park School 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 [amanda.unger@cleevepark-tkat.org](mailto:amanda.unger@cleevepark-tkat.org)