



Careers and Provider Access Policy

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Careers Policy

1. Careers policy 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)

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.

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 Bushra Rehman, and they can be contacted by phoning 01782 390807 or emailing careers@excellencegirlsacademy.co.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- 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
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- 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
- 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 lessons, tutor-led discussion, displays, events, guest speakers.

Key Stage 3

All pupils at KS3 can expect to:

- Begin to develop an awareness of your individual skills, strengths, and preferred learning styles in relation to post 16 pathways and future career goals.
- To set targets and review your progress
- Receive careers information and ongoing support from staff
- Take part in the year 8 Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.

Key Stage 4

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and
- Cultural education programme, through PSHE, tutor time etc..
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards your career goals in PSHE.
- Have taken part in an enterprise activity.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.

- Been given impartial advice and guidance on post-16 education, employment and training
- and apprenticeship options.
- Develop presentation and interview skills.
- Be offered the opportunity to take part in taster days/ sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. rewards assemblies.
- Be given the opportunity to take part in work experience.

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 program 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 Bushra Rehman

4.1 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 via verbal feedback and end of year surveys.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- PSHEE Strategy

6. Monitoring and review

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and approved by the Chair of Governors at every review

Provider Access Policy

1. Provider Access Policy Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- › Procedures in relation to requests for access
- › The grounds for granting and refusing requests for access
- › Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail in section 2.1 below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

2.1 The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period of time during the standard school day. Schools can continue to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

2.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all pupils. 1 encounter is defined as 1 meeting/session between pupils and 1 provider. Meaningful live online engagement is also an option at our school.

3. Pupil entitlement

All pupils in years 8 to 11 at Excellence Girls Academy are entitled to:

- › Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- › Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as options events, assemblies and taster events
- › Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access to students should contact Bushra Rehman, the school's Careers Lead:

- Telephone: 01782 390807
- Email: careers@excellencegirlsacademy.co.uk

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Term 1	Term 2	Term 3
Year 7-8	Careers workshop	Careers week Assembly and small group opportunities - employability skills	Focus on local college/s training providers
Year 9	Assembly and small group opportunities - future education, training and employment options	Careers week Key Stage 4 options event for students and their parents/carers	Focus on local college/s training providers
Year 10	Sessions on preparing for work experience	Careers week Networking event with providers and employers	Post-16 options event for pupils and parents/carers
Year 11	Assembly on post-16 options	Careers week Sessions on post-16 interviews	Sessions on post-16 transition

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

4.3 Granting and refusing access

Access to students will be granted or refused at the discretion of the Headteacher.

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

The school will make the main hall and/or classrooms available for discussions between the provider and pupils, as appropriate to the activity.

The school will also make available use of computers, projectors and other AV or equipment as requested to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of the SLT.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead who will evaluate its suitability before adding it to the School's careers resource area. This careers resource area is available to all pupils at lunch and break times and before and after school.

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

8. Links to other policies

Outline any links to other policies you have, such as:

- › Safeguarding/child protection policy
- › Careers guidance policy
- › Curriculum policy
- › Complaints policy

9. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by the Careers Lead and Headteacher.

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.