



Careers Guidance: Details of Careers Programme and Information for Provider Access

Member of Staff Responsible	CEO
Relevant guidance/advice/legal reference	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf
Approved by	Board of Trustees
Date of Policy	June 2022
Review Cycle	Annual
Date of Next Review	June 2023
Website	Yes

This policy is divided into sections.

Section 1 is common to all schools in The 3-18 Education Trust. It reflects the statutory guidance referred to above, including a provider access statement and sets out the principles for the implementation of careers guidance. This is approved by the Board of Trustees.

Section 2 provides details of Provider Access as well as the detail of how the policy is implemented at St Martin's School, including reference to the Gatsby Benchmarks. It is written by the school's Senior Leadership Team and conforms to the policy.

Section 1

1.1 Statement of Intent

The 3-18 Education Trust provides high quality careers education, information, advice and guidance (CEIAG), to support all students. This is developed throughout a students' time at the school and aims to be supportive of their aspirations, strengths and skills. The focus of the support is aimed at enabling students to make informed decisions by connecting their learning to the future through providing them with a range of experiences and advice.

This policy sets out St Martins School arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It also provides details of the careers provision at the school, linking in to the nonstatutory Gatsby Benchmarks.

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

Careers provision in **The 3-18 Education Trust** is compliant with the statutory guidance developed by the Department for Education in July 2021, which refers to Sections 42A, 42B, 45 and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information Regulations 2008. Since January 2018, schools have had to follow new regulations relating to CEIAG and be compliant with the eight Gatsby benchmarks (summarised below) and the Baker Clause that stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

The Gatsby Benchmarks

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

1.3 Student Entitlement

All schools are required to provide independent careers guidance from years 8-13 (In St Martins we give guidance from year 5 and 6 all the way through to year 11) and ensure that this guidance is impartial, adapted to the needs of the student and includes information on a range of pathways. In addition, the guidance states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information to this is set out later in this document in **Section 2**.

All members of staff at our schools (for years 8-13) are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. Our aim is that our young people leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

1.4 Roles and responsibilities

The detail of the implementation of this policy is contained in section 2, in which the school highlights the individuals involved in delivering and overseeing said implementation. In all schools there is a member of the Local Governing Body who takes a strategic role in holding the school to account for ensuring the policy is implemented based on the Gatsby Benchmarks, the Baker Clause and ensuring arrangements are in place to allow providers to access students according to the age range of the school.

Section 2

There are three areas in this section which the school is responsible for writing, implementing and monitoring:

- 2.1 Provider Access statement
- 2.2 Provider Access opportunities including reference to the Provider Access application.
- 2.3 Details of the school's provision, aligned to the Gatsby Benchmarks.

2.1 Provider Access statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. It also supports Gatsby benchmark 7 "Implement a progressive programme that broadens horizons, and scaffolds development of the knowledge and understanding required for students to identify their best next steps, from when students join you2

Pupil entitlement

All pupils in years 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 – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. 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 pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Work Pays/Ask
 - Aico
 - Robert Jones and Agnes Hunt Hospital Trust
 - SP Energy Networks
 - Colleg Cambria
 - Thomas Adams
 - Moreton Hall
 - Nature's Safe

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

School Sixth Form 1.8%

Sixth Form College 8.8%

Further Education 78.9%

Apprenticeship 8.8%

These include Coleg Cambria, North Shropshire College, Thomas Adams, Moreton Hall

Management of provider access requests

St Martins School offers a comprehensive Careers Education, Information, Advice and Guidance programme. Any potential provider needs to contact Hannah Weaver in order to identify the most suitable opportunity to be given access to students

Procedure

A provider wishing to request access should contact Hannah Weaver, Assistant Head, via email to reception@stm.318education.co.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme.

We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader Hannah Weaver to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers area of our 'Hub', which is managed by the school librarian. This area is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via careershub@marcheslep.org.uk

2.2 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.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	Assembly speakers from a range of different jobs and industries.	Enterprise day with AICO	
YEAR 8	Workshop with Xplore based on careers within science (in particular space)	STEM day focus on careers	Assembly speakers from a range of different jobs and industries.
YEAR 9	Careers fair (Networking event with providers and employers)	Key Stage 4 options evening Assembly speakers from a range of different jobs and industries.	Assembly speakers from a range of different jobs and industries.
	St Martins Unlimited club – setting up small businesses in school		
YEAR 10	Careers fair (Networking event with providers and employers)	Assembly speakers from a range of different jobs and industries.	Work experience preparation and review sessions. Work experience
	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 11	Careers fair (Networking event with providers and employers) Taster day (college or sixth form)	Assembly speakers from a range of different jobs and industries and further education	

2.3 Details of the school's provision

2.3.1 Implementation and monitoring responsibility (See 1.4)

The headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Regular feedback from all stakeholders including students, teachers, employers and parents/carers through surveys and subsequent analysis
- Feedback from external visitors to the school
- Destinations data to include reporting on sub groups including PP/SEND/K students; the number of students who are 'Not in Education Employment or Training' (NiEET) in October having left the school in the previous summer. Further reporting on sustained destinations data in March / April in the same academic year. These figures will be compared to previous years at the school as well as any available county and national figures.

2.3.2 The plain script in the following table represents the Gatsby Benchmarks. The rows that refer to Autumn, Spring and Summer term indicate the detail that St Martins School delivers in their Careers programme. The impact is assessed against the bullet points in the third row of each benchmark. At the end of this section is specific reference to Preventing students becoming NiEETs and on SEND provision.

1. A stable careers programme		
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.		
<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 		
Autumn	Spring	Summer
<i>Careers SOW in PSE lessons (Years 8 and 9)</i>	<i>Careers SOW in PSE lessons (Year 7)</i>	
<i>Careers focus through PSE and life skills for year 11</i>	<i>Careers focus through PSE and life skills for year 11</i>	
<i>HE and FE year 10 through tutor activities</i>	<i>HE and FE year 10 through tutor activities</i>	
<i>Pupil voice to gather information on how to improve careers</i>		

information and education in school.		
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2. Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Autumn	Spring	Summer
<p>All pupils have access to the START platform (parents can access this through their child/wards log on)</p> <p>Questionnaire sent out to parents about careers in the curriculum.</p> <p>Careers SOW in PSE lessons (Years 8 and 9)</p>	<p>Careers SOW in PSE lessons (Year 7)</p> <p>Options evening for year 9</p> <p>Forum for parents to share information on careers.</p>	<p>Forum for parents to share information on careers.</p>

3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

Autumn	Spring	Summer
<p>All pupils have access to the START platform.</p> <p>All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.</p> <p>Careers SOW in PSE lessons (Years 8 and 9)</p>	<p>All pupils have access to the START platform (revisited throughout the year)</p> <p>All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.</p> <p>Careers SOW in PSE lessons (Year 7)</p>	<p>All pupils have access to the START platform (revisited throughout the year)</p>

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

Autumn	Spring	Summer
<p>Year 7 pupils trip to AICO</p> <p>Year 9 maths focus webinar about the different options and careers routes through maths.</p> <p>Discussions and displays in classrooms about different pathways through different subjects.</p> <p>French trip years 8-11.</p> <p>Shropshire music service performances and talk</p>	<p>Year 8 pupils to attend a STEM day at RAF Cosford</p> <p>Theatre trip years 10 and 11 – English</p> <p>Discussions and displays in classrooms about different pathways through different subjects.</p> <p>Keele Maths fest year 10</p> <p>Shropshire music service performances and talk</p>	<p>Discussions and displays in classrooms about different pathways through different subjects.</p> <p>Spanish trip years 8-11</p> <p>Liverpool trip to the British Music experience</p> <p>Shropshire music service performances and talk</p>

5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer. (Meaningful is defined as one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.)

Autumn	Spring	Summer
<p>Careers fair for year 9-11</p> <p>Assemblies for year 7-11 from a range of employers</p> <p>Year 7 trip to AICO</p>	<p>Assemblies for year 7-11 from a range of employers</p>	<p>Assemblies for year 7-11 from a range of employers.</p> <p>Year 10 work experience (July)</p>

6. Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any parttime jobs they may have.

Autumn	Spring	Summer
Year 7 trip to AICO	Year 8 STEM trip RAF Cosford Year 11 Theatre trip	Year 10 pupils to attend work experience from 17 th -20 th July 2023

7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
- *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

Autumn	Spring	Summer
Local college assemblies for year 11 Taster day at either a sixth form or college for year 11. HE and FE tutor activities for year 10.	HE and FE tutor activities for year 10.	University trip for year 10.

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Autumn	Spring	Summer
All year 11 pupils have an individual meeting with our careers advisor, Gemma Evans, in school. This runs throughout the year on a Wednesday.		

Preventing Young People becoming NiEET

- The school aims to work with local authority and multi-agencies in supporting those students at risk of becoming 'NiEET' by offering targeted intervention.
- The school seeks to identify the multiple barriers that are judged to be hindering student progress and use effective CEAIG (along with other strategies) to tackle disengagement.
- Effective use of Pupil Premium Grant to support these interventions will be prioritized in its spending.
- Regular updating, reflecting, planning, implementing and monitoring of the various interventions targeted at this group will take place to evaluate impact and cost effectiveness.

- Pupils at risk of becoming NEET and are targeted for small group work with Clare Gilkes from the department of work and pensions.

SEND Provision

- The school will look to support SEND students as part of their Education, Health and Care (EHC) Plans with effective CEIAG that maps out possible traineeships, apprenticeships and higher education options.
- Close work with Sue Dix to identify any pupils who may need further support or particular work placements.
- We will seek to use the local offer published by local authorities for SEND providers and liaise with employment services, businesses and relevant agencies to allow informed choices to be made.
- Where a pupil has an EHC or “Statement”, all reviews from Year 9 onwards will have a focus on preparing for adulthood, including employment, independent living and participation in society. This review will be attended by a qualified CE/IAG provider (Shropshire Youth).
- This will allow us to meet the new statutory guidance for 0-25 Special Education Needs Code of Practice.