



Careers Policy and Careers Provider Access

The Coleshill School: Provider Access

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Learning from career and labour market information
4. Addressing the needs of students
5. Targeted support
6. Students with SEND
7. Linking curriculum learning to careers
8. Encounters with employers and employees
9. Experience of workplaces
10. Encounters with further and Higher education
11. Personal guidance
12. Information sharing
13. Provider Access Policy Statement
14. Access Requests
15. Annexes

Policy 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. This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in 5th January 2023.

The Coleshill School Careers Programme aims to:

- Fulfil the statutory requirements of the Baker Clause amendment to the Technical and Further Education Act 2017.
- Prepare students for their next educational or work-based training pathway & beyond.
- Share the diverse range of 'next steps' pathways available at both post 16 and post 18 transitions, including T-Levels, College Courses, Apprenticeships (intermediate, level 2, Advanced, level 3, Higher, level 4 & Degree, levels 5-6), A-Levels, Undergraduate degrees.
- Develop an understanding of the workplace environment and employability skills.
- Provide a range of opportunities for students to engage with the world of work, further and higher education providers throughout their time at the school.
- To ensure that students have access to high quality information on careers, job roles and labour market information.
- Offer professional 'next steps' guidance to all students with particular targeting of students leaving The Coleshill School after year 11, vulnerable, disadvantaged and SEND students.
- Early targeted intervention of most vulnerable to NEET year 10's informed by RONI data.
- Promoting equality, diversity, social mobility and challenging stereotypes.
- Aiming for students to sustain employability and achieve personal and economic well-being throughout their lives.

1. 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 pupils during the ‘first key phase’ (year 7

to 9) and two encounters for pupils during the ‘second key phase’ (year 10 to 11). For pupils in the ‘third key phase’ (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils 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 pupils from the provider)

2. Roles and Responsibilities

2.1. The Coleshill School are responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 13.+
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints and Procedures Policy.
- Organising an annual, Careers-focussed, Governors Meeting reviewing the progress towards

2.2. Careers SLT link is responsible for:

- Reviewing and revising where appropriate, this policy on a bi-annual basis.
- Preparing and implementing a development plan for CEIAG – the Careers TDP.
- Reviewing and evaluating the programme of CEIAG.
- Supporting subject teachers with careers education and pastoral tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Attending regular meetings with Careers Line Manager, to plan and evaluate implementation of the school's career plan and ensuring effective and independent professional careers guidance.

2.3. The Level 6 Qualified, Careers Advisor is responsible for:

- Careers Education, Information, Advice and Guidance.
- Working with students and staff to raise aspirations about future education/ career pathways through provision of accurate and up to date information, advice and guidance.
- Interviewing, advising and monitoring students so that every student has clear plans for progression at key transition points.
- Ensuring that every student has access to impartial information, advice and guidance.
- Following up with school leavers to identify student pathways, identifying and supporting NEET students and providing monitoring data.
- To plan and deliver a coherent programme of careers education.
- Helping to organise a range of careers events both within and outside the normal school day.
- Liaising with Head of School, Progress Leaders and pastoral tutors to prepare, resource and deliver bespoke independent careers guidance.

3. Learning from Labour Market Index:

3.1 Ensures that students and families have support and guidance in accessing and using information, primarily via the school's professional Careers Advisor.

3.2. Ensures that every student and their families have access to good quality information about future study options post 16 and post 18 and labour market opportunities including careers, job roles, example salary expectations and job opportunities. Online resources are accessible via Careers Connect and through our school's subscription and universal student and parental access to Unifrog.

3.3. Ensures that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options, particularly through the year 9 Options Evening lesson, guidance documentation and parental information evening.

4. Addressing the needs of students:

4.1. The Coleshill School's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme informs students of the range of opportunities available to them and makes clear equality of opportunity.

4.2. All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Arrangements are made for students to connect with employees who work in non-stereotypical jobs to raise awareness of the range of careers and equality of opportunity.

4.3. Careers Advisor, maintains records of advice given to each student and consequent decisions so that students can be systematically supported in their career development.

4.4. The Academy collects and analyses destination data to assess how well the careers programme is raising aspirations. The data is regularly reviewed on an annual basis.

5. Targeted Support

5.1. Careers Advisor, works with the Head of Year, Progress and Phase Leaders, pastoral tutors and, where appropriate, alongside the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways (NEET's). Agreements are made over how these students can be referred for support drawn from a range of education and training support services available locally. Targeting of these students is informed by year 10 RONI data, ensuring early intervention.

6. Students with SEND

6.1. Careers Advisor, ensures that careers guidance is differentiated and based on high aspirations and a personalised approach.

6.2. Our Careers Advisor works with the families of SEND students to help them understand what career options are available.

6.3. Careers guidance focuses on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.

7. Linking Curriculum Learning to Careers

7.1. The Coleshill School delivers a discrete Careers Education Programme, as an integral part of the wider PHSCE curriculum.

7.2. Students study a curriculum to the end of Key Stage 4 which supports progression and fosters them in lifelong learning.

7.3. This core provision is supplemented by pastoral tutors facilitating remote careers assemblies and tutor time activities spotlighting career sectors, job roles and labour market information.

8. Encounters with Employers and Employees

8.1. Our Careers Lead and SLT link engage with local, regional, national and transnational employers, businesses and professional networks, inviting visiting speakers with whom students can relate during National Careers and Apprenticeship Week and our Future Friday's Tutor programme.

8.2. Every year, the whole of year 10 visit World Skills Live to engage with employers from a range of sectors.

8.3. Every year, all KS3 & 4 students access over 30 employers, further and higher education providers at our school's annual Careers Fair.

9. Experience of Work places

9.1. Year 10 and Year 12 experience of the workplace challenge/s, in order to meet Gatsby benchmark 6, requiring all students to have had at least one experience of the work place by the age of 16, and one further such experience by the age of 18. Takes place every year and checks are completed through an external company and Uni Frog.

10. Encounters with Further Education and Higher Education

10.1. The Careers programme provides students with a range of information and opportunities to learn about education, training and career paths throughout their school life.

10.2. Careers interviews, guidance and monitoring take place in years 10,11,12 and 13 to ensure that students have appropriate progression plans in place.

10.3. Students are encouraged to use information tools, such as websites and apps, which display information about opportunities including 'Unifrog' and 'launchyourcareer.com'

10.4. Education and training providers deliver information to all students in Years 7 to 13 about approved technical education qualifications and apprenticeships.

10.5. Opportunities are provided for students to engage with higher education including Higher Education events including the annual UCAS Fair at the NEC, visiting speakers and mentors from universities.

10.6. A policy statement on Post 16 Provider Access is published on the school website/below and includes:

- Any procedural requirements in relation to requests for access.
- Grounds for granting and refusal of requests for access.
- Details of premises or facilities to be provided to a person who is given access.

11. Personal Guidance

11.1. All students are provided with opportunities for personal guidance interviews.

11.2. Careers Advisor, meets the professional standards outlined by the Career Development Institute, of which she is a paid up member.

11.3. When working with students with SEND the Careers Leader communicates with SEND staff and uses the outcome and aspirations in the EHCP to focus discussions.

11.4. When working with LA students or care leavers, Careers Advisor, uses students' personal education plan to focus discussions.

12. Information sharing

12.1. The LA will be notified, as early as is possible, whenever a 16 or 17-year-old student leaves an education or training programme before completion.

13. Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, Arthur Terry “must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships”. This policy statement sets out how we manage requests from these providers.

What are students entitled to?

Students must be enabled to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

14. Access requests.

Access by external providers to The Coleshill School students must be agreed by Head Teacher, Miss Brindley.

A provider wishing to request access should contact Natasha Blunt via email at blunt.n@thecoleshillschool.org with a minimum of 6 weeks’ lead time

The request should include:

- The proposed format, timings and duration of the request;
- The number of staff from your organisation who propose to visit; and 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 School;
- Interruption to preparation for examinations; and
- Availability of academy staff, space and resources to host the activity.

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 to identify the most suitable opportunity for you.

We will grant access requests that meet the following criteria:

- There is a clear and demonstrable opportunity for students to learn new information about technical education qualifications and apprenticeship opportunities.
- Provider visits fit with the school's careers programme.
- Visitors represent organisations or providers which are recognised providers of high quality technical or apprenticeship education and training.
- Visitors will provide evidence of identity.
- We will refuse any access request that: duplicate information already provided to students, disrupt learning of students and to visitors unable to provide adequate credentials.
- Once we have approved a provider, we will work with them to identify the best method for working with our students.
- We will make the school hall, classrooms or meeting rooms available to host presentations and workshops, as appropriate to the event.
- We will also make presentation equipment such as projectors available to providers subject to sufficient notice of request.
- Can providers leave prospectuses for students to read?
- Providers are welcome to leave a copy of their prospectus and other relevant course materials to be displayed in the school library, with copies also held by Careers Advisor

15. Annexes – this policy is informed by the following resources:

Careers guidance and access for education and training providers: Statutory guidance for schools and colleges on providing careers guidance.

- (1) DfE (Jan 2018) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff
- (2) DfE (April 2014) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff
- (3) HM Government (September 2013) Inspiration Vision Statement
- (4) Ofsted (September 2012) Going in the right direction? Careers guidance in schools from September 2012
- (5) Gatsby Charitable Foundation (May 2014) Good Career Guidance (a report produced by Sir John Holman)
- (6) Association of Careers Education and Guidance (2012) The ACEG framework for careers and work-related education: A practical guide (Adopted by the Careers Develop
- (7) Careers Strategy – Making the most of everyone's skills and talents (Dec 2018)

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 Audi Visual 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 Hub Resource Centre, which is managed by the Careers Lead. The Careers Hub 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 provideraccess@careersandenterprise.co.uk

Approval and review

Next review: 7.1.2025

Ian – Smith Childs Secondary Strategic Lead Headteacher

Rebecca Brindley Head in School