

## **Careers Programme & Provider Access Policy**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at 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. As well as the careers overview programme that is accessible for all pupils at Cedars Short Stay School.

### **Careers Leaders**

At Cedars Sarah Precious\* is the Entrust Careers Service Provider. The Careers Leader is the PSHE Coordinator (Careers taught through PSHE), Assistant Headteacher (Careers trips / providers on site) & Deputy Headteacher (Yr. 11- POST 16 overview and tracking).

\* Sarah Precious is the independent careers guidance provided by Entrust:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

### **Student entitlement**

All pupils in years 8-11 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
- in Yr. 11 – all pupils have 1:1 IAG from Entrust Careers Service from January to May and from August to September if required

## Management of provider access requests

### Procedure

A provider wishing to request access should contact *Mrs P Clulow, Headteacher*.

Telephone: 01782 973760 Email: [office1@cedrasnewcastle.staffs.sch.uk](mailto:office1@cedrasnewcastle.staffs.sch.uk)

### Opportunities for access

A number of events are integrated into the school careers & PSHE programme, as well as specific events that are organised (as and when opportunities arise) to enable all pupils to have access to careers information. Cedars also offer providers an opportunity to come into school to speak to pupils and/or their parents/carers during the academic year.

KS 4 pupils also can have the opportunity to undertake a weekly Work Experience (WEX) Placement which will complement their Individual Learning Plan and their POST 16 aspirations. All H&S checks are undertaken before the placement commences, this includes the student having interviews to achieve the WEX placement.

OVERVIEW of Careers Input:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8 & 9	Careers in PSHE; Tutor time/assembly etc.	Careers in PSHE; Tutor time/assembly etc.	Careers in PSHE; Tutor time/assembly etc.
Year 10	Colleges & providers in school NEC – Skills Show trip. Staffordshire Schools Adviser   Department for Work and Pensions workshops	Careers in PSHE; Tutor time/assembly	1:1 IAG session to start POST 16 planning.
Year 11	Visits to colleges & providers NEC – Skills Show trip. Careers in PSHE; Tutor time/assembly. Staffordshire Schools Adviser   Department for Work and Pensions workshops	1:1 IAG sessions to support applications; CV; interviews etc. Post-16 taster sessions at local Colleges & Providers Support visits and interviews.	Further 1:1 if needed to secure POST 16 placements. Support on results day in August.
POST 16	IAG tracking during the Autumn term		

Parents/Carers are involved in their child's careers aspirations from pre-admissions meetings on entry; at Parent & Carer's evenings during the year to final Yr. 11 IAG & POST 16 placements.

## **Premises and facilities**

Cedars 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with PSHE.

## CEDARS Gatsby Benchmark overview: RAG rated to be achieved by July 2021.


<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.</p>	<p>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. ENTRUST, SLT, PSHE TEACHER</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. CURRICULUM/CAREERS</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. <b>ENTRUST to undertake.</b></p>
<p><b>2. Learning from career and labour market information</b></p>	<p>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.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. CEDARS don't have KS 4 options, but CEDARS will try to include POST 16 aspirations into their ILP.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. CEDARS staff try to encourage all parents/carers to be involved in their child's POST 16 placements at meetings</p>
<p><b>3. Addressing the needs of each student</b></p>	<p>Pupils 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.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ENTRUST, CEDARS staff as and when it arises.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ENTRUST – participation plans</p> <p>All pupils should have access to these records to support their career development. ENTRUST – participation plans.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. ENTRUST &amp; Exam results data overview doc.</p>

<b>4. Linking curriculum learning to careers</b>	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. <b>CEDARS to establish a Stem EMPLOYERS list for all pupils to access by 2021.</b>
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<b>5. Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p><b>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</b> WEX; ENTRUST activity: CV's/WEX/mock interviews/application form filling/ careers events etc.</p> <p><b>CEDARS to maintain the established working links with Jobcentre Plus – Support for School's programme. JAN 2021</b></p> <p>*A 'meaningful encounter' is 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.</p>
<b>6. Experiences of workplaces</b>	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.	<p><b>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.</b> WEX programme for KS 4 pupils</p>
<b>7. Encounters with further and higher education</b>	All pupils 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.	<p>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 pupils. <b>CEDARS encourage FE, but needs to plan for HE.</b></p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

<b>8. Personal guidance</b>	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.	<p style="background-color: #90EE90;">Every pupil should have at least one such interview by the age of 16.</p> <p style="background-color: #FF0000;">CEDARS to have a STEM employers list and for each student to have 7 opportunities to encounter employers. By end of 2021</p>
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Further developments at CEDARS: 2018-2021

Timing	Action
From September 2018	<input type="checkbox"/> Job specification and standards for Careers Leaders developed and started to be used by schools. SEPT 2018: CEDARS & Entrust
From September 2018	<input type="checkbox"/> The Careers & Enterprise Company will take on a broader role across all the Gatsby Benchmarks. <b>PC</b> <b>Compass evaluation toolkit: AUG 2018</b>  6.8.18 careers COMPASS eval.docx
During 2018 and 2019	<input type="checkbox"/> CEC will provide tools to help schools meet the Gatsby Benchmarks.
During 2018 and 2019	<input type="checkbox"/> Careers Leaders training funded for 500 schools and colleges.
By end 2021	<input type="checkbox"/> All schools will have access to an Enterprise Adviser.



## Further information

### Useful resources and external organisations

- [Gatsby Good Career Guidance](#). A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.
- [Compass](#). A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.
- [State of the Nation 2017](#). A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.
- [Careers & Enterprise Company](#). The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.
- [Careers & Enterprise Company: Schools and Colleges](#). Connects schools to businesses volunteers and careers activity programmes.
- [National Careers Service](#). The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.
- [Amazing Apprenticeships](#). A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.
- [Apprenticeships Support and Knowledge for Schools](#) (ASK). A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.
- [Baker Dearing Educational Trust](#). Information on University Technical Colleges.

- [Career Development Institute](#). The Career Development Institute is the single UKwide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.
- [Career Development Institute Framework for careers, employability and enterprise education](#). A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.
- [UK Register of Career Development Professionals](#). The single national point of reference for ensuring and promoting the professional status of career practitioners.
- [Quality in Careers Standard](#). The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.
- [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
- [LMI for All](#). An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
- [STEM Ambassadors](#). A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings
- [Unistats](#). The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective pupils.
- [Your Daughter's Future](#). A careers toolkit for parents.
- [Your Life app](#). Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.

## Other relevant departmental advice and statutory guidance

- [Governance handbook](#). Guidance outlining the roles and duties of school governors and academy trusts.



- [Special educational needs and disability code of practice: 0 to 25 years](#). A statutory code which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under Part 3 of the Children and Families Act 2014.
- [Participation of young people: education, employment or training](#). Statutory guidance for local authorities on their duties relating to the participation of young people in education, employment or training.

## Other departmental resources

- [Careers strategy: making the most of everyone's skills and talents](#). Government's plan for raising the quality of careers provision in England.
- [Post-16 technical education reforms: T level action plan](#). Government's progress on the reforms to technical education set out in 'Post-16 skills plan', confirms next steps and opportunities for engagement by interested parties.