

Document Management Information

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| Applicable to: | All staff in all Academies and Central Support Services including individuals employed by the Trust, contractors and agency staff. |
| Development and Consultation: | This document sets out the Trust's Careers Education and Guidance Policy including arrangements for managing the 'access' of providers to students in academies. |
| Dissemination: | This policy is available in the Trust's Policy Centre and on Academy websites. |
| Implementation: | Each secondary Academy will develop a careers programme in line with policy to be coordinated by the Academy Careers Leader under the direction of the Principal and Trust Wide Curriculum Lead for PSHE & Careers. |
| Training: | Training will be provided on request and regular opportunity to share best practice through Careers Subject Community Meetings held once per half term. |
| Review Frequency: | This policy will be reviewed every three years or earlier if new legislation or guidance is released. |
| Policy Author: | Jeanne Woodhouse, Trust Wide Curriculum Lead PSHE & Careers |
| Executive Policy Owner: | Mark Neild, Deputy Chief Executive |
| Approval by: | Level 2: Education Committee |
| Approval Date: | 26 January 2023 |
| Next Review Due: | December 2025 |

Revision History

| Document version | Description of Revision | Date Approved |
|------------------|-----------------------------------|-----------------|
| 0.1 | First draft for Executive review | |
| 1.0 | Approved policy | 21 April 2020 |
| 2.0 | Second draft for Executive review | 26 January 2023 |
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Contents



1. Introduction

- 1.1. Careers education and guidance make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned programme of activities supports student in choosing pathways that suit their interests and skills inspires them to consider a range of career pathways to help ensure sustained employability throughout their working lives.
- 1.2. Careers information, advice and guidance is a central part of the Trust's ethos of broadening the horizons of students and



4.9. Link Governor Member of the Academy Scrutiny Committee who provides challenges to the



6. Delivery and Content



Appendix 1 –The Gatsby Benchmarks: a world class standard for schools and colleges

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.
- 2.



Appendix 2

Academy Careers Programme Contextual Template

| | TERM 1 | | |
|------------|------------------------|--------------------------|-------|
| Year Group | Provision and Outcomes | Link to Gatsby Benchmark | Dates |
| 7 | | | |

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Appendix 3 DRET Provider Access Policy Statement

Provider Access Policy Statement (PAL)

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships

Updated January 2023

[Name of Academy]

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer.

Student Entitlement:

All students 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.

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

