



Careers Guidance Policy

Career Education, Information, Advice and Guidance Policy

(including Provider Access Statement)

Leadership Team Responsibility:	Ruthana Christofides - Deputy Headteacher
Version Date:	September 2023
Presented to Local Governing Body:	November 2023
Review Date:	November 2024

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CEIAG at Lister

1. 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 as well as the ability to reflect on their strengths and areas for development
- 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, which you can find in Appendix 1.

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)
- As an academy in England, we're now required to provide and publish careers guidance.

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. This policy complies with our funding agreement and articles of association.

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, and can be found in Appendix 1.

3. Roles and responsibilities

3.1 Careers team

Our careers leader is TBC and they can be contacted by phoning [020 8471 3311](tel:02084713311) Ext 5011 or emailing careers@lister.ncltrust.net. 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 11 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 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 11 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

3.4 Teaching Staff Teaching

staff will:

- Highlight career links within their subject areas
- Links skills students learn to specific careers pathways
- Signpost students to additional sources of information, advice and guidance for careers linked to their subject areas

4. Our careers programme

At Lister Community School we firmly believe that effective careers guidance significantly contributes to raising aspirations, improving life chances, increasing motivation, and overcoming barriers to success. We are committed to delivering a high quality CEIAG programme that empowers our students to make informed decisions about their futures. Our goal is to equip our students with the necessary skills to adapt to an everchanging economic climate, inspiring them to become life-long career learners.

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: □

Projects

- Assemblies
- Trips
- Visits
- Parent information evenings
- In school events
- Through lessons and the form time programme
- Displays and school publications

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. Our careers curriculum map can be accessed [here](#).

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. Our careers curriculum map can be accessed [here](#).

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 programme can be found [here](#), 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 our Careers team by phoning [020 8471 3311](tel:02084713311) Ext 5011 or emailing careers@lister.ncitrust.net.

4.3 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 by: □ Student surveys

- Parent surveys
- Leavers destinations
- Visit and trip evaluations
- Feedback from external organisations
- Regular self-assessment (at least annually) using the [COMPASS tool](#), created by the Careers & Enterprise Company (CEC)

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement (Appendix 1)

6. Monitoring and Review

This policy, the information included, and its implementation will be monitored by the governing board and reviewed annually.

Appendix 1 - Provider Access Policy Statement

1. 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 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 4 encounters with technical education or training providers to all pupils in years 8 to 11 (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 students.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 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 11 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

- 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

Further detail of how we do this with each year group can be found on the curriculum map below.

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. Student entitlement

All students in years 8 to 11 at Lister Community School 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
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

Any training provider wishing to request access to Lister Community School should do so by contacting the school's Careers Team:

Email: Careers@lister.ncltrust.net

Telephone: [020 8471 3311](tel:02084713311) Ext 5011

4.2 Opportunities for access

A number of events, as outlined in our [Careers programme](#), will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

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

These events will run in line with any measures related to public health incidents, including COVID-19.

4.3 Granting and refusing access

All appropriate requests will be given due consideration by the school's Careers Team. Successful requests will normally be prioritised on a first come, first served basis. Requests will be refused if:

- They impinge upon students' preparation for internal or public exams.
- They clash with other school events, such as educational visits, internal or public exam periods, sports days, etc.
- The school is unable to provide staff to support the event.

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

A wide range of facilities exist at the Lister Community school e.g. an assembly hall, a lecture theatre and computer rooms. The Careers team will work with providers to agree and organise facilities which can be used.

Providers are free to leave prospectuses or other material for students to read.

5. Previous providers

Last academic year we invited almost 50 providers both from the local area and further afield to speak to our pupils. The list of these providers is available on request.

6. Pupil destinations

Last year, our year 11 pupils moved to a wide range of providers in the local area after school. This list of these providers will be available on request from January.

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. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Ruthana Christofides, Deputy Headteacher.

This policy will be reviewed by Ruthana Christofides, Deputy Headteacher annually. At every review, the policy will be approved by the governing board.