



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

<b>Member of Staff Responsible</b>	CEO
<b>Relevant guidance/advice/legal reference</b>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf</a>
<b>Approved by</b>	Board of Trustees
<b>Date of Policy</b>	March 2023
<b>Review Cycle</b>	Annual
<b>Date of Next Review</b>	March 2024
<b>Website</b>	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 The Priory 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 The Priory 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 non- statutory 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 8-11 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**

This document 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

A provider wishing to request access should contact the Careers Lead through reception via telephone on 01743 284000 or email, [info@tpstrust.co.uk](mailto:info@tpstrust.co.uk)

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak with students and/or their parents/carers.

##### **2.1.1 Procedure**

The Priory school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in Section 2.3, Any potential provider needs to contact Carol France or Kim Weston in order to identify the most suitable opportunity to be given access to students.

##### **2.1.2 Student entitlement**

At The Priory School, students in 7-11 are entitled to at least 4 encounters with approved providers of apprenticeships and technical qualifications under the January 2023 provider access legislation (PAL):

- Two encounters in Year 8 or year 9 (mandatory for all students to attend)
- Two encounters in Year 10 and Year 11 (mandatory for all students to attend)

- find out about technical education qualifications (including T-Levels) 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.
- 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.
- understand how to make applications for the full range of academic and technical courses

### 2.1.3

#### **2.1.4 Granting and refusing access**

The Priory School offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Strategy which can be seen on the school website.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

#### **2.1.5 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.

#### **2.1.6 Premises and facilities**

The Priory School will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team. Providers will be able to leave prospectuses with Priory staff to be handed out.

## **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	Life – CEIAG – Introduction to Kudos [BM2/3] Enterprise Challenge [BM2/4] Future Skills Questionnaire [BM1]	National Apprenticeship Week  Apprenticeship Assembly DWP [BM7] National Careers Week	
YEAR 8		Life - CEIAG LMI DWP   [BM2] National Apprenticeship Week  Apprenticeship Assembly DWP [BM7]  National Careers Week  Life – Community Project [BM4]	Post 16 Assemblies [BM7] <ul style="list-style-type: none"> <li>• Shrewsbury College Group</li> <li>• North Shropshire College</li> <li>• Thomas Adams Sixth Form</li> <li>• William Brookes Sixth Form</li> <li>• SBC / Juniper Training</li> <li>• Shrewsbury Town Football Club</li> </ul> STEM event [BM5]

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 9	Options assembly [BM6] English at work day [BM4.BM5]	National Apprenticeship Week Apprenticeship Assembly DWP [BM7] Apprenticeship, Skills and Employability Event Telford [BM5/BM7] Life - Options and Careers and Post 16 prospectuses – [BM7] Life CEIAG What Employers Want – DWP talk (focuses on employability skills) [BM5] National Careers Week  Employability Skills Event [BM2/BM5]	Enterprise Event for MAP students at Shrewsbury School [BM3/BM7] Future Skills Questionnaire [BM1] Birmingham Uni visit PP plus others [BM7]
YEAR 10	Next steps – Post 16 parents Event (part of wider Y10 event) [BM7]	National Apprenticeship Week Apprenticeship Assembly DWP [BM7] Apprenticeship Event [BM5/BM7] Birmingham Uni visit PP plus others [BM7]  Life - University finance talk Chester University (Financial Capability) [BM7] Life – Labour Market Information [BM2] National Careers Week Army Careers Talk [BM7]  Army Elite Skills Workshops [BM5/BM7]	Post 16 booklet issued to Y10 with assembly [BM7] Potential careers routes form completed [BM7] Letter/talk to parents about post 16 providers [BM7]  Mock Interview Day / Assessment Centre Prep for PP students Getting to know you workshop [BM3/BM5]  Work experience [BM7]

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 11	Post 16 Assemblies [BM7] <ul style="list-style-type: none"> <li>• Shrewsbury College Group</li> <li>• North Shropshire College</li> <li>• Thomas Adams Sixth Form</li> <li>• William Brookes Sixth Form</li> <li>• SBC / Juniper Training</li> <li>• Shrewsbury Town Football Club</li> </ul> Letter to parents open events of post 16 providers [BM7] Thinking Ahead Event [BM5] Life - Post 16 Transition [BM7] 1:1 careers appointments [BM8] MAP Oxford University Visit [BM3/BM7] Post 16 application support drop in sessions SCG [BM7]	Drop in careers sessions 1:1 careers appointments [BM8] National Apprenticeship Week Shrewsbury School University Fair [BM3/BM7] National Careers Week 1:1 careers appointments [BM8] Future Skills Questionnaire [BM1]	

## 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 The Priory 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.

<b>1. A stable careers programme</b>		
<b>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.</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<i>Year 7, Future Skills Questionnaire Newsletter round up – Futures Focus [BM1]</i>  <i>Parental Feedback [BM1] Compass evaluation [BM1]</i>  <i>Newsletter round up – Futures Focus [BM1]</i>	<i>Year 11, Future Skills Questionnaire [BM1]</i> <i>Newsletter round up – Futures Focus [BM1]</i> <i>Compass evaluation [BM1]</i> Review of <i>CEIAG Policy [BM1]</i> Review of <i>Careers Strategy [BM1]</i> <i>Newsletter round up – Futures Focus [BM1]</i>	<i>All Years, Student voice – school parliament</i>  <i>Year 8, Future Skills Questionnaire</i> <i>Departmental audits [BM4]</i> <i>Newsletter round up – Futures Focus [BM1]</i> <i>Compass evaluation [BM1]</i> <i>Whole year evaluation report [BM1]</i> <i>Newsletter round up – Futures Focus [BM1]</i>
<b>2. Learning from career and labour market information</b>		
<b>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.</b>		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<i>Year 7, CEIAG (Life)</i> <i>Year 7, Introduction to Kudos [BM2/BM3]</i> <i>Year 7, Enterprise Challenge [BM2/BM4]</i>	<i>All Years, Employability Skills Assembly DWP [BM2/BM5]</i>  <i>Year 9, Employability Skills Event [BM2/BM5]</i>	

<b>3. Addressing the needs of each student</b>		
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.		
<ul style="list-style-type: none"> <li>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>All students should have access to these records to support their career development.</li> <li>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Year 7, CEIAG (Life) Introduction to Kudos [BM2/BM3]</p> <p>Year 8, Life - Challenging stereotypes (sexism/racism) [BM3]</p> <p>Year 11, MAP Oxford University Visit [BM3/BM7]</p> <p>Year 11, Life – Prejudice &amp; discrimination (Equality Act, discrimination, racism and stereotypes) [BM3]</p>	<p>Year 11, Life – Diversity (Equality Act, gender, cultural diversity) [BM3]</p> <p>Year 11, Shrewsbury School University Fair [BM3/BM7]</p>	<p>Year 7, Life – Disability [BM3]</p> <p>Year 9, Enterprise Event for MAP students at Shrewsbury School 28<sup>th</sup> April 2023 [BM3/BM7]</p> <p>Year 10 Life - CV Writing [BM3]</p> <p>Year 10 Mock Interview Day / Assessment Centre</p> <p>Year 10, Prep for PP students Getting to know you workshop [BM3/BM5]</p> <p>All Years, Student voice – school parliament [BM3]</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.		
<ul style="list-style-type: none"> <li>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 become effective workers within, a wide range of careers.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Year 7, Languages Day [BM4/BM5]</p> <p>Year 7, Enterprise Challenge [BM2/BM4]</p> <p>Year 9, English at work day [BM4.BM5]</p>	<p>Year 8, Life - Community Project [BM4]</p>	<p>Departmental audits [BM4]</p>
<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.		
<ul style="list-style-type: none"> <li>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.)</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p>Year 7, Languages Day [BM4/BM5] Year 9, English at work day [BM4.BM5] Year 11, Thinking Ahead Event [BM5]</p>	<p>Year 9, Apprenticeship, Skills and Employability Event Telford [BM5/BM7]</p> <p>Year 9, Life CEIAG What Employers Want – DWP talk (focuses on employability skills) [BM5]</p>	<p>Year 8, STEM event [BM5]</p> <p>Year 10, Mock Interview Day / Assessment Centre</p> <p>Year 10, Prep for PP students Getting to know you workshop [BM3/BM5]</p>
	<p>Year 9, Employability Skills Event [BM2/BM5]</p> <p>All Years, Employability Skills Assembly DWP [BM2/BM5]</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.		
<ul style="list-style-type: none"> <li>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.</li> <li>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 9, Options assembly [BM6] Year 10, Work experience assembly launch [BM6]		Year 10, Work Experience
<b>7. Encounters with further and higher education</b>		
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.		
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 10, Next steps – Post 16 parents Event (part of wider Y10 event) [BM7] Year 11, Post 16 Assemblies [BM7] <ul style="list-style-type: none"> <li>Shrewsbury College Group</li> <li>North Shropshire College</li> <li>Thomas Adams Sixth Form</li> <li>William Brookes Sixth Form</li> <li>SBC / Juniper Training</li> <li>Shrewsbury Town Football Club</li> </ul> Year 11 Letter to parents open events of post 16 providers [BM7] Year 11, Life - Post 16 Transition [BM7] Year 11, MAP Oxford University Visit [BM3/BM7] Year 11, Post 16 application support drop in sessions SCG [BM7]	Year 9, Life - Options and Careers and Post 16 prospectuses – [BM7] Year 9, Apprenticeship, Skills and Employability Event Telford [BM5/BM7] Year 9, Life - Options and Careers and Post 16 prospectuses – [BM7] Year 10, Apprenticeship Event [BM5/BM7] Year 10, PP students to All About Apprenticeships event [BM5/BM7] Year 10, Life - University finance talk Harper Adams (Financial Capability) [BM7] Year 10, Army Elite Skills Workshops (PP/disengaged) [BM5/BM7] Year 11, Shrewsbury School University Fair [BM3/BM7] All years, Apprenticeship Assembly DWP [BM7]	Year 8, Careers morning – Post 16 providers [BM7] Year 9, Careers morning – Post 16 providers [BM7] Year 19, Enterprise Event for MAP students at Shrewsbury School 28 <sup>th</sup> April 2023 [BM3/BM7] Year 9, Birmingham Uni visit, PP plus others [BM7] Year 10, Life - Work experience preparation [BM7] Year 10, Post 16 booklet issued to Y10 with assembly [BM7] Year 10, Potential careers routes form completed [BM7] Year 10, Letter/talk to parents about post 16 providers [BM7] Work experience [BM7]
<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.		

- 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.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><i>Year 10, 1:1 careers meetings with PP/EHCP during Year 11 mock exams [BM8]</i></p> <p><i>Year 11, 1:1 careers appointments [BM8]</i></p>	<p><i>Year 9, 1:1 Options interviews [BM8]</i></p> <p><i>Year 9, Group guidance with Careers Advisor before options 1:1s (PP/SEND/disengaged) [BM8]</i></p> <p><i>Year 11, Year 11, 1:1 careers appointments [BM8]</i></p>	<p><i>Year 10, Group careers sessions begin (PP/SEND/disengaged) [BM8]</i></p>

### **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 CEIAG (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.
- Analysis of destinations data by sub groups to look for trends, understand individual circumstances to inform best practice and make changes.
- Specific visits to post 16 providers for these sub groups to help them make more informed decisions.
- Earlie 1:1 careers interviews for subgroups to start the process sooner than the rest of the cohort

### **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.
- 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.