



CAREERS PROVIDER ACCESS STATEMENT

This policy was approved by the Local Advisory Board on:	02.07.20
The policy owner is:	Acle Academy
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	July 2022
Policy Version/date:	July 2020
Signed by the Chair of the Local Advisory Board:	

Contents

1. Aims	2
2. Statutory requirements	2
3. Student entitlement	2
4. Management of provider access requests	2
5. Monitoring arrangements	6
Appendix 1 - Gatsby Benchmarks	

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 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.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

3. Student entitlement

All students in years 7 to 11 at Acle Academy 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

A provider wishing to request access should contact Mrs C Skarin, Assistant Principal for Personal Development.

Telephone: 01493 750431

Email: cskarin@acle.norfolk.sch.uk

4.2 Principles

Our CEG programme must:

- Link effectively with work related learning (WRL), personal, social and health education (PSHE) and the national curriculum in order to maximise student learning.
- Provide impartial and up to date information through close working with guidance advisers, employers and FE/training providers and HE institutions.
- Challenge stereotyping and encourage students to widen their career ideas by learning how to deal with prejudice and discrimination and how to use skills of assertiveness and negotiation.
- Reflect the true nature of today's and tomorrow's world of work.
- Be guided by the statutory guidance including the CEG Framework 7-19 (DCSF) and the CEIAG/WRL Equality Act 2010. To also be guided by the relevant initiatives of the Department of Education where required.

4.3 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:

Delivery and Content

Whole school

- All students are taught CEG in all subjects and relating to that subject area, by tutors.
- All students have access to the on-line careers tools.

- All students have access to the guidance adviser at school, either by self-referral or referred by members of staff or families.
- All students can access the resources area or communicate with the futures captains for additional support, and in conjunction with the guidance advisor (GA).
- All students will have access to apprenticeship information, to embed the apprenticeship routes.
- Careers Café available throughout the year to all students, giving students the opportunity to speak to people from a variety of job sectors in an informal setting over lunch.

Year 7

- Tutorial programme – aim to help students to understand more about themselves (self-development), know where to look for useful information, and to explore different career possibilities. Students encouraged to use the on-line careers tools available to them, and will be given a guidance book to take home and share with parents.
- Whole School Careers Assemblies – World Science Day, Global Entrepreneurship week, National Careers week, STEAM focus assembly, Step into the NHS
- Character and Culture curriculum-- Students focus on the transition from primary school and on understanding their own skills and abilities. To be aware of how careers education can help you plan for the future and recognise the limitations of making career choices based on 'dream' ideas. Homework project Careers Bingo - different industries explored.
- Careers Day- A drop down day for students to focus on transferable skills whilst working with visitors from the world of work.

Year 8

- Tutorial programme – aim to help students work on transferable/employability skills through a range of activities and start to explore local and national career opportunities. Encourage students to use online career tools.
- Whole School Careers Assemblies – World Science Day, Global Entrepreneurship week, National Careers week, STEAM focus assembly, Step into the NHS
- Character and Culture curriculum- To be aware of how careers education can help you plan for the future. Recognise how personal skills and traits, including self-esteem, can impact on careers choices. To be aware of what considerations are involved in making realistic choices with different career paths.
- Careers Fair- Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement.
- Students encouraged to use the on-line careers tools available to them.
- Year 8 Careers Morning drop down day- Focus Careers of the Future.

Year 9

- Tutorial programme – Educational Paths – GCSE choices and onwards. Focus on choices for Key Stage 4 and the implications of these on their future goals.
- Whole School Careers Assemblies – World Science Day, Global Entrepreneurship week, National Careers week, STEAM focus assembly, Step into the NHS
- GCSE options assemblies. Presentations from subject areas. Year 9 student and parent options evening, Options interviews for all students in Year 9
- The North Norfolk Skills and Careers Festival is an interactive exhibition for 13-18 year olds aimed at inspiring young people for their future careers and increasing awareness of their options.
- Character and Culture Curriculum - To understand what the common features of a payslip are, to be able to work out using calculations Gross Pay and Net Pay on a payslip and to evaluate the importance of paying tax and NI contributions. To identify a variety of employment rights and responsibilities in the UK. To understand different issues related to employee rights and to explore the gender pay gap in society.
- Careers Fair- Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement.

Year 10

- Tutorial programme – Labour Market Information, college and apprenticeship information/research sessions, work experience preparation.
- Whole School Careers Assemblies – World Science Day, Global Entrepreneurship week, National Careers week, STEAM focus assembly.
- Character and Culture Curriculum – Work experience preparation, CV writing and expectations.
- The Norfolk Skills and Careers Festival is an interactive event aimed at young people to help inspire them for their future career and to demonstrate the various options available. The Festival will be structured around thirteen sectors covering Energy, Advanced Manufacturing, ICT – Digital and Creative, Financial and Business Services, Leisure, Tourism and Culture, Food and Farming, Science and Innovation, Health and Social Care, Construction and Logistics, Education and Training, Public Services, Retail and Enterprise and careers advice.
- Year 10/11 Study skills evening - Parent support session on and applications
- Encounters with further and higher education – further and higher education options are discussed in the careers education programme and speakers from local colleges of further education are invited to talk at different times during the school year. Year 10 also have the opportunity to attend Wonderfest at the UEA and the UEA Summer School is promoted to all of our students.
- All students in Year 10 spend a week of term-time gaining work experience. It is the responsibility of the students to arrange their own placement with support and

guidance from their parents/carers. Work experience placements are organised through the Norfolk County Council Work Experience Department

- In house careers fair - Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement.

Year 11

- Tutorial programme –Post 16 - Information and advice on all options, sixth form, FE colleges and other providers, training and apprenticeships. Introduction to helpyouchoose, used for all applications during Year 11.
- Whole school careers assemblies – World Science Day, Global Entrepreneurship Week, National Careers Week, STEAM focus assembly.
- Assemblies - local colleges and training providers such as Paston College, East Norfolk Sixth Form College, East Coast College, Sir Isaac Newton/Jane Austen are invited in throughout the autumn/winter term.
- Year 10/11 study skills evening - Parent support session and applications
- One-to-one guidance appointments booked for all students with Sarah Wiltshire from Beacon East, an education business partnership and careers guidance provider working with schools across the Eastern Region. Provision adapted in relation to focus of Norfolk County Council (NCC) on the risk of not in education or employment, or training (NEET) indicator (RONI) list at risk of not engaging with post-16 plans, and all other students when requested by form tutor (FT), Director of Progress or families. Students may also self-refer. There is an open-door policy for guidance and advice.
- Encounters with further and higher education – further and higher education options are discussed in the careers education programme and speakers from local colleges of further education are invited to talk at Year 11 assemblies. Some Year 11 students are taken to college open days and some on university taster days.

4.4 Granting and refusing access

There are a number of events embedded into the Careers Programme which will offer providers an opportunity to come into school to speak to students and their parents/carers. In addition, access may be granted in the form of assemblies or drop-ins which take place outside of lesson time. Decisions to grant or refuse access are taken on the basis of timing, relevance to key decision making points and whether information has already been given by another provider and are subject to approval from the principal.

Provider access will be granted for assemblies provided that there is still availability. Assemblies last for 20 minutes. Please speak to our careers leader to identify the most suitable opportunity for you.

A provider wishing to request access should contact:

C Skarin, Assistant Principal for Personal Development

Telephone 01493 750431: ext. 633

Email: cskarin@acle.norfolk.sch.uk

The weekly schedule for assemblies, including year groups, is outlined below:

Monday	Tuesday	Wednesday	Thursday	Friday
9-9.25	9-9.25	9-9.25	9-9.25	9-9.25
Year 11	Year 10	Year 9	Year 8	Year 7

4.5 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. Our safeguarding policy is available on Acle Academy's website.

4.6 Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, 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.

Resources are held within part of Inspire, and as part of the careers section in the library. Some resources are also available for students and parents in the main reception area.

- Careers websites include the National Careers Service, Help You Choose, I Can Be A...
- Inspire and the counselling and advice room within the humanities block is used for one to one interviews and has a range of career information material and an open-door policy.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre in Inspire, which is managed by the school careers co-ordinator. The Careers Resource Centre in Inspire is available to all students at lunch and break times.

5 Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Mrs C Skarin, Assistant Principal for Personal Development. The careers programme is regularly evaluated and is discussed during fortnightly meetings between the careers co-ordinator and her line manager who reports to the senior leadership team.

Appendix 1 – Gatsby Benchmarks

At Acle Academy we will be guided by the Gatsby benchmarks, which fall in 8 categories:

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.

- *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.*
- *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.*
- *The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.*

2) Learning from career and labour market information

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.

- *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.*
- *Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.*

3) Addressing the needs of each student

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.

- *A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.*
- *Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.*
- *All pupils should have access to these records to support their career development.*

- *Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.*

4) Linking curriculum learning to careers

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.*

5) Encounters with employers and employees

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

- *Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. (*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.)*

6) Experiences of workplaces

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.

- *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.*
- *By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.*

7) Encounters with further and higher education

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.

- *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.

- *By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. (*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.)*

8) Personal guidance

Every student should have opportunities for guidance interviews with a careers 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.*