

## Careers Education, Information, Advice and Guidance

### Provider Access Policy

#### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils for the purpose of giving them information about technical education and apprenticeship pathways. This complies with Section 42B of the Education Act 1997 and associated statutory guidance on provider access legislation.

#### Pupil entitlement

The school will provide six provider encounters across Years 8–13, including mandatory encounters in Years 7–11 and additional encounters in Years 12–13.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend. In summary:

**Years 8–9 (First key phase)** Learners considering GCSE option choices

- 2 encounters
- Mandatory for all pupils

**Years 10–11 (Second key phase)** Learners considering Post 16 options

- 2 encounters
- Mandatory for all pupils

**Years 12–13 (Third key phase)** Learners considering Post 18 options

- 2 encounters
- Mandatory for the school to arrange, optional for pupils

Delivery includes curriculum lessons, assemblies, employer engagement, guidance sessions and provider encounters. The aim of these encounters are for the students 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;
- 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.
- Receive impartial and unbiased information

## **Meaningful provider encounters**

One encounter is defined as one meeting/session between students and one provider.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. This will be listed via the school website.

## **Opportunities for Access**

Providers will have the opportunity to engage with pupils through:

- Careers fairs
- Assemblies and workshops
- PSHE and tutor sessions
- Curriculum-linked activities
- Employer encounters and work-related learning

These opportunities are planned as part of the school's **careers programme aligned to the Gatsby Benchmarks.** [

We are always open to suggestions, so please do contact should any suitable opportunity arise.

## **Summary of Careers Programme**

The school's careers programme includes:

- structured careers learning from Year 7 through to Year 13
- opportunities to meet employers, further education providers, training providers and apprenticeship organisations
- work-related learning experiences
- access to impartial careers advice and guidance

## **Careers Lead Contact Details**

Name: Jonathan Howard

Role: Careers and Personal Development Coordinator

Telephone: 020 8985 5150 ext 2137

Email: jonathanhoward@cardinalpole.co.uk

The Careers Leader oversees the careers programme, provider access and statutory compliance

## **Access to Information**

Information about the careers programme is available through:

- the school website
- careers newsletters and communications
- parent/carer events
- direct contact with the Careers Leader

Employers and providers can request involvement through the contact details listed.

## **Measuring and Assessing Impact**

The school evaluates the effectiveness of its careers programme through:

- student feedback collected before and after provider encounters
- destination data tracking (e.g. post-16 and post-18 outcomes)
- regular review against Gatsby Benchmarks
- feedback from employers, providers, parents/carers and staff

The outcomes of these evaluations are used to inform continuous improvement of the careers programme.

## **Management of provider access request Procedure**

A provider wishing to request access should contact Jonathan Howard, Careers Coordinator, Telephone: 020 8985 5150 ext 2137 Email: [jonathanhoward@cardinalpole.co.uk](mailto:jonathanhoward@cardinalpole.co.uk)

## **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. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

## **Policy Review**

This policy will be reviewed annually. The next review of the policy will be January 2027.