



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# CAREERS AND ENTERPRISE POLICY

Secondary setting





## Document control

<b>This document has been approved for operation within:</b>	All Trust Secondary Schools		
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## Introduction

1. Every child should leave school prepared for modern Britain. Careers and enterprise information, advice and guidance (CEIAG) is crucial in helping pupils emerge from school more fully rounded and ready for the world of work.
2. The school aims to deliver impartial careers guidance through a range of processes designed to develop high aspirations in pupils, encourage pupils to consider a broad and ambitious range of careers and enable individuals to make informed choices and transitions related to their personal, educational and careers development.
3. This range of processes will include informing, advising, counselling, enabling, advocating and careers education.

## Aims

4. To facilitate the effective transition of pupils at the end of key stages 3, 4 and 5 to courses of study which will lead on to higher education or training or employment which match the aspirations of pupils and their parents/carers.
5. To allow access to providers of technical education and apprenticeships so that every pupil is well-informed about their future options at every stage.
6. To help pupils:
  - interested in going to university, and a technical route, including T levels or an apprenticeship
  - seeking to progress to the highest levels of skilled employment or technical education and training at levels 4, 5 and 6. Progression options will include higher and degree level apprenticeships or higher technical education, including technical degrees
7. To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
8. To provide curriculum and leadership experiences from the start of secondary education and onward which will enable all pupils to develop the skills of planning, self-appraisal, decision-making, self-presentation and transition management.
9. To enable all pupils to make reasoned, informed and appropriate career choices.
10. To encourage an attitude of self-worth and the development of personal autonomy so that pupils may reach their highest expectations.
11. To promote social inclusion and improve social mobility.
12. To provide an accurate and up-to-date careers resource and careers information service for pupils and staff in line with best practice.
13. To enhance pupils' self-awareness and awareness of educational and careers opportunities through individual impartial guidance and careers education.
14. To liaise with and support staff throughout the school, helping them to devise and deliver appropriate careers education within course programmes and the tutorial system.
15. To devise and deliver staff development in careers education, information, advice and guidance.
16. To work towards providing equality of opportunity and access to all pupils.



17. To negotiate partnerships with external providers of careers and guidance which will add value to school-based provision. Through this, to provide a well-integrated support service for pupils and staff.
18. To keep up to date, through personal development programmes, college provision, apprenticeships, higher education institution courses and employment trends in order to ensure that advice is informed and realistic.
19. To use the Gatsby Benchmarks to assess and improve the quality of the school's careers strategy and programme over time.
20. To give all pupils in Year 8 to Year 13 access to a range of education and training providers for the purpose of informing them about approved technical education qualifications or apprenticeships.
21. To make sure all pupils have access to external sources of information on the full range of education and training options.
22. To support the mission, vision and values of the trust and its establishments.

### **Who is responsible for this policy?**

23. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework. The trust has delegated day-to-day responsibility for operating the policy to Star Central, local governing body and principal of each trust secondary school.
24. The local governing body and senior leadership team at each trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

### **Responsibilities of Star Academies**

25. The trust has responsibility for development and review of the Careers and Enterprise policy and for ensuring compliance with the relevant statutory framework.
26. The policy provides clear advice and guidance to enable the school to deliver a compliant careers programme in line with the Gatsby Benchmarks.
27. Star Central will support the school to ensure the effective implementation of the Careers and Enterprise policy.

### **Responsibilities of the school**

28. The school is required to provide pupils with independent careers guidance from Year 8 (12-13-year-olds) to Year 13 (17-18-year-olds).
29. The school will ensure all guidance:
  - is presented in an impartial manner
  - includes information on the range of education or training options, including apprenticeships and technical education routes
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given



30. The school will ensure that arrangements are in place to allow a range of education and training providers to access all pupils in Years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that the access policy statement is published on its website.
31. The school will use the Gatsby Charitable Foundation's Benchmarks to develop and improve careers' provision for all pupils.
32. Where appropriate, the school will appoint a governor who takes a strategic interest in careers education and guidance and encourages employer engagement.
33. The school will designate a named person to the role of careers leader to lead the careers programme. The name and contact details of the careers leader will be published on the school website.
34. The school will provide a planned CEIAG programme with measurable aims/targets which is age appropriate. This programme will be delivered as part of the PSHE and citizenship programme and via designated enrichment/leadership days or events.
35. The school will work in partnership with local employers and other education and training providers such as colleges, universities and apprenticeship providers to develop and deliver its careers programme. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.
36. The school will ensure pupils understand that a wide range of career choices require good knowledge of maths and the sciences and take steps to ensure that pupils are exposed to a diverse selection of professionals from varying occupations which require science, technology, engineering and maths (STEM) subjects.
37. Opportunities to develop leadership and entrepreneurial skills for self-employment will be provided as part of the CEIAG programme. These opportunities will help pupils to develop the key personal skills and aptitudes required by employers and prestigious universities including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving, resilience, grit and enhanced emotional intelligence. The programme will also enable pupils to develop the confidence, resilience and self-belief needed to help them 'break out' of more traditional career pathways in their community and into universities and more prestigious jobs.
38. All pupils will be supported to make an informed choice about whether to aim for university, including the very best universities and courses, or an apprenticeship as an equally high calibre and demanding route into employment and higher education.
39. The school will ensure that all pupils are aware of out of school opportunities that could help them with their career aspirations, such as the National Citizen Service and other voluntary and community activities.
40. The school will consciously work to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that all pupils from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.
41. The school will make clear to pupils what information has been collected about them and how this will be used.



42. The school will make clear to pupils that if they do not achieve a grade 4 or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice.
43. Parents/carers will be informed of the CEIAG programme and invited to interviews with their child.

## Inspiring young people

44. The school has high expectations of all pupils. It will provide sustained and varied contact with employer networks, further education colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals in order to motivate pupils to think beyond their immediate experiences and encourage them to consider a broader and more ambitious range of future education and career options.
45. The school will create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem-solving skills.
46. The school will facilitate access to a range of inspirational role models and employers in order to instil resilience, goal setting and social confidence and challenge pre-conceived ideas about jobs.
47. The school will use its leadership specialism to promote a wide range of careers and successful role models from the worlds of politics, business and the public sector who embody the very best of leadership characteristics, including moral, performance and civic leadership.
48. Where appropriate, the school will also draw upon organisations working to support relationships between educators and employers such as the Careers and Enterprise Company, Mosaic and Chamber of Commerce etc.
49. Careers and enterprise education will have a clear focus on the enterprise skills, experience and qualifications that employers want and support preparation for work.
50. Schools are encouraged to grow their alumni network and use them in the delivery of careers and enterprise education where possible to support with:
  - careers aspirations
  - character development
  - curriculum delivery

## Meeting the Gatsby Benchmarks

51. The school will use the Gatsby Charitable Foundation's Benchmarks to develop, assess and improve their careers provision.
52. The school will use Compass, an online self-evaluation tool, to assess how their careers support compares against the Gatsby Benchmarks and the national average. Compass will be used as a baseline to help the school to consider the opportunities to improve the school's careers programme based on their confidential results and track their progress against the benchmarks over time.
53. Gatsby 8 Benchmarks include:
  - Benchmark 1: A stable careers programme
  - Benchmark 2: Learning from career and labour market information
  - Benchmark 3: Addressing the needs of each pupil
  - Benchmark 4: Linking curriculum learning to careers



- Benchmark 5: Encounters with employers and employees
- Benchmark 6: Experiences of workplaces
- Benchmark 7: Encounters with further and higher education
- Benchmark 8: Personal guidance

54. The school will aim to comply fully with the Gatsby Benchmarks by 2022 as set out below.

## **Benchmark 1: A stable careers programme**

55. The school will have its own careers programme in place which meets the requirements of the Gatsby Benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.
56. The school will designate a named individual with appropriate skills and experience (a careers leader) to ensure the leadership and co-ordination of a high-quality careers programme. This role is distinct from the careers adviser, who provides careers guidance to pupils. The careers leader may be a teaching or non-teaching member of staff but should have influence across the school and buy-in from the governors and senior leadership team.
57. The school will publish the name and contact details of their careers leader on their website.
58. The school will publish details of their careers programme so that it is known and understood by pupils, parents/carers, teachers, governors and employers. This will also include a policy statement on provider access.
59. The school will invite feedback on the plan from these groups as part of a regular evaluation and impact of the careers programme.
60. The programme will demonstrate how the school is responding to meeting the Gatsby Benchmarks.
61. The school will be supported by an enterprise adviser – a senior volunteer from business – who helps unlock relationships with other local businesses.
62. The school will aim to gain formal accreditation of their careers programme through the Quality in Careers Standard - the national quality award for careers education, information, advice and guidance. The standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment.

## **Benchmark 2: Learning from career and labour market information**

63. Every pupil, and their parents/carers, will have access to good quality information about future study options and labour market opportunities. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Pupils and their parents/carers can access support via a website helpline and web chat.
64. Labour market information (LMI) will be used to help young people and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
65. The school will make sure that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options.
66. The school will explain the value of finding out about the labour market and support young people and their parents/carers to access and understand this information.





67. LMI will be accessed from a range of sources including 'LMI for All' which is used by a number of providers, including the National Careers Service.
68. The Department for Work and Pensions (DWP), through the Jobcentre Plus 'Support for Schools' programme, will be used to provide presentations and workshops on the local labour market and employer expectations.
69. Good career and labour market information will be used to support social mobility by raising pupil's aspirations and tackling stereotypical assumptions that certain jobs are 'not for people like me'.
70. The school will use a number of interventions to tackle gender stereotypes, for example by arranging for pupils to talk to men and women who work in non-stereotypical jobs and raising awareness of the range of careers that STEM qualifications offer.

### **Benchmark 3: Addressing the needs of each pupil**

71. The school's careers programme will raise the aspirations of all pupils by tailoring it to individual need.
72. The school will consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, are able to consider the widest possible range of careers.
73. The school will keep comprehensive and accurate records to support the career and enterprise development of pupils to ensure an effective means of maintaining consistent advice and helping pupils, parents/carers and advisers to keep track of agreed actions and next steps. It will also be used to help pupils to showcase their skills to employers.
74. The school will assess their success in supporting their pupils to take up education or training which offers good long-term prospects through:
  - the use of destination data provided by the school and the Department for Education
  - the collection and analysis of destination data to see how well the school is countering stereotypes, raising aspirations whilst maintaining alumni networks with employers and further/higher education
75. Destination measures are produced and published by the Department for Education using existing data collections and are based on sustained participation. They show:
  - the percentage of a school's former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET)
  - the data broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in Year 11 and, at key stage 4, disadvantaged pupils who would have attracted the pupil premium

### **Targeted support for vulnerable and disadvantaged young people**

76. The local authority has a range of duties to support pupils to participate in education or training which are set out in statutory guidance on the participation of young people.
77. The school will work in partnership with their local authority to ensure that 16- and 17-year-olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September guarantee', and that they are assisted to take up a place.



78. The school will work with the local authority, particularly children's social care, to identify pupils who are in need of targeted support or who are at risk of not participating post-16. This includes:
  - pupils with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as children in need (including those who are on child protection plans or who are looked after)
  - pupils with additional needs, such as special educational needs and disabilities
  - pupils who may leave care between the ages of 16 and 18
79. The school will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the pupil, such as social workers.
80. Pupils in alternative provision will require targeted support to help them achieve their full potential. The school will work in partnership with the alternative provider and the local authority to provide support and advice on transitional pathways into further education or training.
81. Where appropriate, the school will work with Jobcentre Plus under their 'support for schools' programme, which is aimed particularly at those pupils in danger of becoming NEET or who are otherwise disadvantaged in the labour market.
82. The school will ensure that pupils understand the programmes available to support them with the costs associated with staying in post-16 further education. For example, the 16 to 19 bursary fund is available to support young people in defined vulnerable groups, who may receive yearly bursaries of up to £1,200 and/or discretionary payments to help those who are also in financial hardship.
83. The school will support pupils to liaise with the education or training provider they are intending to study with post 16 – this may be a school, academy, sixth form college, or general FE institution - to find out more information.
84. The school may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on free school meals.
85. Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers leader will engage with the school's designated teacher for looked after and previously looked after children to:
  - ensure they know which pupils are in care or who are care leavers
  - understand their additional support needs
  - ensure that, for looked after children, their personal education plan can help inform careers advice. For these pupils, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant virtual school head or personal adviser to ensure a joined-up approach to identifying and supporting their career ambitions

### **Information sharing**

86. The school will be required to provide relevant information about all pupils to local authority support services. This includes:
  - basic information such as the pupil's name, address and date of birth
  - other information that the local authority needs in order to support the pupil to participate in education or training and to track their progress. This includes for example:
    - the pupil's contact details including phone numbers



- information to help identify those at risk of becoming NEET post-16
  - the pupil's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education
87. The school will only provide the basic information, and not this additional information, if a pupil aged 16 or over, or the parent/carer of a pupil aged under 16, has instructed the school not to share information of this kind with the local authority. The school's privacy notice will be the means of offering pupils and their parents/carers the opportunity to ask for personal information not to be shared.
88. The school will notify the local authority whenever a 16- or 17-year-old leaves an education or training programme before completion. This notification will be made at the earliest possible opportunity to enable the local authority to support the pupil to find an alternative place. The school and local authority will agree local arrangements for ensuring these duties are met.

### **Careers guidance for pupils with special educational needs or disabilities**

89. The school will ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach.
90. The school will ensure every pupil, whatever their level or type of need, is supported to fulfil their potential. The overwhelming majority of pupils with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support. All staff working with them should share that presumption and should help them to develop the skills and experience and achieve the qualifications they need to succeed in their careers.
91. The school will work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child.
92. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. The school will put the individual with SEND at the centre, working with the family, to start transition planning early, and supporting encounters with the workplace and work experience.
93. Careers guidance for pupils with SEND will take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with education health and care plans (EHC)), or routes into higher education.
94. Career guidance will be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. supported employment, ways in which jobs can be 'carved' to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support). Advice on self-employment (e.g. micro-enterprise) may also be relevant.
95. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden pupils' horizons.
96. The school will facilitate encounters with employers for pupils with SEND, particularly hands on experience in the workplace.
97. The school will prepare pupils well for workplace experiences, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.



98. The school will ensure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support will focus on the pupil's career aspirations, and the post-16 options which are most likely to give the pupil a pathway into employment, or higher education, and give them the support they need to progress and succeed.
99. The school will make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews will, from Year 9 at the latest, include a focus on adulthood, including employment. The school will ensure these reviews are informed by good careers guidance.
100. The school will co-operate with the local authority, who has an important role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the 0-25 Special Educational Needs and Disability Code of Practice.

### **Benchmark 4: Linking curriculum learning to careers**

101. Subject teachers will support the school's approach to careers education and guidance.
102. The curriculum will offer excellent opportunities for developing the knowledge and skills that employers need. Subject teachers will be powerful role models to attract pupils towards their subject and the careers that flow from it.
103. The school will ask all teachers to support the career development of pupils in their tutorial role and through their subject teaching.
104. The school will deliver careers, employability and enterprise lessons through:
  - the curriculum as part of their commitment to personal, social, health and economic (PSHE) education;
  - weaving careers education and guidance in to subjects across the curriculum, including PSHE
105. The school will ensure that, as early as possible, pupils understand that good mathematics skills are a necessary element of citizenship, and that studying mathematics and science can lead to a wide range of career choices.
106. The school will ensure that, by the age of 14, every pupil is exposed to the world of work. This will include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs. These meetings will emphasise the opportunities created for pupils who choose mathematics and science subjects at school and college. The school will be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to lack confidence in their own ability in mathematics and science and be put off studying those subjects at an early age.
107. The school will ensure that pupils study the core academic subjects at GCSE – English, mathematics, science, history, geography and a language – the English Baccalaureate (EBacc), in line with the Star curriculum model. The school will support pupils to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16 and can also enrich pupils' studies and give them a broad general knowledge that will enable them to participate in and contribute to society.



108. The school will make clear to pupils that if they do not achieve a grade 4 or better in GCSE mathematics and English by the end of key stage 4, they will be required to continue working towards this aim as part of their 16-19 study programme. For some pupils, this may mean taking steppingstone qualifications in order to support pupils as they work towards a GCSE. There are exemptions for some pupils with education, health and care plans who may not be able to take any of these qualifications, although all pupils will continue to study maths and English at an appropriate level. This is because of the vital importance and powerful labour market value of securing a good standard in maths and English.

## **Benchmark 5: Encounters with employers and employees**

109. The school will engage with employers on pupils' future prospects and earnings in adult life through careers talks with external speakers.

110. The school will place a clear focus on the enterprise and employability skills, experience and qualifications that employers want in order to support pupils' preparation for work.

111. The school will help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This will include the opportunity for pupils to develop entrepreneurial skills for self-employment.

112. The school will engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom pupils can readily identify.

113. The school will work with the Careers and Enterprise Company to identify an enterprise adviser appropriate for the school. An enterprise adviser is an experienced business volunteer who can support the school to connect to the labour market.

114. Every year from the age of 11, pupils will participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 13. Different encounters will work for different schools and pupils, but it may mean in practice:

- careers events such as careers talks
- careers carousels and careers fairs
- transitions skills workshops such as CV workshops and mock interviews
- mentoring and e-mentoring
- employer delivered employability workshops
- business games and enterprise competitions

115. Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, the school will make sure one of the encounters the pupils experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused around STEM.

### **Working with Jobcentre Plus**

116. Where appropriate, the school will work with Jobcentre Plus to help support an effective transition from school to work for young people. This may mean in practice:

- Jobcentre Plus sharing its knowledge and experiences of the needs of employers
- the school and Jobcentre Plus pooling their knowledge on setting up successful work experience placements



- forging greater links between Jobcentre Disability Employment Advisers to support the transition for those with special educational needs or disabilities into work
- Jobcentre Plus playing a role in facilitating links between schools and employers through the 'support for schools' programme

## **Benchmark 6: Experiences of workplaces**

117. In addition to school-based encounters with employers, pupils will have first-hand experience of the workplace. This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.
118. The school will ensure that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18.
119. The school will pay particular attention to work placements for pupils with SEND. Some pupils with SEND may find work placements particularly helpful, especially where pupils find it difficult to imagine a work context, or to counter low aspirations.
120. When arranging work placements for pupils with SEND, the school will carefully match the placement to the abilities, needs and aspirations of the pupil. The school will consider whether pupils with SEND need additional support in the work placement to ensure it is a valuable and positive experience, and secure that support where needed, working with the employer.
121. High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include:
- workplace visits
  - work experience (1-2 weeks)
  - job shadowing
  - career-related volunteering and social action

## **Benchmark 7: Encounters with further and higher education**

122. The school will encourage pupils to consider what career options different educational choices open up and close down. Under raising the participation age (RPA) requirements, all young people in England are required to continue in education or training until at least their 18th birthday. The school will ensure that young pupils are clear about this requirement and what it means for them. In particular, they must be clear that pupils are not required to stay in school. They can choose how to participate which might be through:
- full time study in a school, college or training provider
  - an apprenticeship, traineeship or supported internship
  - full time work or volunteering (20 hours or more) combined with part time accredited study
123. Pupils will receive a range of information and opportunities to learn about education, training and career paths throughout their school life to avoid them making rushed decisions and becoming overwhelmed.
124. The school will encourage pupils to use information tools such as websites and apps which display information about opportunities.



125. The school will exploit the information available on the full range of education and training opportunities via a national course directory on the National Careers Service website which can be presented on careers information websites and apps to help young people make choices effectively.
126. The school will support their Year 11 pupils in particular to use these information tools as part of their careers education and guidance. In consultation with a careers professional, the school may recommend good quality websites and apps, whether national or local in scope, that present the full range of opportunities in an objective way, that will help pupils make good choices about post-16 options.

### **Legal Duty: Access to providers of technical education and apprenticeships**

127. The school will ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. This means in practice:
- each provider having access to all pupils in Years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails
  - pupils can consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes
  - by hearing directly from providers about alternatives to academic and school-based routes, every pupil can build up a full picture of the options available to them at important transition points. This will lead to better-informed choices and help to reduce the risk of dropping out of courses
128. There are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in Years 8 to 13. This will include:
- a visit from a studio school to inform key stage 4 choices
  - a visit from a university technical college to inform key stage 4 and key stage 5 choices
  - visits from a range of providers of apprenticeships and technical options, including an FE college to inform key stage 4, key stage 5 and post-18 choices
129. The school will make provider visits available to all pupils in the relevant year group. The school should not do anything which might limit the ability of pupils to attend. Unacceptable behaviour would include restricting invitations to selected groups of pupils or holding events outside of normal school hours.
130. The school will also provide a range of opportunities for providers offering other options, including sixth form colleges and higher education institutions, to visit the school to talk to pupils. This will help all pupils to develop a comprehensive picture of the education and training options available beyond the school.
131. Arrangements for provider access will include:
- any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed
  - grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding and child protection policy
  - details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit



132. By considering carefully the frequency and scale of opportunities to offer to providers, the school may minimise the burden of dealing with unsolicited requests. For example, the school may decide:
- to arrange an annual assembly for a whole year group and invite multiple providers
  - to work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area
  - to allow a university technical college or an apprenticeship provider to bring a key employer with them on a provider visit. The school should consider such requests. Consent cannot be withheld unreasonably
133. Each event should give each provider the chance to present meaningfully to the pupils.
134. The school may wish to consult the Amazing Apprenticeships resource as well as the register of apprenticeship training providers to inform decisions about whom to invite in. The school may wish to enlist locally available support, for example the Apprenticeship Support and Knowledge for Schools (ASK) project which delivers free traineeship and apprenticeship information and activities to young people in Years 10 to 13, or the Jobcentre Plus Support for Schools programme, which also provides this service for Years 8 to 13.
135. The school will publish a provider access policy/statement on its website.

## **Benchmark 8: Personal guidance**

136. Every pupil will have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements.
137. Every pupil will have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
138. The school will integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance will be clearly connected with the wider careers programme.
139. Careers advisers working with pupils with special educational needs or disabilities should use the outcome and aspirations in the education, health and care plan, where they have one, to focus the discussion.
140. Careers advisers, when working with looked after children or care leavers, their personal education plan or pathway plan should be used to help focus the discussion. These pupils will have a named adviser who can build a relationship with them and better understand their individual needs.
141. The school will use a qualified careers professional, who can be an appropriately trained member of school staff, to provide personal guidance interviews.
142. The school will use the Professional Register of Careers Advisers holding Level 6 or higher qualifications from the Career Development Institute (CDI) including guidelines on how advisers can develop their own skills and gain higher qualifications. The school will view the Professional Register to search for a career development professional who can deliver a particular service or activity.





143. The school may use organisations that meet the Matrix Standard, including all contractors engaged in delivering the National Careers Service and have undergone an assessment of their delivery of advice and support services on careers, training and work.

## Quality assurance

144. The school will monitor and evaluate CEIAG and provider access activity taking place whether that involves school staff, volunteers or external providers.

145. The school will use the Compass tool to self-evaluate and improve the quality of careers provision against the 8 Gatsby Benchmarks.

146. The school will monitor its success in supporting pupils to take up education or training which offers good long term prospects. One way of doing this is through use of [Destination Measures data](#).

147. Formal monitoring of the impact of CEIAG and provider access will be carried out through:

- the trust's CEIAG checklist
- careers guidance interview records
- informal feedback from pupils and teachers through random sampling
- pupil questionnaires for individual guidance interviews and group work
- lesson observations
- sustained destinations
- regular review meetings with external partners and evaluation of the impact of Partnership Agreements



## Appendix 1: Useful resources and external organisations

- [Gatsby Good Career Guidance](#). A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.
- [Compass](#). A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.
- [State of the Nation 2017](#). A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.
- [Careers & Enterprise Company](#). The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.
- [Careers & Enterprise Company: Schools and Colleges](#). Connects schools to businesses volunteers and careers activity programmes.
- [National Careers Service](#). The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.
- [Amazing Apprenticeships](#). A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.
- [Apprenticeships Support and Knowledge for Schools \(ASK\)](#). A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.
- [Baker Dearing Educational Trust](#). Information on University Technical Colleges.
- [Career Development Institute](#). The Career Development Institute is the single UKwide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.
- [Career Development Institute Framework for careers, employability and enterprise education](#). A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.
- [UK Register of Career Development Professionals](#). The single national point of reference for ensuring and promoting the professional status of career practitioners.
- [Quality in Careers Standard](#). The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance.
- [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
- [LMI for All](#). An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
- [STEM Ambassadors](#). A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings



- [Studio Schools Trust](#). The organisation that unites all studio schools, acting as a linking point between studio schools, enabling the sharing of best practice as well as providing advice and curriculum support.
- [Unistats](#). The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.
- [Your Daughter's Future](#). A careers toolkit for parents.
- [Your Life app](#). Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.