



**BROADOAK SCHOOL**

**CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE**  
**PROVIDER ACCESS POLICY**

Version and Date		Action/Notes
1.0	June 2018	Local policy created
2.0	June 2019	Reviewed and updated

Policy Reviewed:	June 2020
Policy Review Frequency:	Annually
Next Review:	June 2021
<b>Signature of Chair of Local Governing Body:</b> 	

**Introduction**

This policy statement 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.

**Pupil Entitlement**

All pupils in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to 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;
- to understand how to make applications for the full range of academic and technical courses.

**Management of provider access requests**

**Procedure**

A provider wishing to request access should contact Mrs Sarah Lord, Careers Adviser and Coordinator

**Telephone:** 0161 776 1977



**Opportunities for access**

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:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ National Careers Week</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ Progress Evening</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ National Careers Week</li> <li>▪ Speed Networking Event</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ Progress Evening</li> </ul>
<b>YEAR 9</b>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ National Careers Week</li> <li>▪ Pathways promotion and taster sessions.</li> <li>▪ Progress and Pathways Evening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> </ul>



<b>YEAR 10</b>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ Careers Exhibition</li> <li>▪ Welcome to KS4 Evening</li> <li>▪ KS4 Employability Skills reward system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ National Careers Week</li> <li>▪ Progress Evening</li> <li>▪ KS4 Employability Skills reward system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ One week Work Experience placement</li> <li>▪ CV drafting</li> <li>▪ KS4 Employability Skills reward system</li> </ul>
<b>YEAR 11</b>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ Personal Statement drafting</li> <li>▪ Careers Exhibition</li> <li>▪ Welcome to Year 11 Evening</li> <li>▪ Mock Interview Event</li> <li>▪ KS4 Employability Skills reward system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ National Careers Week</li> <li>▪ Progress Evening</li> <li>▪ Revision Launch Evening</li> <li>▪ KS4 Employability Skills reward system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Weekly lunchtime drop-ins</li> <li>▪ Assemblies</li> <li>▪ Subject specific trips and visits</li> <li>▪ Curriculum linked employer presentations</li> <li>▪ CV development</li> <li>▪ KS4 Employability Skills reward system</li> </ul>

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

**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 to be distributed by the Careers Coordinator as appropriate, and a copy will remain available to all pupils in the Careers area of the Learning Resource Centre. The LRC is available to all students at lunch and break times.



**APPENDIX 1 – THE GATSBY BENCHMARKS**

<b>The Gatsby Benchmarks</b>		
<b>Benchmarks</b>	<b>What good looks like</b>	<b>What this means in practice</b>
<b>1. A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.	<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 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.</li></ul>
<b>2. Learning from Career and Labour Market Information</b>	Every pupil, 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.	<ul style="list-style-type: none"><li>• 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.</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>3. Addressing the Needs of Each Pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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></ul>



		<ul style="list-style-type: none"> <li>All pupils 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>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 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 be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with Employers and Employees</b>	Every pupil 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.	<ul style="list-style-type: none"> <li>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
<b>6. Experiences of Workplace</b>	Every pupil should have first-hand experience 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>7. Encounters with Further and Higher Education</b>	All pupils 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 pupils.</li> </ul>



		<ul style="list-style-type: none"><li>• 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.</li></ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	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.

**Source: Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation**