**Introduction**

Supporting young people to make informed choices about their future is an important responsibility for schools. This guide explains how leaders in all types of school meet their statutory duties relating to careers guidance, by supporting and challenging their staff and young people to meet the Gatsby Benchmarks – the recognised blueprint for high-quality careers guidance. It has been produced in collaboration with The Careers and Enterprise Company (CEC), which exists to facilitate a world-class careers education and help every young person find their best next step.

**Why careers guidance matters**

The Director’s duty is, above all, to drive relentless ambition for the young people served by our school and Post 16 system. This means ensuring that they not only achieve good academic outcomes, but that they are equipped for life beyond school and to arrive in the workplace with the skills they need to thrive. Aside from being a statutory responsibility, providing good careers guidance is a fundamental aspect of Hopefield’s service to its community(ies). It helps strengthen our economy and improve society by driving down youth unemployment and driving up social mobility. This is why the senior leadership team should collaborate with executive leaders of business and education across the local and regional community, other schools’ Careers Leaders and with the wider network of Hubs and Enterprise Advisers, to embed careers within the curriculum and ensure every young person is supported to move on to positive destinations.

**Provider Access Statement**

1. **Aims**

This policy statement aims to set out Hopefields arrangements for managing the access of education and training providers including technical education 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 access
* Details of premises or facilities to be provided to a person who is given access
1. **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 provide a minimum of 6 encounters with technical education or training providers to all learners in years 8 to 13 (see more detail in section 2.1 below).

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 the Skills and Post 16 Education Act 2022 and on page 43 of guidance from the Department for Education DfE on Careers Guidance and Access for education and training providers.

This policy shows how our school complies with these requirements.

**2.1 The 6 encounters schools must offer to all students in years 8 to 13**

Through the Skills and Post-16 Education Act 2022 we have made further provision as to the number of provider encounters that schools must offer and when, and set new parameters around the duration and content of each encounter.

All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 learners. We have timed these six meetings to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

As a minimum, schools must offer:

• Two encounters for learners during the ‘first key phase’ (year 8 or 9) that are mandatory for all learners to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

• Two encounters for learners during the ‘second key phase’ (year 10 or 11) that are mandatory for all learners to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

* Two encounters for learners during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for learners to attend, to take place any time during year 12 or between 1 September and 28 February during year 13

These encounters must happen for a reasonable period during the standard school day. Schools can continue to provide complementary experiences but encounters outside of school hours won’t count towards these requirements.

Schools must ask each provider to provide the following as a minimum:

* Information about the provider and the approved qualifications or apprenticeships they offer
* Information about what careers those qualifications and apprenticeships can lead to
* What learning or training with the provider is like
* Answers to any questions from learners

Hopefields will ensure that every provider encounter covers these elements and will seek to check presentations or handouts intended for the day will be subject to an audit before the encounter.

* 1. **Meaningful Provider Encounters**

Hopefields is committed to providing meaningful encounters to all learners.

1 encounter is defined as 1 meeting/session between learners and 1 provider. Meaningful live online encounter engagement is also an option at Hopefields.

1. **Student Entitlement**

All students in years 8 -13 at Hopefields are entitled 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 activities, events, assemblies and group discussions and taster sessions.
* Understand how to make applications for the full range of academic and technical courses.
1. **Management of provider access requests**

**4.1. Procedure**

A provider wishing to request access should contact Cameron Lithgo, Careers Lead or Craig Fletcher (SLT link for careers) by using the details below:

Telephone: 01642 205233

Email: cameron@hopefields.org.uk or craigf@hopefields.org.uk

* 1. **Opportunities for access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website. A number of provider encounters are offered through our NOCN Vocational qualifications of SETPD. We also host career events and talks where external speakers including providers will come into lessons and make the link between the curriculum and careers.

* 1. **Premises and Facilities**

The 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 Lead or a member of their team.

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

* 1. **Safeguarding**

Hopefields Safeguarding and Child Protection policies outline Hopefields procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to always adhere to these policies.

1. **Monitoring Arrangements**

Hopefields’ arrangements for managing the access of education and training providers to students are monitored by Craig Fletcher, Assistant Head Teacher.

This document will be reviewed by Craig Fletcher annually.

At every review, the statement will be approved by the Directors.

**Terminology**

We use ‘student’ throughout this guidance to refer to pupils, learners, and young people in education.

The term ‘careers guidance’ describes the full range of interventions that support young people to make choices and develop their careers.

**Statutory responsibilities**

Department for Education (DfE) statutory guidance sets out requirements on all schools and trusts to provide careers guidance. This applies to students in years 7 to 13 (ages 11 to 18) and those aged up to 25 with an education, health and care plan (EHCP).

The requirements are to:

Ensure opportunity for a range of education and training providers to talk to students in years 7 to 13 about approved technical education qualifications or apprenticeships.

Publish a policy statement on the school website setting out the arrangements for provider access. Make sure that the policy is followed.

Develop a careers programme which meets internationally recognised Gatsby Benchmarks. (The benchmarks are non-statutory but provide a framework around which schools can develop their careers programme in line with their legal requirements.)

Appoint a named person to the role of Careers Leader to lead their careers programme.

Publish details of their careers programme on the website (this information must be available for students, parents and carers).

**What we aim for**

When evaluating the impact of the education provided by a school, Ofsted inspectors will consider whether students are ready for the next stage of education, training or employment by the point they leave the school or provision that they attend. This includes the effectiveness of high-quality, impartial careers guidance in enabling students to make progress. Sources of evidence used by inspectors include nationally published information about the destinations to which students progress when they leave the school. CEC have produced an Ofsted guide which provides senior leaders with key questions to support strategic careers planning in their organization, which is used by Hopefields to ascertain the current suitability and impact of the transition plans in place.

**The role of Careers Leader**

Careers Leaders are responsible and accountable for the delivery of their school’s careers programme. At Hopefields, the lead for careers is Cameron Lithgo, and the SLT link to careers is Craig Fletcher, assistant head teacher. This role requires the appointed member of staff to have a clear overview of the school’s careers programme and to make sure that the school meets the Gatsby Benchmarks. Schools may choose to structure the Careers Leader role in a range of different ways.

Ideally the Careers Leader should be a member of the senior leadership team. In the case of Hopefields, Craig Fletcher, Assistant Head Teacher oversees the transition of learners to next steps.

**The role of The Directors**

The role of the Directors is crucial in considering the next steps and transition for students.

Specifically, they are required to ensure that:

There is a plan which sets out the delivery of the careers programme in the school and how impact will be measured.

The plan is developed in line with the Gatsby Benchmarks and informed by the statutory guidance.

Careers guidance offered to students in the school includes information on the range of education or training options, including apprenticeships and technical education routes

The careers guidance offered is impartial – it shows no bias or favouritism towards a particular institution, education or work option.

Those giving careers guidance to students in the school promote the best interests of the students to whom it is given.

To fulfil their role and meet the expectations boards will need to:

Review the plan for providing careers guidance as a regular agenda item and use the opportunity to discuss delivery and impact with the Careers Leader.

Monitor and evaluate the impact of the plan using reports and information gained from a number of sources.

**Support from The Careers and Enterprise Company**

The CEC have a free online learning module designed to support Directors, staff and stakeholders with the knowledge they need to ensure that all students receive high quality careers education. There is also an area of The CEC’s resource directory dedicated to governors and trustees which includes further guidance, support and ongoing CPD opportunities which is useful and used by Hopefields School to consider our own practice and the current transition model in place for students. Hopefields’ staff register for The Careers & Enterprise Company Governor Digest to stay up to date with the latest policy developments, CPD and resources.

**Using the Gatsby Benchmarks**

The Gatsby Benchmarks describe all the elements of good careers guidance in schools. Testing in pilots showed that with good leadership and a clear sense of purpose, the Benchmarks are achievable by each and every school.

The eight benchmarks are:

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. experiences of workplaces

7. encounters with further and higher education

8. personal guidance

Although there are eight individual benchmarks, these should also be considered as a whole, reflecting the Hopefields vision for careers education and personal development. There is cross-over between benchmarks; blending them leads to an embedded, whole school approach, which is our overarching aim to ensure the best life chances for all young people who attend Hopefields School.

**Appendix A – changes/updates/amendments**

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| --- | --- | --- | --- |
| **Date** | **Change made** | **Action to complete** | **Staff name** |
| 14.04.2023 | Careers Lead changed to Cameron Lithgo | Staff Handbook to also be changed. | EG |
| 29.06.2023 | Included the Provider Access Statement | Update on website | CF |
| 11.10.2023 | Career lead changed to Cameron Lithgo with a link to SLT as Craig Fletcher. | Update to website  | CF |
| 30.11.24 | Review |  | AL |