

Ashton Community Science College

Careers Education, Information, Advice and Guidance and Provider Access Policy

Review Schedule:

Named Owner:	Mr J Murray Assistant Headteacher
Date Of Creation:	March 2020
Last Review:	November 2024
Next Scheduled Review:	November 2026
Overview of Amendments to this Version:	Inclusion of Risk of NEET Indicator paragraph indicated. CEIAG provide access policy merged New work experience guidance

Rationale

Careers Education, Information Advice and Guidance is a major contribution to preparing our young people for the opportunities, responsibilities and experiences of life. By providing a robust careers programme it assists in reducing disengagement and puts school learning into a wider and more relevant context and helps raise student aspirations. Our CEIAG programme supports and helps students make a successful transition to adulthood.

Purpose

Ashton Community Science College is committed to career learning and development and fulfils its statutory obligations. Careers' learning supports the school's overall vision and is linked to the School Improvement Plan. This policy is linked to other school policies including Equality and Health & Safety.

Commitment

The school is committed to providing all students in years 7-11 with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and expert advice and guidance. The details of the CEIAG and careers programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and educational careers providers. The careers programme at ACSC is developed and evaluated in line with the updated Gatsby Benchmarks, introduced for implementation from the 2025/2026 academic year, and the Department for Education's statutory guidance, Careers guidance and access for education and training providers.

ACSC is committed to maximising the benefits for students by using a whole-school approach involving parents, carers, external IAG providers, employers and other local agencies.

ACSC is committed to continuous improvement and will work towards maintaining and developing provision in line with the nationally recognised Quality in Careers Standard.

ACSC is committed to ensuring that every pupil experiences multiple employer encounters throughout Key Stages 3 and 4, recorded through Compass+.

Careers and Employability Programme

There is a planned CEIAG programme across the school for students aged 11-16, which incorporates the national framework for implementing an 11-16 entitlement to CEIAG in England and to meet the **8 Gatsby Benchmarks**. These benchmarks are:

1. *A stable careers programme*
2. *Learning from careers and labour market information: Students will be supported to understand local, regional and national labour market trends and growth sectors, helping them make informed decisions regarding future pathways and opportunities.*
3. *Addressing the needs of each pupil: Particular attention will be paid to the needs of disadvantaged pupils, pupils in receipt of Pupil Premium funding, young carers, looked after children, previously looked after children, pupils with SEND and those identified through the RONI process*
4. *Linking curriculum learning to careers*
5. *Encounters with Employers and Employees*
6. *Experiences of Workplaces*
7. *Encounters with FE and HE: New legal duty – access to providers of technical education and apprenticeships*
8. *Personal Guidance*

The careers programme is delivered through a combination of methods, including weekly PSHE lessons, form time activities and a range of extracurricular careers-related activities and sessions.

The programme is further supported through assemblies linked to form time topics, employer visits, independent work experience, workshops, college and university visits, careers fairs, and 1:1 impartial and independent guidance.

Careers education is used to support personal development, raise aspirations, improve engagement with learning and help pupils understand the relevance of the curriculum to future pathways.

Form time offers opportunities for specific careers advice and guidance tailored to the needs of each year group. Students receive information about post-16 pathways available to them, employability/transferable skills, labour market information and knowledge surrounding a wide range of possible future careers. 'Job of the Week' focuses on specific career pathways and how to achieve those aspirations. The sessions also include what qualifications, grades and skills are needed for that role. Each year group complete a regular feedback questionnaire, which provides the opportunity for students to outline which careers they would like to know more about. This ensures that these sessions are meaningful to each year group.

ACSC runs a bespoke Careers Week each academic year. While this often aligns with National Careers Week, the programme is tailored to reflect student needs, employer and provider availability, and whole-school priorities. Careers Week plays a key role in raising aspirations and embedding careers education across the curriculum. This supports the delivery of Gatsby Benchmark 4 by strengthening links between curriculum learning and future careers.

Throughout the week, staff deliver career-focused learning within their subject areas and highlight the relevance of their curriculum to future pathways. These sessions are tracked and recorded by the careers adviser. Feedback is also gathered annually from pupils, staff, employers and providers to evaluate impact and inform future planning, ensuring Careers Week continues to evolve and meet the needs of the school community.

Careers education is further reinforced throughout the academic year through subject teaching, targeted interventions, employer engagement activities and independent careers research, ensuring students receive progressive and meaningful careers learning throughout their time at ACSC.

A whole-school approach has been adopted within subject areas, where each subject builds links to careers and employability skills within their schemes of work. This allows for subject specialists to develop their own curriculum and engage students in possible careers and future pathways related to their subject.

ACSC recognises the Department for Education's ambition that all young people should receive the equivalent of two weeks' worth of meaningful workplace experiences by the end of Key Stage 4. Work experience opportunities may include traditional placements, employer projects, workplace visits, virtual experiences and employer-led activities which help students prepare for future education, employment and training.

Throughout students' career learning journeys ACSC uses additional partners to assist in delivering a high-quality careers programme, suitable for our students. A range of outside partners are used and

are embedded into our strategic plan at a time which best suits the needs of our students. For example, our Careers Fair which hosts numerous employers and providers or our partners FutureU who visit annually to deliver careers-related workshops. Students are also encouraged to explore and research their aspirations via websites such as The National Careers Service and Prospects. These websites enable students to research potential career pathways, courses and qualifications independently.

Partnerships, employer encounters, visits to colleges and training providers, work experience opportunities and independent, impartial careers guidance help to inform and inspire students so that they can make well-informed and realistic decisions about their future. Former pupils may be invited to contribute to careers events, assemblies and employer encounters, providing students with relatable examples of different progression pathways.

The school also works to ensure that disadvantaged and vulnerable students have access to additional face-to-face specialist careers guidance where appropriate, in line with the requirements of the Education Act 2011. For pupils with an EHCP, careers education and guidance will contribute to preparation for adulthood and transition planning from at least Year 9. The Careers adviser, Careers Leader, SENCO and relevant pastoral staff will work collaboratively to ensure careers guidance reflects the pupil's aspirations, abilities, needs and planned outcomes.

To enable careers staff to track students' progress, aspirations and employer encounters from Year 7 to Year 11, the school uses Compass+. This records each student's employer encounters, careers aspirations and potential pathways. Compass+ enables ACSC careers staff to monitor the learners' journey, help plan and prepare targeted, meaningful encounters for individual students as well as offering impartial, personal guidance.

Aims

To support students in raising their aspirations by developing the skills, knowledge and confidence required to make realistic and informed decisions about their futures and to successfully manage transitions between education, training and employment.

Objectives

- To raise the aspirations of our students
- To prepare students for the opportunities, responsibilities and experiences of adult life
- To support young people to achieve their full potential
- To empower young people to plan and manage their own futures
- To provide comprehensive, impartial and independent information on all available pathways and opportunities
- To promote equality, diversity, inclusion, social mobility and challenge stereotypes
- To develop employability skills that can be transferred across a range of career pathways
- To enable young people to sustain employability and achieve personal and economic wellbeing throughout their lives

Implementation

ACSC ensures our students receive impartial and independent advice from the school's careers adviser, who is a permanent level 6 qualified member of staff. Schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011. ACSC students are provided with 1:1 appointments which are built into the careers programme but can also be made through student, parent and teacher referral. Every pupil will have at least one personal guidance interview with a

qualified careers adviser before the age of 16, with additional guidance available at key decision points for those requiring further support. Students also have access to our careers adviser at lunch, break and online should they need any other support at any stage of their time here at ACSC.

Independent careers guidance must:

- Be presented in an impartial manner
- Include information on the full range of education and training options, including apprenticeships, technical education and other vocational pathways.
- Promote the best interests of students to whom it is provided
- Promote the National Careers Service website and helpline
- Promote independent and reliable careers websites that support students in exploring pathways, choosing courses, applying for apprenticeships and researching careers.
- Provide access to relevant partners and independent sources of information, including local and national employers, education providers, training providers and other organisations.

There is an Assistant Headteacher with responsibility for the strategic oversight of the careers programme. All staff have a part to play in the implementation of this policy. Careers resources and lessons are stored centrally in a specific location for ease of access for teachers when delivering form time and/or PSHE lessons. The assembly rota is also sent out at the start of each academic year, outlining each weekly topic, of which some are assigned to careers.

At KS4 parents' evenings and year 9 options evening ACSC invite local colleges and independent learning providers to attend and set up a stall. This enables providers to have the opportunity to speak to students, parents, carers and staff and provide advice and guidance. There are also a range of prospectus guides displayed around school in certain areas available for students to use.

Students will be supported to prepare for careers activities and subsequently reflect on their learning. Reflection activities help students identify skills, knowledge and attributes gained through encounters and experiences.

Parents and carers will be actively engaged throughout the careers programme through information evenings, careers communications, provider events, work experience processes and post-16 transition support. Parents and carers are recognised as key partners in supporting students to make informed career and progression decisions.

Monitoring, Reviewing and Evaluation

Monitoring the careers programme can be achieved through recordkeeping, tracking and observation. ACSC monitor, review and evaluate our programme so that it can be improved. This ensures that the careers provision is up to date and provides students with personal guidance that is suitable for the local context and their individual needs. Staff, students and partners are asked to complete and carry out surveys to ensure the provision is suitable and beneficial. By setting specific, achievable and realistic targets, for the careers provision, this provides an end point and foci to achieve. Once a target has been met, the provision can be evaluated and new targets established. This cycle of monitoring, reporting and evaluation ensures that careers provision remains effective, up to date and responsive to the needs of ACSC students.

Lancashire County Council provides us with an annual *Risk of NEET Indicator* (RONI) dataset, which plays a vital role in shaping and strengthening our careers programme. By analysing this information,

we can plan targeted support, tailor our provision to the needs of our students, and identify those who may face significant barriers to remaining in education, employment or training. The RONI data is used across all year groups, enabling early identification of potential NEET risk from Key Stage 3 onwards and ensuring timely, proactive intervention. RONI data is reviewed alongside attendance, behaviour, safeguarding and academic information to identify pupils who may require additional careers support and transition planning. It is additionally used to tailor support for our school leavers when they progress onto their post-16 pathway.

ACSC uses Compass+ data, Compass evaluations, stakeholder feedback, destination outcomes and Gatsby Benchmark reviews to drive continuous improvement and ensure the careers programme remains responsive to student needs and labour market developments.

Recording, Assessment and Reporting

The school uses Compass+, along with The Future Skills Questionnaire and additional in school self-evaluation (MS Forms). These tools are essential in ensuring we monitor the delivery and impact of our careers programme. The Careers Leader reports annually to senior leaders and governors on Gatsby Benchmark achievement, destination data, employer encounters, student feedback and areas for further development.

The Careers Adviser collects regular feedback from any careers-based activities carried out via MS forms. This provides an analysis of the event or session students have completed and then informs future planning and improving provision.

Entitlement

Every student at ACSC is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at school. They are given support whichever careers route or pathway they choose. An entitlement statement is published on the school website under the careers section.

Management

This area is supported by a link governor. An Assistant Headteacher has strategic responsibility for CEIAG and supports the Careers Adviser who works full time on providing a broad and well-informed portfolio of interventions. The Careers Adviser oversees the delivery of careers information through PSHE lessons, by members of staff who have access to relevant training.

The Careers Leader (Assistant Headteacher) and Careers Adviser meet weekly to review and evaluate the effectiveness of the careers programme, drawing on stakeholder feedback, destination outcomes and Gatsby Benchmark progress. Findings are used to inform continuous improvement and identify any students or cohorts requiring additional support.

The Careers Leader will undertake appropriate professional development and maintain up-to-date knowledge of national careers guidance, labour market information and Gatsby Benchmark requirements.

Partnerships

The careers programme at ACSC is enhanced through partnerships with a wide range of employers, educational institutions and training providers, ensuring careers learning remains relevant, ambitious and reflective of current opportunities.

These include:

- Lancashire Careers Hub
- The Careers and Enterprise Company
- Parents and carers
- Liaison with Higher education institutions
- Employers and training providers
- Additional partners specific to ACSC include UCLan and Lancaster University
- Apprenticeship providers
- Preston's College
- Cardinal Newman College
- Runshaw College
- Myerscough College
- Inspira
- Training 2000
- Education Business Partnership (EBP)

ACSC actively participates in the Lancashire Careers Hub and works alongside Careers Hub partners to continually develop and evaluate its career programme.

ACSC also adheres to the guidelines stated within The Baker Clause which states that from 2018 all local authority-maintained schools must give education and training providers the opportunity to talk to pupils in years 8 to 13 about approved technical qualifications and apprenticeships. ACSC meets this DfE requirement by providing platforms for further education providers the opportunity to speak to students at relevant and suitable transition points throughout the careers programme.

In 2023 the Provider Access Legislation was updated. It specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students by the end of KS5:

- During their time at Ashton, pupils will receive at least two encounters during Years 8-9 and at least two encounters during Years 10-11.

ACSC ensures the new legislation is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels, Higher Technical Qualifications, apprenticeships, supported internships and other approved technical education pathways. This can be seen throughout our careers programme eg. our annual Career Fair.

Parental/carers partnership is encouraged at all stages of the careers programme. ACSC recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in a student's school life; for example, Year 9 options evening and Year 10 and 11 parents evening. We also have numerous links on our school website which can direct parents to relevant careers related websites.

Links to Local Authority

The Local Authority has a duty under Section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education, employment and training.

In addition, the Education and Skills Act 2008 introduced duties relating to the raising of the participation age for 16 to 18-year-olds:

- To promote the effective participation of young people in education and training.
- To have arrangements in place to identify those who are not participating.

ACSC works closely with the Local Authority, including the sharing of relevant information, to support these duties. In accordance with Section 13 of the Act, the school will notify the Local Authority when a 16 or 17-year-old leaves an education or training programme before completion.

Governor Links

There is a named link governor responsible for careers and personal development. All changes to the careers policy are approved by the school's governing body and they are regularly informed about the progress and success of the careers programme via reports and meetings. The Link Governor will receive regular updates regarding Gatsby Benchmark achievement, destination data and careers programme development.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual and group/class sessions

Staff Development

Staff training needs are identified, and CPD opportunities are put in place to assist in developing staff when delivering careers advice and guidance. The school improvement plan includes links to the careers programme and what action is required.

CEIAG Provider Access

In line with the Department for Education's "Baker Clause" guidance (July 2021) and the Provider Access Legislation under Section 42B of the Education Act 1997, as amended by the Skills and Post-16 Education Act 2022

Rationale

High-quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

It becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels, Higher Technical Qualifications, apprenticeships, supported internships and other approved technical education pathways.

Commitment

ACSC is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. ACSC recognises its responsibility to support students in making informed decisions that enable successful progression into further education, training and employment, while helping to meet local and national workforce needs. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

ACSC endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Our policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

We fully support the statutory requirement for students to have direct access to other providers of further education, technical education and apprenticeships. The school will comply with the legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done via assemblies, drop in sessions, form time and the PSHE curriculum, as well as whole-school events such as the ACSC careers fair. Events will also take place through college and training provider visits, careers fairs, taster events and other planned encounters throughout the school year.

Development

This policy has been developed and is reviewed regularly by the Careers Adviser and our Careers Leader/Assistant Head Teacher responsible for Personal Development, based on current good practice guidelines by the Department for Education.

The school's designated Careers Leader is Josh Murray, who has overall responsibility for planning, implementing, monitoring and evaluating the careers programme.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. We are committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Providers may be given access to pupils during the normal school day through assemblies, PSHE/careers lessons, form time, Careers Week, careers events and other appropriate curriculum or enrichment activities. The Careers Adviser and Careers Leader will agree an appropriate date, time, year group and format with the provider, taking account of the school's careers programme, curriculum commitments and safeguarding arrangements.

Requests for access should be directed to Christiana Pongourou, our full-time Careers Adviser by telephone or email, cpongourou@ashtoncsc.com Tel. 01772 513002.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or PSHE lessons, and Careers or Raising Aspirations events that are arranged by us. Students may also travel to visit another provider, through one of our partnerships, on a trip or college taster day.

Details of premises or facilities to be provided to a person who is given access

We will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader and Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be welcomed and supervised by a member of the Careers Team throughout their visit.

Live/Virtual encounters

We will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and works closely with senior leaders to ensure compliance with Provider Access Legislation and the effective delivery of provider encounters throughout the academic year.

Monitoring, Review and Evaluation

This policy is reviewed annually by the Careers Leader and Leadership Team to ensure continued compliance with statutory guidance and to reflect developments in careers education, Provider Access Legislation and school practice.

Appendix

Frequent providers who are often invited into ACSC include:

- Preston College
- Myerscough College
- Cardinal Newman College
- Runshaw College
- Training 2000
- Ashbridge Nurseries

Examples of destinations can be found within the school's annual destination data report and online on the careers page.