



CEIAG
Careers Education, Information, Advice
& Guidance Policy
(Including Provider Access Policy Statement)
Ref C020

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1. Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

In October 2018 by the Department of Education, and it sets a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. In 2019 the CDI briefing paper set out clear roles and responsibilities. Both these briefings hold central that any careers strategy should aim to ensure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

The careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's benchmarks to develop and deliver their careers provision and, most notably, provide a dynamic partnership between employers and education in order to provide world class careers education. This has also been highlighted in the recent Government White Paper 'The skills for jobs' 2021. The benchmarks define all the elements of an excellent careers programme, based on national and international research. By 2020 all schools must have clear evidence of meeting the 8 benchmarks:

- A stable careers programme.
- Learning from career and labour market information.
- Addressing the needs of each student.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

The responsibility is now placed on schools to ensure all students have access to CEIAG that encourages all students, including the most vulnerable to develop "high aspirations and consider a broad and ambitious range of careers." Schools are expected to work in partnerships with local employers and other education and training providers, meeting regularly at local careers hubs and network meetings to share ideas and practice. The government funded Careers and Enterprise Company (CEC) assesses the provision of each school 3 times a year using the 'Compass tool'. Each time the offer is compared with how well schools nationally are meeting the benchmarks and the CEIAG action plan is updated; this ensures the school's strategy is continually evolving.

Schools should endeavour to create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills as well as providing access to a range of inspirational role models.

The government expects all young people to remain RPA compliant and thereby be in some form of education or training up to the age of 18. Schools must ensure students understand this and are suitably supported to make appropriate choices about the routes they pursue. In addition, schools are required to share information with the local authority and use this

Moving On data to see how successfully their students make the transition to the next stage of education or training - destination.

Chorlton High School is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving Chorlton High School and results in improved life chances for them and their families. In essence our students can continue to be Happy, Creative and Successful well after leaving school.

A provider access policy statement is included in Appendix 3 and is available on the school website.

2. Aims and Objectives

Chorlton High School is committed to:

- Offering impartial careers education, information, advice and guidance to all students.
- Ensuring equality of opportunity for all and challenging stereotypes.
- Considering our local context and community and how this affects employment opportunities.
- Being an active member of the Careers and Enterprise Advisor Network.
- Using the Compass Tool to review our progress against the Gatsby Benchmarks and updated plan of action for term ahead.
- Participating in termly GMCA Work and Skills network meetings and using information to inform practice.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations and self-awareness in each Year group.
- Developing an understanding of employability skills and what is needed for success in the workplace.
- Providing the opportunity for work experience to all students.
- Empowering students by ensuring they know how to make good use of the paper-based, on-line and staff resources available so that they can make informed and appropriate choices throughout their school journey.
- Supporting students in their self-reflection and critical thinking which they can then use to inform and develop individualised plans of action.
- Working in partnerships with parent/carers, FE trainers and providers, employers and other related services.
- Ensuring all students are suitably prepared for their transition from Key Stage 3 to Key Stage 4 and Key Stage 4 to Key Stage 5/Post 16 routes.
- Embedding feedback from students and staff throughout the CEIAG delivery in order to inform and improve subsequent delivery of CEIAG.
- Encouraging students to become lifelong learners and remain Happy, Creative and Successful.
- Working with Manchester IYSS and providing destinations data.

- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become Not in Education, Employment or Training (NEET).

3. Curriculum

The school has mapped out the CEIAG provision in line with the recommended CDI – Career Development Framework. The framework is structured around six career development learning areas and these have been embedded in the delivery of CEIAG at CHS, building from Year 7 through to Year 11.

The careers programme is differentiated to ensure progression (although there is a clearer focus at key transitional points). This is achieved by giving each Year group a particular focus and drive. CEIAG occurs through the academic curriculum, the personal development curriculum (CHS Learning Journey), Life Skills curriculum and the enrichment curriculum.

Year 7 – Dare to Dream

Aspirations and interests are captured, and students begin to map their skills and abilities through the Future Foundations programme. Student curiosity is sparked through their introduction to a variety of career pathways, including STEM, creative and green careers. An opening to the world of work is provided, as employer encounters are rolled out.

Year 8 - Exploring my future

Staff start to signpost what the study of their subject leads to and make links to career paths through the curriculum. Students continue to take part in employer encounters where they hear from representatives from a variety of industries in order to inspire their future choices. These include encounters with employers, motivational speakers, workshops and trips. The personal development curriculum helps students recognise and develop a range of transferable skills through enrichment activities and Extended Learning Experience (ELE) days, as well as leadership and enterprise strands through their community pledge and projects.

Year 9 – Focus on my future

Curriculum and extended learning experiences, supported by labour market information, encourage students to begin to focus on possible career choices and where the subjects they can choose to study at Key Stage 4 could lead. Curriculum Leaders visit assemblies to discuss subject choices, including career links. Every Year 9 student is given a pathways interview to help guide them through their choices ensuring they keep a wide breadth of subjects. The pastoral curriculum encourages students to identify their individual Qualities of Success and reflect on their areas for development. ELE days are linked to enterprise and investigating career families, whilst the pastoral curriculum encourages students to identify their individual Qualities of Success and reflect on their areas for development.

Year 10 – Planning for my future

There is a focus on deepening future employability skills, particularly through a work experience placement in the Spring term. All students engage in the SSAT Leadership programme which further develops key skills, interests and amasses experiences ready for the start of Year 11. All Year 10 students start to think about the range of post 16 options;

including academic, vocational, technical and apprenticeship pathways. In the Summer term every student attends a college taster day to experience college life, possible courses and master classes. One-to-one meetings with our school careers advisor begin in a systematic manner although any student can ask for an appointment, at any time.

Year 11 - Deciding where and what next?

All Key Stage 4 students are invited to our Post 16 Pathways Evening where they have an opportunity to meet several educational and training providers and learn more about the possible routes available post 16 and post 18. These include local colleges, UTCs, sixth forms and agencies/employers offering apprenticeships. Assemblies are given over to presentations from a range of local colleges, so students gain an insight into expectations. All students meet the school's careers advisor, at least once more, to support them through their choices. The Year 11 team oversee the college application process, help prepare student portfolios and go over interview techniques. Individual bespoke interventions are driven as students decide and apply for post 16 destinations. A relentless ethos is embedded as students are supported to secure grades and realise ambitions.

Throughout the five year CEIAG programme, students will be given the opportunity to participate in a variety of activities including:

- Subject specific information from staff and curriculum areas, including meaningful encounters with employers in these industries.
- Group work and individual interviews when choosing options and making decisions about post 16 choices.
- Information and research activities in the library / ICT suites e.g. using online platforms.
- Assemblies and events based on labour market information and emerging industries - e.g. Green Economy, 4th Industrial Revolution.
- Work-related learning (including one week work experience placement).
- Enterprise opportunities e.g. workshops and charitable year group drives.
- Action planning and recording achievement through the CHS Learning Journey.
- Taking part in aspirational career experiences, including working lunch meetings with local employers.
- Participating in different aspects of STEMFest, CLASSFest and National Careers events when a weeklong package of engaging and aspirational events and activities take part across the school.
- Going on careers trip that are bespoke for certain industries.
- Listening to presentations from curriculum staff and external providers, including Year 9 options evening and Post 16 Pathways Evening for Years 10 and Years 11.
- Taking parts in college visits.
- Apprenticeship talks and workshops.
- Accessing National Citizens Service provision
- Completing one to one CEIAG sessions with the Careers Advisor.
- Participating in specific ELE events that develop student enterprise, employability, interview or entrepreneurial skills.

4. The 8 Gatsby benchmarks

The school's career programme is also underpinned by the Gatsby benchmark framework; see Appendix 2 for the full offer.

Progress against each of the 8 criteria is assessed once a term in partnership with our Careers & Enterprise Coordinator at GMCA/Bridge GM using the Compass tool.

As 11-16 school tracking post 18 destinations to comply with Benchmark 3 will be captured through email contact 2 years after leaving in September / October.

5. Careers Advisor

The school has secured the services of a Careers Advisor from an independent careers guidance service for 86 days of careers education, information, advice and guidance across the school body. As part of the agreement the advisor is required to attend the Parents' Evenings of Years 9 to 11. In addition, the advisor supports the transition careers input in Year 9 where students make option choices for Key Stage 4 and Year 11 where students look at post 16 routes; at both of these events the advisor is available for parental / student enquiries. Students with EHCPs and additional needs have significant input when drawing up action plans at annual reviews.

Each student in Year 10 and Year 11 is given the opportunity to have a minimum of one face to face session. During the session, the student will have an individual CEIAG action plan drawn up which is shared with them via MS Teams, a copy of which is added to Arbor and is updated after further meetings and a copy of which is sent out to parents.

In addition, any student at CHS can make an appointment to see the advisor through the library, attend a drop in session after school one evening or contact them via the MS Teams platform and the 'chat' function. When deciding on the order of students seeing the careers advisor, risk factors and attainment data are used to group accordingly. (see Appendix 1). Tutors, Heads of Year and senior staff can make a referral at any point. Where a referral is made by the Safeguarding team, the Access and Achievement team or the Head of Year at any point, these students are prioritised.

6. Staffing

CEIAG is delivered by a range of staff across the school. Each member of staff plays a crucial role in providing comprehensive support to all our students (see Appendix 3). All staff are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG. The SLT CEIAG Lead is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact.

The Achievement Team lead ensures an additional layer is added for all disadvantaged students through tracking, identification and priority inclusion in all events.

7. Resources

The school has a specific careers room which is suitable for interviews and reviews. The room is situated in the library.

- Within the library a careers section has been developed and continues to be added to. Funding for resources (including on-line sites) can be gained through the Life Skills budget.
- Contract for the provision of an independent careers advisor in school is secured through the school budget annually.
- Funding for Life Skills and CEIAG curriculum is allocated in the annual budget.
- Funding for Educational Business partnerships (EBS) and the provision of work experience for all Year 10 students is allocated annually from the school budget.
- Funding for additional CEIAG events can be sourced from other school budgets.
- Achievement Team funding to set up and oversee career drives and events.
- Time for attending termly CEIAG network meetings with GMAC Work and Skills team.

8. Monitoring and review

The CEIAG and careers provision has a built in review bi-annually. Careers events and activities have impact reports which are then used to inform future planning and delivery.

This policy will be reviewed as part of the policy review programme, built into the Governing Body work plan.

Chorlton High School is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students' needs. This includes:

- Bi-annual review of CEIAG and careers provision.
- Compass Tool evaluations completed each term with CEC link advisor.
- All careers activities are impact evaluated.
- Use of evaluations to inform future planning and delivery.
- Annual survey of students and parents.
- Achieving and maintaining the Quality in Career Standard

The governing body will be regularly updated on the destinations of students. This will enable senior leaders and Governors to regularly review the impact of this policy.

APPENDIX 1

Priority	Profile of students
1	Students who are: <ul style="list-style-type: none"> • SEND (K, EHCP) • LAC students • Vulnerable students – identified by Safeguarding. • Disadvantaged students
2	Students who are on the borderline of achieving a standard pass in English and maths; and then in the order of who: <ul style="list-style-type: none"> • are achieving 3/4s in English and Maths • have Attendance between 90-95% • have attendance below 90% • have attendance above 95%
3	Students who are on the borderline of achieving a strong pass in English and Maths
4	Students who are achieving Grade 1-3 - if not already seen through priority 1 status
5	Students who are achieving grades 5 and above

APPENDIX 2: Mapping the Gatsby Benchmarks

Benchmark 1 A stable careers programme	Benchmark 2 Learning from career & LMI	Benchmark 3 Addressing the needs of each student	Benchmark 4 Linking curriculum learning to careers
<ul style="list-style-type: none"> ✓ Clear vision for each year group as part of a comprehensive and progressive written programme: ○ Year 7 – Dare to dream. ○ Year 8 - Exploring my future. ○ Year 9 - Focus on my future. ○ Year 10 - Planning for my future ○ Year 11 – Deciding where and what next. ✓ By Spring of Year 11 students have a 1:1 guidance interview. ✓ Years 9, 10 and 11 assemblies used to ensure students understand grades required - links to EBacc and Basics. ✓ Annual Post 16 Options Event - attended by local colleges, 6th forms, Apprenticeship providers and Public Services. ✓ Website section focussed on careers. ✓ Regular monitoring and evaluation processes in place. 	<ul style="list-style-type: none"> ✓ LMI assemblies and tutor time activities delivered termly to all years throughout our calendared career focus weeks. ✓ Aspects of LMI is tailored to the Greater Manchester area – STEM, creative careers and Future Frontiers [future economy growth areas for GM weeks. ✓ LMI used during options process for Year 9. ✓ LMI displays. ✓ Year 10 Summer ELE - Focus on careers and LMI. ✓ Staff CPD LMI updates and LMI is shared with staff. ✓ Parent newsletters are shared e.g. National Apprenticeship week and National careers week, including LMI references and signposts. 	<ul style="list-style-type: none"> ✓ Tracker of interests and interactions kept. ✓ Year 9 Options programme - all students guided to ensure broad, balanced and aspirational option choices. ✓ Year 11 Olympic Cohort - driving Basics ✓ Coaching sessions – Year 10 and 11 - focus on aspirations/ careers. ✓ Year 11 individualised support for vulnerable students with application process. ✓ Careers Advisor attends annual reviews. ✓ Apprenticeship signposting in Year 10 and 11 and dedicated workshops. ✓ Intended Destinations and September guarantees captured as per timeline - with bespoke interventions ✓ RONI students targeted support internal and external agencies. ✓ Updating and review destinations data yearly to further develop careers programme. ✓ Alumni capture Post 18 via email. 	<ul style="list-style-type: none"> ✓ Year 9 one week dedicated Careers in all curriculum areas - focus to coincide with students' options process. ✓ National Careers Week event annually supported by - all curriculum areas. ✓ Use of ELEs to enrich experiences and support subject links. ✓ Central bank of resources on careers. ✓ Staff covered to attend talks form speakers to support careers CPD linked to their curriculum areas. ✓ Career displays on corridors.

Benchmark 5 Encounters with Employers /employees	Benchmark 6 Experiences of workplaces	Benchmark 7 Encounters with FE and HE	Benchmark 8 Personal guidance
<ul style="list-style-type: none"> ✓ A range of encounters are provided across year groups through the programme of careers weeks and additional bespoke / targeted events and workshops – including in person and online / recorded sessions. ✓ Working lunch parties – monthly event with a speaker. ✓ Year 10 work experience placement. ✓ Involvement in different GM networks who offer support with encounter opportunities. ✓ Enterprise Advisor who works with school. ✓ Trips to workplaces. ✓ Curriculum area links with employers. 	<ul style="list-style-type: none"> ✓ Year 10 students have a one week, in person work experience placement in the Spring term. ✓ Trips to workplaces. 	<ul style="list-style-type: none"> ✓ Year 10 and Year 11 students all invited to Post 16 Options Evening. ✓ HE and FE representatives attend Post 16 Options Eve event. ✓ Parental meetings at each event to signpost pathways, qualifications and grades needed. ✓ Information on RPA, A levels, Vocational courses, T levels and Apprenticeships shared with Years 10 and 11. ✓ Targeted information for Year 11 on progressing to post-16 and post-18. ✓ Aim Higher network and bespoke visits to local universities. ✓ Oxbridge visit ✓ Year 11 post-16 masterclasses. ✓ Summer Year 10 transition programme. ✓ All Open Day information shared. ✓ Introduction to HE as part of the careers programme. ✓ Under new PAL students in Year 8/9 and 10/11 to have had at least two meaningful encounters with providers of apprenticeships and technical education. 	<ul style="list-style-type: none"> ✓ Level 6 trained, matrix accredited Careers Advisor – impartial to school. ✓ All students have a 1 to 1 interview with impartial careers adviser by the end of Year 11. ✓ Individual Careers Action Plan created and shared. ✓ All students able to book interview with Careers Advisor at any point. ✓ Careers Advisor attends Years 9, 10 and 11 Parents Evenings. ✓ All Alumni tracked and Moving On information shared with LA - NEET students offered further support, as needed.

APPENDIX 3

	Responsibility
CEIAG SLT Lead	<ul style="list-style-type: none"> • Develop the schools strategic CEIAG policy and provision. • Line Manage the CEIAG Coordinator. • Oversee EBS contract. • Capture and update Destinations data and monitor LA RPA agenda. • Manage LA agreed contract – sharing information. • Track Alumni and develop Alumni community with SLT colleagues. • Liaise with link Governor.
CEIAG Coordinator	<ul style="list-style-type: none"> • Drive the CEIAG policy. • Work with the full range of teams and ensure quality provision. • Liaise with LA and update records, data, destinations and RONI information. • Day to day management of Careers Advisor. • Liaise with Post 16 providers and set up transition and taster events. • Line manage achievement team.
SLT lead for Year group	<ul style="list-style-type: none"> • Plan and deliver Life Skills / IAG curriculum. • Oversee ELE provision for Year group.
Heads of School and Head of Year	<ul style="list-style-type: none"> • Develop pastoral curriculum and the CHS learning journey. • Deliver Life skills sessions (Years 7 to 10). • Collate data on student career interests/ plans. • Support with identifying students for bespoke careers events. • Liaise with LA Intensive team and RONI agenda. • Review training needs of tutor team.
Form Tutors	<ul style="list-style-type: none"> • Delivery of Life Skills/CEIAG. • Support students. • Write School Reference to support Post 16 choices.
Mentor and Pastoral TAs	<ul style="list-style-type: none"> • Identify and liaise with HOY students requiring CEIAG. • Provide individual support for students to develop aspirations / future plans and access CEIAG.
Achievement Team	<ul style="list-style-type: none"> • Set up and run careers and aspiration events. • Liaise with HoS/Year teams to identify cohorts of students requiring input. • Run after school sessions to support development of personal statements and Post 16 applications.
Librarian	<ul style="list-style-type: none"> • Deliver library orientation session to all Year 7s including Careers Library. • Support staff and students in accessing on-line resources. • Manage the appointment requests for Careers Advisor. • Support Year 10 and 11 students in accessing College resources. • Update IAG resources.
Careers Advisor	<ul style="list-style-type: none"> • Provide impartial careers CEIAG to all students. • Support in staff training. • Provide 1 to 1 support. • Write and distribute action plans. • Liaise with Colleges to confirm destinations.
Life Skills Coordinator	<ul style="list-style-type: none"> • Develop and oversee Life Skills curriculum. • Design and plan the Life skills curriculum. • Plan ELE days / CEIAG input in conjunction with SLT leads.
Administration Support	<ul style="list-style-type: none"> • Careers FE event. • Application processing and dispatch. • Assist with follow up destination phone calls in September.

APPENDIX 4: Provider Access Policy Statement –

1. Aims

Chorlton High School is committed to ensuring all students have access to a range of impartial careers education, information, advice and guidance from Year 7 to Year 11. The CEIAG programme underpins the overarching aim; that all students' transition onto positive post 16 pathways that help realise ambitions.

This policy statement aims to summarise our school's arrangements for managing the access of education and training 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 requests for access.
- Details of premises or facilities to be provided to a person who is given access.

2. 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 also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This complies with Chorlton High School's legal obligations under Section 42B of the Education Act 1997.

3. Student entitlement

All students in Years 8 to 11 at Chorlton High School are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our 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.
- Understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (Years 8 to 9) and two encounters during the 'second key phase' (Years 10 to 11).

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

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

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

All students are also entitled to:

- Access independent and impartial careers advice from an outside agent who works with Year 10 and 11 students to ensure they are able to make an informed choice about their next steps.

4. Management of provider access requests

4.1 Procedure

A provider wishing to gain further information or requesting access should contact:

- School's careers lead (SLT): Ms P Banger – p.banger@chortonhigh.manchester.sch.uk
- Achievement Team Lead / CEIAG Co-ordinator (For careers events): Ms C Slinger c.slinger@chortonhigh.manchester.sch.uk
- Schools Independent Career Advisor: Ms Jen Patrick j.patrick@chortonhigh.manchester.sch.uk
Telephone: 0161 882 1150

4.2 Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme and our careers activities can be seen on the school website. The school offers a number of events integrated into our careers programme, including the six provider encounters required. These will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Local providers are invited to key relevant events that are held. We encourage other providers who are interested in coming into the school, to contact Miss Slinger to help identify the most suitable opportunity.

Providers will be asked to include details about who they represent, their aim, which students they wish to target, how many staff will be in attendance and the support required from the school on the day. All requests must be made at least 4 weeks in advance of the expected date for a session. All requests will be given due consideration and the school reserve the right to refuse requests if:

- There is an impact on student examinations/revision
- Clashes with other events
- The school are unable to provide staff to support
- There is insufficient space/rooms due to timetabling

4.3 Resources

Once visits have been agreed, the school will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available.

Sessions can be held in different venues according to the number of students and the requirements of the provider. Visits can be in classrooms, the theatre, dining room, library or online.

We are happy to work with providers to provide any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the school in order to showcase what they do.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of Miss Slinger.

4.4 Safeguarding

Our Safeguarding Policy (S017) and Visiting Speakers Policy (A009) sets out the school's approach to allowing providers into the school as visitors to talk to our students.

4.5 Complaints

Should a provider wish to make a complaint, they may contact Ms P Banger to discuss this further, at p.banger@chortonhigh.manchester.sch.uk who will then enact the school complaints procedure.

5. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Ms P Banger, Deputy Headteacher.

This policy will be reviewed annually.

6. Providers

Providers who have previously been invited into Chorlton High School include:

Access Creative College	Parrs Wood Sixth form
Aquinas college	Salford College Group
Arnold Clark	RAF
British Army	Royal Navy
Cheadle and Marple Sixth Form	Siemens
Connell Co-op College	Stockport Country AFC
Didsbury High School Sixth Form	Stretford Grammar School
Dragon Football Academy	The Growth Company
DWP	The Manchester College / LTE Group
Evolve Academy	Trafford College Group [Trafford & Stockport]
Football Futures Group	Trinity High School Sixth Form
Greater Manchester Higher (MMU)	University Academy 92 [UA92]
Greater Manchester Learning Provider Network	Urmston Grammar School
GM Police	UTC Media City
Loreto College	Whalley Range Sixth Form
Manchester Metropolitan University	White Rose Beauty College
Michaeljohn Training School	William Hulme's Grammar School
MOD - Ministry of Defence	Xaverian College
NWAS	

7. Destinations

Post-16 destinations of pupils from Chorlton High School include:

Access Creative College

Aquinas College

Blackburn AFC

Connell Co-op College

Loreto College

Parrs Wood Sixth form

Rochdale AFC

Salford College Group

Stretford Grammar School

The Growth Company

The Manchester College / LTE Group

Trafford College Group [Trafford & Stockport]

Trinity High School Sixth Form

Whalley Range Sixth Form

White Rose Beauty College

William Hulme's Grammar School

Xaverian College