



**SYNERGY  
EDUCATION  
TRUST**

# Careers Provider Access Statement

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## **Careers Provider Access Statement – Trust wide**

*For individual school arrangements please refer to the school's website.*

Synergy Education Trust is committed to providing its students with a varied programme of careers education and guidance activities to equip and enable them to make informed decisions and choices at key transition points; both during school and Sixth Form. Careers should be transformational to the lives of young people. Within our Trust careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.

This policy statement sets out the Trust's arrangements for managing the access of providers to the schools for the purpose of giving them information about the provider's education or training offer. This complies with the Trust's legal obligations under Section 42B of the Education Act 1997.

The Trust aims to ensure our programme:

- Raises aspirations.
- Provides a platform for students to plan their future.
- Enables students to aim higher and achieve their career goals.
- Provides comprehensive information and advice.
- Actively promotes equality for all and challenges workplace stereotypes.

Gatsby benchmarks have been considered throughout to support academies within the trust to meet these in full.

The Gatsby Benchmarks are:

1. A stable career programme.
2. Learning from career and labour market information.
3. Addressing the needs of each learner.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experience of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

**For individual school arrangements please refer to the school's website.**

## Aims

We aim to support students to make realistic and informed decisions about their future by:

- Raising aspirations and providing impartial and independent information and guidance.
- Contributing to strategies for raising achievement, especially by increasing motivation.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Encouraging participation in continued learning including Higher Education, Further Education, Apprenticeships, Volunteering and Training.
- Developing Enterprise and Employment skills.
- Contributing to the economic prosperity of individuals and communities.
- Meeting the needs of all our learners through appropriate differentiation.
- Raising awareness of the Local Labour Market Information and skills gaps.
- Involving parents and carers in key decisions covering careers and progression.
- Working closely with our partners to provide a wide variety of meaningful experiences.

## Statutory Requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access learners 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 learners. This is outlined in section 42B of the Education Act 1997.

This policy shows how our academies comply with these requirements.

## Pupil Entitlement

Teachers within our trust and in collaboration with career professionals will ensure our students can develop in the following way:

- Provide independent advice and guidance to years 7 to 13, giving access to impartial information regarding option and alternate education focussed on

the needs of the cohort. This includes qualification options, career choices, pathways and similar.

- All students receive two, one to one career interviews offered by a qualified careers advisor between years 9 and 13. This advice is impartial and will enable the student to develop an action plan for progression.
- Students will learn a progressive careers curriculum focussed on competencies devolved from the CDI framework which enable students to explore the following:
  - o Developing yourself through careers, employability, and enterprise education.
  - o Learning about careers and the world of work.
  - o Developing your career management, employability, and enterprise skills
- Provision and information of opportunities for work experience, traineeships and apprenticeships based on individual interests in the process of promoting the understanding and the experiences of the world of work.
- Access to the Careers Hub, a school-based platform for promoting and teaching careers education

### **Parent entitlement**

Parents/carers can access careers support for their child in a variety of ways including:

- Individual meetings.
- School website.
- Options evening, parents evening and opening evenings.
- Careers information via individual school Career Hubs and the National Careers Service website.
- Information and updates on school social media.

### **Equality and Diversity**

The School Lead for Careers ensures that the careers education and guidance delivery meet the requirements of the Trust's Equality Policy.

### **SEND Provision**

All learners follow the same programme of careers as their peers, with differentiated support from the SEND team where appropriate including liaison with parents/carers. This is heightened during the option selection process and post 16 pathways where independent careers advice and support is offered.

### Place within the curriculum

The curriculum delivery is specific to each school in the Trust. However, the taught provision will be enriched via (where appropriate);

- Programme of assemblies and enrichment workshops.
- Annual career focus days.
- Student visits to and from external companies and education establishments.
- Visits from Higher/Further Education including Apprenticeships and T Level qualification information.
- University visits.
- Staff training and updates by qualified careers professionals.
- Specific events for parents/carers and learners to provide specialist support.

### Destination Data

The Trust places a responsibility on its school's to maintain a full and comprehensive tracking system that gives every learner the opportunity to progress successfully after school.

Our school's track:

- Intended destinations.
- individualised support to those learners who are at risk of becoming NEET (Not in Education, Employment, or Training) or become NEET.
- records of all interventions and interviews.
- Vulnerable learners who are at risk of becoming NEET are referred to their Local Authority team for additional support.

### Management

There are Careers Leads at each school who ensure that the strategy is implemented. This is monitored by the use of Compass and is supported by a nominated member of each school's SLT.

### Resources

A range of careers information, in a variety of formats, is provided on the Careers Hub so that it is accessible to all students. Resources are managed in the schools to ensure that they are up to date and meet the needs of all students. Each school has a specified careers area on their website which contains a vast array of resources.

## **Partnerships**

The Trust has a range of formal and informal partnership arrangements.

These include but are not limited to; Gateway College, Myerscough College, Beaumont College, Project Search, URPotential, Blackpool NHS Teaching Hospitals, local farms, Victrex

## **Monitoring, Review and Evaluation**

A report will be submitted to the Trust Board on an annual basis, including an account of activities, a review of progress and an evaluation of learner and parental response to provision. Once per term a Gatsby compass audit is conducted by the SLT link and Careers Leader in each school.

Schools are expected to utilise feedback from the curriculum evaluations, partnerships, parental, and students' feedback to improve the provision on a timely basis. This should be in keeping with the school's annual review period.