



Policy for:

**Careers Information, Advice and
Guidance Policy
and
Provider Access Statement**

Date Written: May 2019

Date Reviewed: January 2025, reviewed April 2025

Next Review Date: January 2028

Signed By: Mrs Derries

Governor Responsible for: Steven Scott

Headteacher: Mrs Derries

The Grove School Careers, Information, Advice and Guidance Policy

Introduction

We aim to provide a relevant and engaging careers programme that is accessible and appropriate to meet the differing needs and requirements of our pupils. We will provide pupils, parents and carers with information, advice and guidance to support and enable them to make informed choices about their future pathways.

Our high-quality careers information, advice and guidance is much more than giving advice on further education, training and jobs to our pupils.

We aim to support our pupils to:

Personal Development

- learn to recognise and understand themselves
- identify their strengths, skills, interests, motivations and areas for development
- gain in self-confidence and believe in themselves
- have the opportunities to try new things
- gain a sense of achievement
- aspire to be the best they can be within a culture of high aspirations and equality of opportunity for all
- develop self-awareness and personal effectiveness in new situations
- show initiative and responsibility
- develop qualities and skills, such as flexibility, problem-solving, self-reliance and adaptability to manage changes and adjustments

Inter-personal Development

- mix with other young people and adults of different ages
- have the opportunity to relate to others
- develop and sustain relationships
- work as part of a team
- develop communication and interaction skills
- self-regulate and manage their emotions and behaviours
- experience and cope with challenges
- develop a sense of belonging

Understanding the World of Work

- develop an understanding of the world of work
- learn how to apply skills learnt in school to the working environment
- understand the disciplines of the workplace and the relationship between jobs and attitudes of employees

- experience first hand working environments and the skills required for a specific job
- understand and appreciate the importance of health and safety in any working environment
- understand the relationship between schools, businesses and organisations in the community
- make informed choices about their own continuing education, training and career pathways
- be aware of the sequence of roles undertaken throughout working life and the personal success, rewards and enjoyment it brings
- enable them to apply their knowledge and skills to paid employment and unpaid work in the community, at home and within their career journey

Statutory Requirements

This policy is based on the Department for Education's (DfE's) statutory 'Careers guidance and access for education and training providers', September 2022.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find at the end of this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- our school will now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider

access policy statement, which sets out how our school meets this duty, and can be found at the end of this policy.

Roles and Responsibilities

Careers Leader

Our careers leader is Mrs Hannah Brown, and she can be contacted by phoning 01289 306390 or emailing hannah.brown@thegrove.northumberland.sch.uk.

Our careers leader works closely with our senior leadership team (SLT) and will:

- take responsibility for developing, running and reporting on the school's career programme
- plan and manage careers activities
- support teachers to build careers education and guidance into subjects across the curriculum
- establish and develop links with employers, education and training providers, and careers organisations
- work closely with relevant staff, including our SENCO and independent careers adviser, to identify the guidance needs of all of our pupils' differing needs and requirements and put in place personalised support and transition plans
- work with our SENCO and individual class teachers who currently have looked-after children (LAC) and previously LAC within their classes to:
 - make sure she knows which pupils are in care or are care leavers
 - understand their additional support needs
 - make sure that, for LAC, their personal education plan can help inform careers advice
- review our school's provider access policy statement at least annually, in agreement with our governing board

Senior Leadership Team (SLT)

Our senior leadership team will:

- support our careers programme
- support the careers leader in developing her strategic careers plan
- make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform her duties to a high standard
- allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and sets out arrangements for this in our school's provider access policy statement
- network with employers, education and training providers, and other careers organisations

The Governing Board

Our governing board will:

- provide clear advice and guidance on which our school can base a strategic careers plan which meets legal and contractual requirements
- appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- make sure that details of our school's careers programme and the name of the career's leader are published on the school's website
- make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Intent of our Careers Programme

Our school has an embedded careers programme that aims to put each pupil at the centre of a personalised approach to meet their individual needs, skills, abilities, interests and aspirations.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks and aims to:

1. Provide an aspirational and engaging careers programme with a named career's leader which is published on our website and accessible to all
2. Encourage and support pupils, parents and carers to access and use information from career and labour market information
3. Address the individual needs of each pupil identified within their EHCP's, targeted within their personalised curriculums and recorded, tracked and evidenced within their individual education plans.
4. Link curriculum learning to careers within our termly theme plans across the key stages, within our preparation for adulthood curriculum, within class-based business and enterprise learning and within the individually chosen ASDAN awards and qualification programmes appropriate to the needs and ability of the individual pupils
5. Provide opportunities for pupils to learn from employers and employees about work, employment and the skills that are valued within the

workplace in 'meaningful encounters' through: visiting speakers; business and enterprise projects and competitions; employer and employee visits; mock interviews; shadowing and mentoring; careers events; employer workshops; class-based business and enterprise projects; ASDAN awards and qualification programmes

6. Provide experience of workplaces and expand pupil networks, appropriate to their abilities, needs and aspirations through: workplace visits and tours; work shadowing internally or externally; internal or external work experience placements; volunteering; class-based business and enterprise learning and fundraising projects; ASDAN awards and qualification programmes

7. Provide encounters with further and higher education including academic and vocation routes to support pupils, parents and carers to explore Post 16 provisions and chosen pathway opportunities

8. Provide impartial, independent personal careers guidance interviews from a qualified careers professional

Our programme does not show bias towards any particular career pathway, and promotes a full range of options for pupils, parents and carers.

Implementation of our Careers Programme

Our careers programme is implemented in line with intended outcomes in our termly theme plans, preparation for adulthood curriculum, business and enterprise skills class-based learning projects, ASDAN awards and qualification programmes and identified within pupil's individual education plans. Our careers programme will look slightly different between pupils as it is designed to take into consideration the individual needs and abilities of our pupils alongside their character, interests and aspirations and will adapt and adjust to build on prior learning and appropriately respond to individual pupil progress over time.

Our careers programme is delivered through a wide range of methods, including: targeted lessons; 1:1 discussions; circle time; class/whole school assemblies; cross-curricular learning activities; ASDAN programmes and qualifications; school council; class roles and responsibilities; environmental enrichment lessons using school minibus; life skills learning activities ie. personal safety, shopping, money skills etc; role play; research; SHRE lessons ie. self-awareness, making choices, relationships etc; personal development lessons ie. character, resilience, challenges, strength, independence; business and enterprise projects; business and

enterprise pop up shops/fayres; sensory experiences; community links with Berwick Holiday Park for outdoor learning; community/charity fundraising schemes; events such as Countryside Day to explore the working world of farming, agricultural, forestry and emergency services; visits to/from the emergency services; visits and tours of local businesses; careers guidance interviews; local library visits; local job centre visits; STEM activities; internal and/or external work experience; shadowing people in the world of work ie. nail technician; volunteering in community groups/ charities; preparation for adulthood open afternoon; visits from guest speakers sharing their career journeys; online virtual NCC careers events; NCC careers events; EHCP pupil view and family feedback; visits to colleges and other providers; transition visits to pupil's next steps provision; use of labour market tools ie. job profiles on the National Careers Service.

The following events and meetings take place throughout the academic year and are linked to our careers programme:

- EHCP Annual Reviews - As part of each pupil's EHCP Annual Review their skills, abilities and future aspirations will be discussed and recorded. The support network around each pupil will offer appropriate support and guidance in line with this. From Year 9 discussions around preparation for adult life and moving on to Post 16/18 provisions will take place and intended outcomes will be recorded in the relevant section of the EHCP minutes and EHCP document
- EHCP Transition Review - These take place when pupils are transferring from one stage of education to another. This is to ensure the EHCP accurately describes the needs of the pupil and will provide in detail the support they will require in their next placement on their pathway
- Preparation for Adulthood Open Afternoon - Our school hosts an open afternoon each year in the Autumn term and invites a wide range of providers to enable pupils (from Year 8 onwards), parents and carers to explore the options available and gain personal experience, knowledge and information from the providers themselves in relation to what they can offer individual pupils
- College/Transition Visits - Visits are organised during the school day to enable pupils to experience and explore colleges and other providers who can meet the future needs and abilities of pupils and provide a progression pathway. Visits consider pupil's and family's preference, interest, travelling distances and whether the pupil would be an independent traveller or require specialist transport

- External Providers, Organisations, Professionals, Employers and Employees - We will give access (as per our Provider Access Statement at the end of this policy) and exposure to our pupils to external providers to deliver aspects of our careers programme and invite them into school to deliver presentations, discussions and learning activities with pupils. We will also support and enable pupils to participate in off-site opportunities that may support them to make informed choices about their future pathway
- Independent Qualified Careers Guidance - Years 7 to 13 pupils will be supported to access impartial careers guidance from an independent, qualified careers guidance professional

Impact of our Careers Programme

We will measure the impact of our careers programme in the following ways:

- An aspirational and engaging cross-curricular careers programme will be embedded throughout the school
- Pupils, parents and carers will have access to our careers policy, careers programme information and guidance and curriculum information on our website
- Pupils will engage in discussions about their future, their strengths, their skills, their attributes, their interests and their aspirations
- Pupils will have the opportunity to identify personal targets and plans that will support the careers programme further
- Pupils will complete portfolios of evidence and receive ASDAN awards, certificates or qualifications within ASDAN programmes appropriate to their needs, abilities, interests and aspirations
- Pupils will participate in individualised class-based business and enterprise skills projects throughout the school
- Pupils from Year 7 to 13 will access independent, qualified careers guidance and will have receive regular action plan reports from the meetings
- Pupils will gain first-hand experience of a workplace either internal or external to the school community
- Pupil aspirations, views and opinions will be evident within the decision-making process of their chosen pathways through to Post 16 and Post 18
- Pupils, parents and carers will be provided with information, advice and guidance of all providers for future pathways
- Parents and carers will be supported and encouraged to make informed choices that take into consideration their young person's opinion and preferences to agree and support a chosen pathway

- Pupils will be able to recognise and identify their strengths, skills and qualities
- Pupils will be able to recognise and identify their areas for development, plan how they can develop these areas and evidence progress over time
- Pupils will be able to demonstrate a range of skills that they can apply to the real world
- Pupils and their parents or carers will attend our Preparation for Adulthood open afternoon each Autumn term to meet with providers to gain information about potential courses and programmes
- Pupils will be able to navigate and use appropriate Labour Market tools to research information to support decision making
- Pupils will be supported to complete a Vocational Profile which builds and adapts with pupils through school as and when appropriate to their individual needs and abilities
- Pupils in Year 11 or Year 13 will have experienced transition visits, taster sessions and familiarisation opportunities with their chosen provider on their pathway
- Pupils in Year 11 or Year 13 will have an identified post school provision with a confirmed offer
- Pupils will leave school with certificates and awards to celebrate and highlight their successes from a range of sources including: ASDAN programmes; Riding for the Disabled (RDA); whole school awards; Headteacher awards; Duke of Edinburgh; volunteering/charity work awards; event attendance certificates; relevant training certificates; first aid certificate; Makaton training certificate
- Our school will track progression from pupils leaving school and record this information to track and measure the impact of our careers programme

We will evaluate the impact of our careers programme through collating regular internal and external feedback from pupils, parents and carers, providers, employers and teachers. This information will be used to adapt, adjust and develop our programme further.

Access to our Careers Programme Information

Our careers policy, which includes a summary of our school's careers programme and relevant information, is published on our school website. Pupils, parents and carers, teachers, employers and providers can request information about our careers programme by contacting:

Mrs Hannah Brown, careers leader by telephone on 01289 306390 or by email at hannah.brown@thegrove.northumberland.sch.uk

Reviewed April 2025

Our careers leader's contact details are also published on the website.

Monitoring and Review

This policy, the information included and its implementation will be monitored by the governing board and reviewed annually. The Provider Access Statement, found at the end of this policy, will also be monitored by the governing board and reviewed annually.

Penelope J Derries
Headteacher

George Murray
Chair of Governors

The next review date is: January 2028

The Grove School Careers Provider Access Policy Statement

Introduction

This policy statement sets out our school arrangements for managing the access of providers to pupils at 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 to 13 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, 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 our Careers Lead, Mrs Hannah Brown, who is also our lead for Preparation for Adulthood/Post 16 and ASDAN. You can contact Hannah Brown through our school office on 01289 306390 or via her school email at Hannah.brown@thegrove.northumberland.sch.uk

Opportunity 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 their parents or carers, including:

- Preparation for adulthood open afternoon
- College/transition visits
- Presentations
- Guest speakers
- Careers guidance
- STEM workshops
- Community performances
- Community activities

- **Workshops**

Please speak to our Careers Lead, Mrs Hannah Brown, to identify the most suitable opportunity for you or to organise a bespoke opportunity of your own.

Provider Information

We request that each provider offers the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships on offer.
- Information about what careers those qualifications and apprenticeships can lead to.
- Information about what learning or training with the provider is like.
- Information provided in answer to any questions from pupils.

Premises and Facilities

The school will provide an appropriate room for the discussions between the provider and pupils, as appropriate to the activity. The school will also make available any specialist equipment to support provider presentations. This will be discussed, agreed and organised in advance of the visit with Hannah Brown, Careers Lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Hannah Brown, Careers Lead. This will be made available to pupils and families as appropriate.

Live/Virtual Encounters

We will consider live online encounters with providers, as and when the opportunities arise via full room broadcasts or individual laptops.

Parent/Carer Involvement

Parental involvement is encouraged and invitations will be given to parents and carers to meet providers.

Penelope J Derries
Headteacher

George Murray
Chair of Governors

The next review date is: January 2028