

Careers At Green Park School



Green Park School Careers Strategy: 2022 – 2025
Updated October 2023
Updated June 2024

Our Vision

We believe that a young person's 'career' is their 'pathway through life'.

Reach Your Full Potential

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents



Our Careers Strategy: Introduction

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At Green Park School, we have a critical role to play in preparing our learners for the next stage of their education and beyond. Our learners will be embarking upon a career pathway that is different from the journey they are currently taking.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our Values

Our key values are for each and every pupil to **REACH** their potential. We do that through;

- **Respect** : Respect is the foundation on which our school values are based. We promote care, trust and honesty with our learners, their families/carers, schools and all other partners and stakeholders.
- **Effort** : We recognize that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.
- **Achieve** : We have the highest expectations of both ourselves and our learners. We believe that all of our learners can make progress.
- **Communication** : In order to realise shared goals and achieve the very best for the learners we work collaboratively with parents/carers, schools and other stakeholders. We will communicate the highest standards and expectations at all times.
- **Happy and Healthy**: We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their successes widely.

Entitlement

We have a whole school approach to careers education with staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (September 2023), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Green Park School is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. This is evident in our cultural capital plan and the medium term plans for each subject.

Aims and purpose

Green Park Careers policy outlines how the school's careers program is designed to equip young people with the confidence and skills needed to prepare them for their future. This takes place through bespoke support starting in year 7 and progressing through to year 14. The program enables our young people to understand and share their own likes and interests and how these can translate to further education, social care or supported living.

- Prepare pupils for the transition to life after Green Park School.
- Support pupils in making informed decisions which are appropriate for them. (where appropriate)
- Provide pupils with well-rounded experiences.

- Develop personal characteristics such as social skills, communication, independence, and resilience.
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.

This is personalised to student's needs. We only offer experiences that are meaningful and add value to our young people.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- In 2013, the statutory duty to ensure access to independent careers guidance was updated to apply to pupils in Year 8 and those aged up to 18 in schools, FE colleges and sixth-form colleges. In 2022 this duty was extended to pupils in Year 7.

Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 14
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them {where practicable}, about approved further education options. A [policy statement](#) will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including social care settings, higher education and supported employment.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education into the curriculum.
- Referring pupils to careers advisers at appropriate points in their education.
- Establishing, maintaining and developing links with FE colleges, social care facilities, apprenticeship providers and employers.

- Negotiating an annual service level agreement with the LA for support. Currently Connexions.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and providing initial information, advice and guidance.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice, and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the program of CEIAG.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships/ internships (where appropriate), to ensure every pupil is well-informed about their future options at every stage.
- Using the [Compass+ tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers program and a policy statement on provider access on its website.

Staying up-to-date with relevant CPD and developments in the CEIAG sector.

- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with external careers leaders to discuss the school's career plan.
- Working with the careers and enterprise company advisor and

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's Careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the next step on their journey.

Pupils

Green Park School will ensure that careers guidance is differentiated, where appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience, and independence to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. {Where applicable}

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learners' career aspirations and the post-16 options which are most likely to give the learner a pathway into their next setting. The SEND local offer will be utilised; annual reviews for a learners's EHC plan will be informed by good careers guidance.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for learners, the school will work with the employer to determine any additional support that will be needed during the work placement. Supported Employment through the local authority.

Careers At Green Park School

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Careers At Green Park School

Our Strategic Objectives

Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance program

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> A program of Careers Education is in place through the PSHE/Lifeskills/Citizenship programme to enable all learners to develop their own personal career pathway. Student survey shows that learners are excited about different jobs and have all experienced a range of careers and career pathways. Learners are involved in the link between their learning in each subject area and their future career pathways. Each cluster will have a careers ambassador to update the careers leader and the cultural capital plan. 	<ul style="list-style-type: none"> Implement the Careers Programme into the whole-school PSHE curriculum including an employability programme into KS3 & KS4. Regular CPD training for all staff to deliver the new PSHE Careers programme. Monitor and Evaluate the programme by staff and learners each half term. Career Pathways are referenced in curriculum schemes of learning and each subject/key stage. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links. Careers working party
Year Two (2023-2024)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates. All key stages have at least one Careers Ambassador who will make relevant links with appropriate local employers, give regular updates to careers leader and have a presence within the school. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information.
Year Three (2024-2025)	<ul style="list-style-type: none"> {Where applicable} Learners demonstrate employability skills and can demonstrate a knowledge of different routes and careers available for them. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents, on parents evening and careers fairs. Targeted workshops to focus on key skills, including involving parents. Review practice with other school(s) to identify next steps.

Strategic Objective 2:

To raise and track learner's engagement within the careers program during their journey through The School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 13 having at least 1 appropriate and meaningful interaction with an employer at least once during the year. All learners in Year 11 and Year 13 have a clear plan for post-16 (and post-18) and that all learners have a destination. There are NO learner's post-16 who are NEET. Former learners are invited into school to inspire next generation. 	<ul style="list-style-type: none"> LMI is used to update the Careers Program. LMI section of website updated for parents to access. Learners in Years 7 to 11 are using the Vocational Profile where practicable. Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor (Connexions) Initial learner views on future careers to be collected at induction to the school and recorded in pupil files. All learners have support plans with PP recorded. Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on open days. Former learners/parents to be invited to return to careers related events.
Year Two (2023-2024)	<ul style="list-style-type: none"> All careers' activities will be recorded on server for each learner, with staff being able to access these records across the school. 2 events inviting former learners into school to inspire the next generation. All learners and their parents have access to career and labour market information through PSHE lessons, employability lessons, school display, website. 	<ul style="list-style-type: none"> Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Staff training so that colleagues can use the Alumni profile in order to invite former learners into school to support with events and in curriculum areas.
Year Three (2024-2025)	<ul style="list-style-type: none"> 3 events organised inviting former learners into school to inspire next generation. To continue working with a range of local employers to ensure that all learners in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> Ensure that time is built into the Careers programme in PSHE lessons so learners can update their Vocational profiles and that appropriate staff have relevant CPD training in order to access these profiles to check progress. Each curriculum area is responsible for at least one workplace visit per year. These are recorded on the cultural capital plan.

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invited relevant partners into school and into lessons to engage with learners. Year 7-11 learners to have visited at least one further education provider by the end of the academic year. Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 learners embark on a work placement during the year and record the experience on Grofar. Annual Link School Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 learners. The types of employers who attend will reflect LMI. Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses. In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year Two (2023-2024)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. All post 14 learners have engaged with colleagues from local FE/Training Providers/social care settings and explored future pathways linked to their interests. All post 14 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and social care settings to explore future pathways. 	<ul style="list-style-type: none"> Visits and virtual events with further education, apprenticeship and training providers.
Year Three (2024-2025)	<ul style="list-style-type: none"> Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links. Survey each curriculum area in order to establish what links have been created already and how successful these links have been.

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS+ tool.
- These % are where it is practicable to do so.

Benchmark	% of the assessment areas in Benchmark achieved - 2021	% of the assessment areas in Benchmark achieved - March 2022	% of the assessment areas in Benchmark achieved - Introduction of new guidelines.
1: A stable careers programme	5%	100%	100%
2: Learning from career & labour market information	0%	100%	100%
3: Addressing the needs of each student	100%	100%	100%
4: Linking curriculum learning to careers	100%	100%	100%
5: Encounters with employers and employees	75%	100%	100%
6: Encounters of workplace	62%	100%	100%
7: Encounters with further & higher education	50%	100%	100%
8: Personal Guidance	100%	100%	100%

Areas for Development (Green Park School Improvement Plan 2022-23)

● Completed or program has developed.

Some objectives have been moved into this years plan and adapted accordingly.

Objectives	Actions and Timescales	Success Criteria
<p>All staff to identify a career thread on their Block Planner.</p> <p>Once identified all benchmarks need to be annotated with evidence and advertised on the website.</p> <p>The Gatsby benchmarks need to be identified on the progress and coverage document.</p> <p>World of Work symbols and interactive programs to be input onto devices and a folder to be accessible by staff, on the cloud.</p> <p>Enterprise advisor/ CDI to give advice to staff about consistency across school.</p> <p>Careers agenda shared with relevant stakeholders.</p>	<p>Explore different work-related learning providers within the local areas to ensure that all learners learning needs can be met through a wide and diverse curriculum.</p>	<p>Range of alternative providers identified and quality assured.</p>
	<p>By encouraging our team work ethos, maximising lunchtime clubs and opportunities to learn for life, pupils will have a rich and balanced experience throughout school..</p>	<p>- All staff receive up to date and appropriate careers advice and guidance in line with careers policy and Gatsby foundation benchmarks.</p>
	<p>Ensure that schemes of learning have a work-related learning module to ensure that learners have high aspirations.</p>	<p>- Scheme of learning identifies opportunities for delivering work related learning.</p>
	<p>Completion of PPU/ASDAN mapping to raise the profile of work-related learning across all learning styles.</p> <p>Meet with DL and the ASDAN team to discuss titles and content for our sensory learners.</p>	<p>- Cross curriculum mapping document completed outlining gaps that need to be completed.</p> <p>- Support plans and Sensory ranges to include preparation for adulthood outcomes.</p>
	<p>Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential</p>	<p>- All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.</p>
	<p>CPD for all teaching and support staff will be provided to all staff will understand CIAEG</p>	<p>- All teachers understand the aspirations of individual pupils more</p>

	process and how this impacts on learner outcomes	fully which will enhance personalised learning opportunities and provide for greater progress
	Connexions to deliver career workshops for YR8-14. This will include the filling in of the Vocational Profile and the completion of action plans for college. - Where it is practicable.	- All learners are well informed of career pathways and choices through partnerships with FE institutions, local businesses and social care. - All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
To support the sustained transition of Year 14 learners into post Green Park pathways.	To ensure that all current Yr13 have identified and applied for a Post -19 pathway. To support the Autumn Term transition into Post 16 pathways Pupils and/or staff to interview parents about what they wish they knew now about transition. What advice can they give to other parents about what they need to do, give them anecdotes from their own experiences.	- All Yr13/14 pupils have identified a Post GPS destination and secured an offer. -
Set up a career working party across school.	1 person from each cluster to be responsible for reporting back to KH SW on careers and personal development in each cluster so that the plans and cultural capital can be adapted.	Fully adapted cultural capital plan that shows progression across all clusters.

Areas for Development (Green Park School Improvement Plan 2023-24)

 Completed or plan has developed and changed.

Objectives	Actions and Timescales	Success Criteria
All staff to be informed of the career thread on the cultural capital plan.	Explore different work-related learning providers within the local areas to ensure that all learners learning needs can be met through a wide and diverse curriculum.	Range of alternative providers identified and quality assured.
Cross curricular WEX Post 16 internal opportunities	By encouraging our team work ethos, maximising lunchtime clubs and opportunities to learn for life, pupils will have a rich and balanced experience throughout school..	- All staff receive up to date and appropriate careers advice and guidance in line with careers policy and Gatsby foundation benchmarks.
Once identified all benchmarks need to be annotated with evidence and advertised on the website.	Ensure that schemes of learning have a work-related learning module to ensure that learners have high aspirations.	- Scheme of learning identifies opportunities for delivering work related learning.
Enterprise advisor/ CDI to give advice to staff about consistency across school.	Completion of PPU/ASDAN mapping to raise the profile of work-related learning across all learning styles.	- Cross curriculum mapping document completed outlining gaps that need to be completed. - Support plans and Sensory ranges to include preparation for adulthood outcomes.
Careers agenda shared with relevant stakeholders.	Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential	- All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
	CPD for all teaching and support staff will be provided to all staff will understand CIAEG process and how this impacts on learner outcomes	- All teachers understand the aspirations of individual pupils more fully which will enhance personalised learning opportunities and provide for greater progress

	Connexions to deliver career workshops for YR8-14. This will include the filling in of the Vocational Profile and the completion of action plans for college. - Where it is practicable.	- All learners are well informed of career pathways and choices through partnerships with FE institutions, local businesses and social care. - All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
To support the sustained transition of Year 14 learners into post Green Park pathways.	To ensure that all current Yr13 have identified and applied for a Post -19 pathway. To support the Autumn Term transition into Post 16 pathways Pupils and/or staff to interview parents about what they wish they knew now about transition. What advice can they give to other parents about what they need to do, give them anecdotes from their own experiences.	- All Yr13/14 pupils have identified a Post GPS destination and secured an offer. -
Transparency and plan embedded across school.	Working with SB, SIP team and AON team to complete plans and find new providers.	Fully adapted cultural capital plan that shows progression across all clusters.

Areas for Development (Green Park School Improvement Plan 2024-25)

Objectives	Actions and Timescales	Success Criteria
Cross curricular WEX Post 16 internal opportunities To be extended across school	Explore different work-related learning providers within the local areas to ensure that all learners learning needs can be met through a wide and diverse curriculum.	Range of alternative providers identified and quality assured.
	By encouraging our team work ethos, maximising opportunities to learn for life, pupils will have a rich and balanced experience throughout school.	All year groups to have access to internal WEX opportunities using the WEX board
Once identified all benchmarks need to be annotated with evidence and advertised on the website.	Ensure that schemes of learning have a work-related learning module to ensure that learners have high aspirations.	- Scheme of learning identifies opportunities for delivering work related learning.
	All staff to be aware of the vocational profile and the need for it to begin	Staff to participate in staff meeting and training about Vocational Profile
Enterprise advisor/ CDI to give advice to staff about consistency across school.	Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential	- All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
	Careers agenda shared with relevant stakeholders. Through different means.	CPD for all teaching and support staff will be provided to all staff will understand CIAEG process and how this impacts on learner outcomes
	Liase with governors	Governors to have a greater understanding and appreciation of the career journey of the school.
	Parents	Deliver a parent partnership talk during a coffee morning about the journey.

	<p>Connexions to deliver career workshops for YR8-14. This will include the filling in of the Vocational Profile and the completion of action plans for college. - Where it is practicable.</p> <p>- New Connexions officer</p>	<p>- All learners are well informed of career pathways and choices through partnerships with FE institutions, local businesses and social care.</p> <p>- All pupils receive quality appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.</p>
<p>To support the sustained transition of Year 14 learners into post Green Park pathways. Continued every year</p>	<p>To ensure that all current Yr13 have identified and applied for a Post -19 pathway.</p> <p>To support the Summer 24/ Autumn Term 24 transition into Post 16 pathways</p> <p>What advice can they give to other parents about what they need to do, give them anecdotes from their own experiences.</p>	<p>- All Yr13/14 pupils have identified a Post GPS destination and secured an offer.</p> <p>-</p>
<p>Ensure Transparency and plan is embedded across school.</p>	<p>Working with SB, SIP team and AON team to complete plans and find new providers.</p>	<p>Fully adapted cultural capital plan and medium term plans that shows progression across all clusters.</p>

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 7 to 14 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 is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

Learner entitlement

All young people in Years 8 to Year 14 should receive careers support that:

- Is impartial.
- Includes information on a range of pathways, including apprenticeships.
- Is adapted to the needs of the child.

Opportunities for access

This is inline with our cultural capital plan and is a fluid document.

Several events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7/8	<ul style="list-style-type: none"> • Parents evening/careers event • Macmillan Coffee Morning Fund raising– Christmas Fayre • Wellbeing event and activities 	<ul style="list-style-type: none"> • Easter Events • Wellbeing event and activities • 	<ul style="list-style-type: none"> • Parents evening/careers event • Sport events with other schools • Activity week • WOW day • Wellbeing event and activities

	Autumn Term	Spring Term	Summer Term
Year 9	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • Wellbeing event and activities 	<ul style="list-style-type: none"> • Easter events • Wellbeing event and activities 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • WOW day • Wellbeing event and activities
Year 10	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • WEX • Wellbeing event and activities • 	<ul style="list-style-type: none"> • Easter events • ASDAN • WEX • Wellbeing event and activities 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • ASDAN • WEX • First Aid • WOW day • Wellbeing event and activities
Year 11	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • WEX • College (functional group) • Wellbeing event and activities • 	<ul style="list-style-type: none"> • Easter events • ASDAN • WEX • College (functional group) • Wellbeing event and activities • 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • ASDAN • WEX – Breathing space • College (functional group) • First Aid • WOW day • Wellbeing event and activities
YEAR 12	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • WEX • College (functional group) • Wellbeing event and activities • 	<ul style="list-style-type: none"> • Easter events • ASDAN • WEX • College (functional group) • Wellbeing event and activities • Cooking 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • ASDAN • WEX • College (functional group) • First Aid • WOW day • Wellbeing event and activities
Year 13	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • PPU • WEX • College • Wellbeing event and activities 	<ul style="list-style-type: none"> • Easter events • ASDAN • PPU • WEX • College • Wellbeing event and activities • Cooking 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • ASDAN • PPU • WEX • College • First Aid • WOW day • Wellbeing event and activities
Year 14	<ul style="list-style-type: none"> • Parents evening/careers event • Jeans for genes • Children In Need • Christmas events • ASDAN • PPU • WEX 	<ul style="list-style-type: none"> • Easter events • ASDAN • PPU • WEX • College • Breathing space (small groups) 	<ul style="list-style-type: none"> • Parents evening/careers event • Activity week • ASDAN • PPU • WEX • College

	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Wellbeing event and activities • College • Breathing Space(small groups) 	<ul style="list-style-type: none"> • Wellbeing event and activities • East Park 	<ul style="list-style-type: none"> • Breathing Space – (small groups) • Jasmine road • First Aid • Residential • WOW day • Wellbeing event and activities