**Great Arley School**
***Dare to Dream, Aim to Achieve***

Our vision

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

# Careers Guidance, Provider Access and Baker Clause Policy

| DATE REVIEWED | REVIEWED BY | NEXT REVIEW DATE |
|---|---|---|
| Autumn 2026 | Kathryn Easton | Autumn 2027 |

Great Arley School, Holly Road, Thornton, Lancashire, FY5 4HH
TELEPHONE – 01253 821072
WEBSITE – www.greatarley.lancs.sch.uk

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## AIMS

At Great Arley School we are committed to providing our students with a comprehensive programme of careers education, information, advice and guidance and work-related learning for all students

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

We believe that every individual should be prepared for the opportunities, responsibilities and experiences of adult life and that this preparation should be an important and distinctive element of the whole curriculum.

Our Careers Education Programme provides students with skills, knowledge, support and experience of the world of work to enable them to make informed career choices.

A key element for our students is the access to independent and impartial advice and guidance, which supports them in broadening their horizons, raising their aspirations and reaching their own career goals.

Students will be making important pathway and career choices which will ultimately impact on their lives. We therefore believe that it is essential that parents and carers play an active role in exploring the options and choices which are best for their child and we will endeavour to guide, inform, support and assist throughout this process.

## STATUTORY REQUIREMENTS

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

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 Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as 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

## ROLES AND RESPONSIBILITIES

### The Governing Body

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements

- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Ensure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 16 year olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Ensure that a range of education and training providers can access pupils in years 8 to 11 to inform them of approved technical education qualifications and apprenticeships
- Ensure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Ensure that details of our school's careers programme and the name of the careers leader are published on the school's website

### Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers lead and staff to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, making sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Ensure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

### Senior Leadership Team (SLT)

SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Ensure the careers leader is allocated sufficient time and budget and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme

- Network with employers, education and training providers and other careers organisations

## Careers Leader

Great Arley Careers Leader is Mrs K. Easton and  can be contacted by phoning  01253821072 or emailing admin@greatarley.lancs.sch.uk

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including subject teachers and pastoral teams
- Work closely with relevant staffand careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities, establishing and implementing personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) to ensure pupils who are in care or are care leavers are identified and engage with the relevant virtual school head to ensure a joined-up approach in identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement annually, in agreement with the governing body

## Independent Careers Adviser

Our Independent Careers Advisor is Mrs Z. Uphill

Our Independent Careers Advisor will:

- Support pupils to make effective career decisions
- Work with the careers leader to identify the needs of students and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

# CAREERS PROGRAMME

Great Arley School  has an embedded careers programme that aims to inform and encourage pupils to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

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

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
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

Our programme doesn't show bias towards any particular institution, education or career path and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

The programme is structured in a way that builds upon previous years, the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their futures. We provide aims, objectives and activities for each year group.

The Careers Education programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their future. Students take part in activities such as work experience, enterprise activities, careers fairs, mock interviews, impartial careers advice, engagement with employers, employees and training providers,college visits and taster sessions. There is also a dedicated transition programme between school and students' year 12 placements to prepare them fully for the next step in their career or education.

We are meeting our requirements to provide:

At least 2 encounters for pupils in Key Stage 3 with providers of technical education or apprenticeships and one week's worth of work experience activities

At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 and two week's worth of work experience placements

## Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader, Mrs. K. Easton.

### Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy

### Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives through the Future Skills Questionaire, Pupil Voice and feedback from parents and Carers.

This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

• Compass+ is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. We have baselined our progress using this tool and continuously seek opportunities to improve the careers programme based on our results. Progress is tracked regularly.

• The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains the support that will be made available to schools.

• The Careers & Enterprise Company provide external support to Great Arley. The Company supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations.

## EQUAL OPPORTUNITIES

School will consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

It is the responsibility of all teachers to ensure that all students, irrespective of gender, ability, ethicality and social circumstance, have access to the curriculum and make the optimum progress possible.

## PROVIDER ACCESS

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer.

All pupils in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships 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 and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Appendix 2 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils, parents and carers to inform them about further opportunities.
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## Appendix 1

## The Gatsby Benchmarks

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| **1. A stable careers programme** | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents/carers, teachers, governors and employers. | Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.<br><br>The careers programme should be published on the school's website in a way that enables pupils, parents/carers, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents/carers, teachers and employers as part of the evaluation process. |
| **2.Learning from career and labour market information** | Every student, and their parents/carers, 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. | By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.<br><br>Parents/carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children. |
| **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. | A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.<br><br>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. |

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| **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. | By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. |
| **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. | Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.<br>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. |
| **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 expand their networks. | By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. |
| **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. | By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. |
| **8.Personal guidance** | Every student should have opportunities for guidance interviews with a careers adviser, who could be internal or external, provided they are trained to an appropriate level. They should be available whenever significant study or career choices are being made. | Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. |

## Appendix 2

## Application for Provider Access

### Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

### Student entitlement

Students in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships 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 evenings, assemblies and 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:

Kathryn Easton, Key Stage 4 Manager

Telephone: 01253 821072

Email : kathryn.easton@greatarley.lancs.sch.uk

**Opportunities for Access**

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme, an overview of this programme can be seen on the school website.

Events are integrated into the school careers programme, which will offer providers an opportunity to come into school to speak to students and their parents/carers.
Students are invited to attend Careers Evenings, Employer Encounters and Networking Events with their parents/carers to explore and discuss their future Career pathway and options with local providers.
Discussions take place with post 16 placements at pupils' Annual Review meetings in Year 11.
Pupils are provided with dates for college open days and events as well as details of providers who can be contacted to arrange a1:1 visit.
Please speak to our named Careers Leader to identify the most suitable opportunity for you and discuss the above provision in further detail.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

**Premises and Facilities**

The school will make the main hall, library, classrooms and private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.
Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the school library.

**Monitoring and Review**

This policy, the information included and it's implementation will be monitored and reviewed annually.

K. Easton