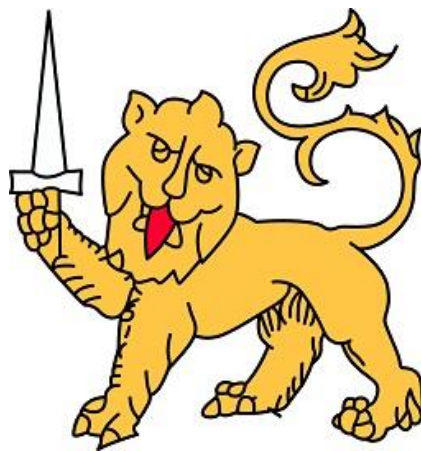


# Careers Policy Statement on Provider Access

**Aylestone School federated with  
Broadlands Primary and Withington  
Primary**



# **Policy Statement on 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 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 8 - 11 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 option events, 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 Mr N Moores, Careers Lead and Assistant Headteacher. Telephone No : (01432) 357371. Email :

[nmoores@aylestone.hereford.sch.uk](mailto:nmoores@aylestone.hereford.sch.uk)

### Opportunities 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/or their parents/carers :

Year 7	<p>Opportunities in careers during the delivery of PSHE/Empowerment Life Skills : assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p> <p>Employers Engagement : Guess my job Event</p>
Year 8	<p>Opportunities in careers during the delivery of PSHE/Empowerment Further and Higher Educational visits</p> <p>Life Skills : Assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p>
Year 9	<p>Further and Higher Educational visits</p> <p>Careers Evening</p> <p>GCSE Options Evening</p> <p>Life Skills : Assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p>
Year 10	<p>Further and Higher Educational visits</p> <p>Careers Evening</p> <p>Life Skills : Assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p> <p>Apprenticeship providers visits and talks</p>
Year 11	<p>Further and Higher Educational visits</p> <p>Careers Evening</p> <p>Life Skills : assembly and tutor group opportunities</p> <p>Mock Interviews</p> <p>STEM Club</p> <p>Hereford Sixth Form Taster Day</p> <p>Assembly : Guest speakers (including FE and apprenticeship providers)</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p> <p>Apprenticeship providers Visits and Q&amp;A sessions</p>

*Please see table below on how we meet the Gatsby Benchmarks for all activities/events that students are involved in.*

### 3.3 Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available 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, Mr Moores or the Careers Advisor, Mrs Davies.

### THE 8 GATSBY BENCHMARKS

The eight Gatsby Benchmarks are the foundation of the Careers Strategy and a statutory requirement for secondary schools and colleges. The benchmarks are put in place to ensure high quality careers guidance in schools and colleges, so that students can make well-informed decisions on their future. We complete a termly assessment with the Careers and Enterprise Service to ascertain how well we are doing and to identify any gaps we have in meeting the 8 Gatsby Benchmarks.

#### ***So what are the 8 Gatsby Benchmarks and how do Aylestone achieve them?***

The table below outlines each of the benchmarks, what they mean and what Aylestone do to meet the benchmarks?

The 8 Gatsby Benchmarks	What does the benchmark mean?	What do we do at Aylestone to meet this Benchmark?
1. A stable careers programme	We should have in place a stable programme of careers education and guidance that is known and understood by students, parents, teachers and employers and is easily accessible via the school website.	<ul style="list-style-type: none"><li>• We have a written Careers {CEIAG} Programme which is updated each academic year. All career related activities and learning are outlined for each year group from years 7-11. This plan is tailored to the academic needs of the students and is appropriate to the different age groups.</li><li>• The plan has the explicit backing and support from SLT.</li><li>• Aylestone has a Careers Lead and a level 6 trained careers professional to take responsibility for the programme.</li></ul>

		<ul style="list-style-type: none"> <li>• Careers is naturally embedded into subject lessons and all students are able to understand the importance of why they learn each subject area and where it can lead in the future.</li> <li>• The careers plan links into the CEIAG policy and Provider Access Policy.</li> <li>• It is easily accessible via the Aylestone website.</li> <li>• The programme is monitored and evaluation is in place to take place annually with feedback from pupils, parents, teachers and employers.</li> <li>• It is underpinned by good communication and advertising.</li> <li>• It is approved by the board of governors and a termly and annual Governors report are produced to the Lead Careers Governor.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>All students and parents should have access to good quality information about future options, career paths and labour market opportunities to make well informed decisions, by making best use of the information that is available to them.</p>	<ul style="list-style-type: none"> <li>• Visitors regularly attend Aylestone to speak about Career and Labour Market Information, inc. post 16 option assemblies, career related workshops during National Careers Week, Careers Fair, Mock interviews and employability workshops are also arranged throughout the year, as well as numerous trips through specific subject areas.</li> <li>• All of the above provides access to Career and LMI from numerous professionals from either vocational or educational establishments.</li> <li>• Year 11 take part in Mock Interviews with professionals from both industry and educational establishments and have the opportunity to complete a mock application form to prepare for this.</li> <li>• Financial planning activities are also arranged within the academic year through ad-hoc career workshops.</li> <li>• The Careers Tool Kudos is available for all year groups for further labour market information and personality matching to relevant jobs.</li> <li>• Aylestone School website has a dedicated page for careers which includes ; upcoming</li> </ul>

		<p>events, photos, information for employers, parent information, LMI information and student information.</p> <ul style="list-style-type: none"> <li>• Regular updates of career information and what is taking place is highlighted in the School Careers Newsletter.</li> <li>• External visits to educational establishments, both FE and HE</li> <li>• Parents are invited to participate in events such as the Careers Fair, Options Evenings etc.</li> </ul>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. Equality and diversity should be embedded throughout and schools should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Systematic records should be kept 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.</p> <p>Schools should collect and retain accurate destination data for each pupil.</p>	<ul style="list-style-type: none"> <li>• All students from year 7 have access to careers related learning during lessons, workshops and assemblies and they are carefully tailored to suit each year group.</li> <li>• From year 8, students have meetings regarding their future options with a member of SLT. Certain students may also talk to SEN Staff members and the Careers Advisor if needed.</li> <li>• Years 10 and 11 have 1:1 careers meetings with a level 6 trained careers professional.</li> <li>• Year 11 have further careers meetings to help them completed their FE application forms. SEN students or those who are not considered to go into further education or training have specialised help with their next steps after school.</li> <li>• The careers tool, Compass Plus, is used to record all students attendance and engagement in any career related activities. There is an option to print out any students individual careers record from this.</li> <li>• A transition programme is in place for those students who may need additional support in years 10 and 11. This would include personal visits and tours of the local colleges.</li> <li>• Specific workshops held for students interested in certain sectors.</li> <li>• Destination data is collated and are sent to the Local Council within the allotted timeframe.</li> </ul>

		<ul style="list-style-type: none"> <li>• Year 9 students attend an Option Assembly delivered Aim Higher (Do GCSE's matter and making smart GCSE choices).</li> <li>• Year 11 students attend a Uni Life/Finance assembly delivered by Graduate Ambassadors.</li> <li>• Year 11 students attend a Life Finance talk delivered by Graduate Ambassadors on 'What we wished we knew about Life Finances' eg NI, tax, credit scores.</li> </ul>
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	<ul style="list-style-type: none"> <li>• Subject teachers link careers to their subjects and advise students as to what types of careers they could potentially go into.</li> <li>• CPD 'careers' training for staff led by Careers Lead.</li> <li>• Noticeboards are visible in departments as to linking subjects to careers.</li> <li>• Specific subject related careers are also discussed within Assemblies, workshops and events.</li> <li>• Subject related career trips are also arranged via specific departments and this is particularly visible in terms of STEM.</li> <li>• Termly subject and careers related article in student / parent newsletter.</li> </ul>
5. Encounters with Employers and Employees	All students should have at least one meaningful encounter a year with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.	<p>All year groups are exposed to at least 1 networking opportunity within the Academic Year. This includes;</p> <ul style="list-style-type: none"> <li>• Year 7 - A fun and practical 'Guess my job' workshop to introduce them to careers.</li> <li>• Year 8 - Future Choice Options Evening. This provides students with information on their GCSE option choices.</li> <li>• Year 9 – Confidence, decision making and how the fear of failure can hold us back more than an experience of failure assemblies organised.</li> <li>• Year 9, 10 and 11 students speak with numerous professionals from a variety of industries during the Annual Careers Fayre.</li> <li>• Year 11 – Mock Interview process where all of our students have the opportunity to experience a real life interview with a</li> </ul>

		<p>professional employer and go through the full recruitment process.</p> <ul style="list-style-type: none"> <li>• Heineken visit to talk to all Year 11 students on the opportunities they offer ie Apprenticeship and Degrees Graduate Programmes.</li> <li>• The British Army, RAF and Royal Navy all attend to deliver Year 11 assemblies.</li> <li>• The National Citizen Service opens their programme to Year 11 students to engage in outdoor activities, volunteering and leadership/teamwork activities.</li> <li>• West Mercia Police deliver a talk to Years 8 &amp; 9 students on what it is like on a typical day with an opportunity of a Q&amp;A session after.</li> <li>• Hereford &amp; Worcester Group Training are invited to bring along apprentices that are working in the accountancy, engineering and customer service sector, to allow students to find out more and ask questions about their jobs.</li> </ul>
6. Experience of workplaces	It is important for students to have a first-hand experience of the work place environment to understand the context in which they could one day be working.	<ul style="list-style-type: none"> <li>• Throughout the transition plan, students have the opportunity to visit FE providers and attend taster sessions.</li> <li>• Speakers are invited in to speak to students about their workplace ie Guess my Job event, Heineken, Wye Cylinder Engineering, Acre Accountancy</li> </ul>
7. Encounters with further education and higher education	All pupils should understand the full-range of learning opportunities available. This includes academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• The school has a strong network base with the local colleges, 6<sup>th</sup> forms, Local Enterprise Co-ordinator and local Universities.</li> <li>• Hereford Sixth Form College, Hereford &amp; Ludlow College. Hereford College of Arts, Hartpury College, Hereford &amp; Worcester Group Training and Riverside Training are all invited in to deliver their presentations to the Years 10 and 11 students.</li> <li>• Year 10 and Year 11 students have the opportunity to visit the local Colleges during the transitional programme and have a personal tour with a qualified member of College staff.</li> </ul>



		<ul style="list-style-type: none"> <li>• Visits from local colleges, 6<sup>th</sup> forms, local training providers and higher educational establishments to our Annual Careers Fayre, assemblies and support during the Mock Interview process.</li> <li>• Trips include visits to Universities.</li> <li>• FE Open Events are advertised throughout the year.</li> <li>• University Virtual Taster Days are advertised on our school website.</li> <li>• Apprenticeship providers, HWGTA and Riverside Training are invited in to talk to Year 10 &amp; 11 students to explain what they offer and the application process.</li> <li>• Vicky Orsmond, HSFC Progression Leader talks to Years 10 &amp; 11 students on the different progression routes.</li> </ul>
8. Personal guidance	<p>Every pupil should have opportunities for guidance interviews with an appropriately trained level 6 Careers Advisor. They should be timed to meet the pupil's needs.</p>	<ul style="list-style-type: none"> <li>• By the end of the academic year, 100% of year 10 students receive an individual and impartial careers meeting.</li> <li>• Further meetings are held for Year 11 students to assist them with their FE application forms.</li> <li>• Meetings are held with Year 8 students regarding Future Options.</li> </ul>