



Careers Guidance and Provider Access Policy

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1.0 Children's Rights

Mayfield School is a Rights Respecting School and we believe that the rights of a child in relation to Careers Education, Information, Advice and Guidance are integral in ensuring holistic development and fulfilment of potential. By recognising and fostering the rights of our children in relation to careers-related learning we are able to contribute to creating a supportive environment that prepares our pupils for a successful and fulfilling future.

2.0 Vision and Values

Careers Education, Information, Advice and Guidance is an integral part of Mayfield School's curriculum. Learners participate in planned and coordinated activities which allows them to build confidence, resilience and motivation, whilst enabling them to make choices and manage transitions related to their future education, training, employment and/ or life as an adult.

The intent of our Careers curriculum at Mayfield School is to provide a stable careers programme which follows the eight Gatsby Benchmarks of Good Career Guidance. We recognise it is our statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018. Mayfield School's Careers Programme aims to raise the aspirations of all learners whilst being tailored to individual needs. The Programme informs learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided in order to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to evidence the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations will be published on Mayfield School's website.

3.0 Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 3, 4 and 5. The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 14 for the purpose of informing them about approved technical education qualifications or apprenticeships. This policy refers to events and opportunities in all three Key Stages. All members of staff at Mayfield School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

It is important that students leave school aware of themselves as individuals, aware of the opportunities available to them and are able to make some decisions about their own life. They should be prepared for the transition from full-time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

4.0 Objectives

The objectives of the Careers policy are as follows;

- To ensure that all students at Mayfield School receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG offer should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further education
- To provide each student with the opportunity to receive personal guidance

5.0 School Responsibilities

The school has a series of statutory duties;

- All registered students at Mayfield School must receive independent careers advice in Years 7 to 14
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interest of the student
- There must be an opportunity for education and training providers to access pupils in Years 8 to 13 to inform them about approved technical qualifications or apprenticeships. (This is sometimes referred to as the Baker Clause)
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1.

Mayfield School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and with Special Educational Needs and Disabilities (SEND).

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved with the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

6.0 Governor Responsibilities

The governing body will ensure that the School has a clear policy on Careers Education, Information, Advice and Guidance and that this is clearly communicated to all stakeholders. They should ensure that this policy is;

- Based on the eight Gatsby Benchmarks
- Meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of education and training providers to access pupils in Years 7 to 14.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

7.0 Provider Access

Under Section 42B of the Education Act 1997, as of 2nd January 2018, Mayfield School "must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships".

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 provide a minimum of 6 encounters with technical education or training providers to all pupils in years 7 to 14.

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](#), the [Skills and Post-16 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy statement sets out how we manage requests from these providers.

7.1 Statutory Requirements

Mayfield School must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1st September and 28th February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend

- Encounters can take place any time during year 10, and between 1st September and 28th February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1st September and 28th February during year 13

These encounters must happen for a reasonable period of time during the standard school day.

Mayfield School must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils
- Our school is committed to providing meaningful encounters to all pupils.
- 1 encounter is defined as 1 meeting/session between pupils and 1 provider
- Meaningful live online engagement is also an option at our school

7.2 Student Entitlement

Students must be entitled to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

7.3 Management of Provider Access Requests

Access by external providers to students at Mayfield School must be agreed by the Careers Leader. Any provider wishing to request access should contact our Careers Lead, Anisa Shafi, on 0121 809 2500 or via email on: a.shafi@mayfield.eiat.org.uk, or our Associate Head of School with strategic responsibility for CEIAG, Sarah Davis, on 0121 809 2500, or via email on: s.davis@mayfield.eiat.org.uk. Providers can also email careers@mayfield.eiat.org.uk to discuss possible attendance at relevant events.

7.4 Safeguarding

Mayfield School's Safeguarding and Child Protection Policy sets out the School's approach to allowing providers into School to speak to our students. Education and

training providers will be expected to adhere to this policy. Mayfield School has also adopted the Trust No Platform policy and will expect this to be followed by all external speakers.

7.5 Granting and Refusing Access

We will grant access requests that meet the following criteria:

- There is a clear and demonstrable opportunity for students to learn new information about technical education qualifications and apprenticeship opportunities
- Provider visits align with the School's careers programme
- Visitors represent organisations or providers which are recognised providers of high quality technical or apprenticeship education and training
- Visitors will provide evidence of identity

We will refuse any access request that:

- Visits will duplicate information already provided to students
- Disrupt learning of students
- Visitors are unable to provide adequate credentials
- Is linked to an organisation or person who holds or publishes views that are incompatible with fundamental British Values

Once we have approved a provider, we will work with them to identify the best method for working with our students.

We will allocate space to host discussions between providers and students as appropriate. We will also make presentation equipment such as projectors available to providers, subject to sufficient notice of request.

Arrangements will be discussed in advance between the Careers Leader and a nominated member of the provider's team.

7.6 Complaints

Any complaints related to provider access can be raised following the Trust complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

8.0 Monitoring, Reviewing, Evaluating and Reporting

The Executive Head Teacher will ensure that;

- The work of the careers advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- The Compass Careers Benchmark Tool is used as an objective reviewing mechanism ([Info | Compass \(careersandenterprise.co.uk\)](https://www.careersandenterprise.co.uk/info/compass))

The effectiveness of this policy will be measured in a variety of ways;

- Feedback from stakeholders through mechanisms such as student, parent and employer surveys
- Feedback from external visitors to the school such as the Trust leads, School Improvement Partners or Ofsted
- The number of students who are NEET (not in education, employment or training) in October, having left the school in the previous summer. This figure will be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the local authority

Mayfield School's Local Governing Body will review and approve this policy annually.

Appendix 1 – Summary of the Gatsby Benchmarks

1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Parents 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	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 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.

	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.	<input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, 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.	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a	<input type="checkbox"/> 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.

	<p>career 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.</p>	
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Appendix 2 – Progression Framework

The table below shows careers-related content for each key stage and the corresponding objectives and outcomes.

Key Stage	Content	Objectives	Outcomes
Key Stage 3	<ul style="list-style-type: none"> • Career Planning Activities-Get Real Curriculum Offer • SED Curriculum Map • Visits to employers in the local community (at least once a year) • Internal Work Experience Opportunities (minimum of 2 days block per year) • Visits from partners with a career focus (at least once annually) • Post-16 Taster Day (at least one per year) • Personal Development Day with a focus on Careers • EHCP reviews underpinned by Preparation for Adulthood • Assembly Opportunities (i.e. focus on aspirations) 	<ul style="list-style-type: none"> • To discover own skills and qualities • To understand how skills and qualities can assist me when considering job choices • To explore routes and pathways available 	<ul style="list-style-type: none"> • To identify qualities and skills • To complete a basic personal statement (ICP) • To identify different pathways post-16 and post-19

<p style="text-align: center;">Key Stage 4</p>	<ul style="list-style-type: none"> • Career Planning Activities- Get Real Curriculum Offer • Accredited modules • Off Site Visits to employers in the local community (at least twice a year) • Visits from partners with a career focus (at least twice a year) • Internal Work Experience Opportunities (minimum of 5 days block per year) • External Work Experience Opportunities (minimum of 2 days block per year depending on individual pupil needs) • Choosing Options • Awards Evenings • Individual interview and planning with independent careers advisor (Year 10) • Post-16 Taster Days (at least twice a year) • External Post-16 Provider Taster Day • Personal Development Day with a focus on Careers • EHCP reviews underpinned by Preparation for Adulthood • Assembly Opportunities 	<ul style="list-style-type: none"> • To focus research and visits to meet individual needs • To be aware of all routes available • To be prepared to make appropriate option choices • To make informed option choices • To plan my future post-16 	<ul style="list-style-type: none"> • To gain experience before making decisions • To understand all routes available • To know what my choices are • To select options relevant to my needs • To attend an interview with my Careers Advisor • To complete an application to my post-16 setting
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<p style="text-align: center;">Key Stage 5</p>	<ul style="list-style-type: none"> • Career Planning Activities-Get Real Curriculum Offer • Offsite Visits to Local employers (at least once a term) • Visits from partners with a career focus (at least once a term) • Accredited Modules • Internal Work Experience Opportunities (2 Blocks of 5 days per year) • External Work Experience Opportunity (minimum of 1-week block per year as per individual pupil needs) • Awards Evenings • EHCP reviews underpinned by Preparation for Adulthood • Individual interview and planning with independent careers advisor (Year 13) • Post-19 Taster Days • Personal Development Day with a focus on Careers • Assembly Opportunities 	<ul style="list-style-type: none"> • To research post-19 options • To prepare for my transition to education or employment 	<ul style="list-style-type: none"> • To research routes available to me • To find out about and develop independence skills • To complete application(s) to post-19 setting(s)
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