



Careers Guidance and Provider Access Policy

Policy Author: Careers Leader

Date reviewed: November 2025

Date of next review: November 2026

Contents

1.0 Children's Rights_____	3
2.0 Vision and Values_____	3
3.0 Policy Scope_____	3
4.0 Objectives_____	4
5.0 School Responsibilities_____	4
6.0 Governor Responsibilities_____	5
7.0 Provider Access_____	5
7.1 Statutory Requirements_____	6
7.2 Student Entitlement_____	6
7.3 Management of Provider Access Requests_____	6
7.4 Safeguarding_____	7
7.5 Granting and Refusing Access_____	7
7.6 Complaints_____	7
8.0 Monitoring, Reviewing, Evaluating and Reporting_____	8

Appendices

Appendix 1 – Summary of the Gatsby Benchmarks (effective 1 st September 2025)_____	9
Appendix 3 – Progression Framework_____	13

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 allow 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 program 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 DfE Careers guidance (updated in May 2025). 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 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 eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. The updated benchmarks for 2026 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 presented 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 CEIAG 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.
- Attend alumni events within school and across the Trust

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, on 0121 809 2500 or via email at 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 must provide evidence of identity

We will refuse any access request where:

- Visitors will duplicate information already provided to students
- Visitors will disrupt learning of students
- Visitors are unable to provide adequate credentials
- Visits are 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 Headteacher 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://careersandenterprise.co.uk))

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 (effective 1st September 2025)

BENCHMARK	SUMMARY	CRITERIA
1 A STABLE CAREERS PROGRAMME	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and</p>	<ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own

	<p>labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<p>decisions on study options or next steps.</p> <ul style="list-style-type: none"> • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
<p>3 ADDRESSING THE NEEDS OF EACH YOUNG PERSON</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended

		<p>and immediate education, and training or employment destinations to inform personalised support.</p> <ul style="list-style-type: none"> • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme
4 LINKING CURRICULUM LEARNING TO CAREERS	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	<p>Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6 EXPERIENCES OF WORKPLACES	<p>Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.

7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	<p>All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8 PERSONAL GUIDANCE	<p>Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.

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 • PSHE 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) • Preparation for Adulthood Day with a focus on Employability and Independent Living • 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 • 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 • Preparation for Adulthood Day with a focus on Employability and Independent Living • 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
---	---	---	---

<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 • Preparation for Adulthood Day with a focus on Employability and Independent Living • 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)
---	---	--	---