

# Careers, Education and Guidance & Provider Access Policy

## Heathlands School





### Policy Review

This policy will be reviewed in full by the Governing Board.

The policy was agreed by the PWC on 17.6.25.

**Next Review due June 2027.**

Co-Headteachers Signature:		Date: 17.6.25
Governor Signature:		Date: 17.6.25

## **1. Introduction**

A principal aim of education is to prepare young people for life beyond school and college. It is important that students leave school aware of their individual strengths as well as the opportunities available to them and able to make decisions about their life in the future. Students will not be restricted in their choices and will be inspired to make a full and active contribution to society once leaving school and become the best they can be.

## **2. Background**

2.1 This policy follows the following Government Guidance:

The Department of Education's '*Skills for Jobs: Lifelong Learning for Opportunity and Growth*' (January 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/953514/skills-for-jobs-lifelong-learning-for-opportunity-and-growth\\_print-ready\\_pdf.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953514/skills-for-jobs-lifelong-learning-for-opportunity-and-growth_print-ready_pdf.pdf)

Careers guidance and access for education and training providers Statutory guidance for schools and guidance for further education colleges and sixth form colleges (January 2023).

[Careers guidance and access for education and training providers .pdf](#)

The above legislation refers to the following pieces of legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The aim of the Statutory Guidance is to set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is suited to individual students, well-structured and delivered by individuals with the right skills and experience.

Independent Review of Careers Guidance in schools and further education and skills providers (September 2023)

[www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/indp](http://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/indp)

Research Briefing: Careers Guidance in schools, colleges and universities (England) (August 2024)

<https://commonslibrary.parliament.uk/research-briefings/cbp-7236/>

- 2.2 To achieve this aim, Heathlands will use the Gatsby Benchmarks to develop and improve our careers provision. By following these benchmarks we will be fulfilling our legal duty to:
- a. secure independent careers guidance and provide opportunities for our students to access a range of providers of qualifications.
  - b. inform pupils about technical education qualifications or apprenticeships
  - c. publish information about the careers programme on the school website.
- 2.3. The 8 Gatsby Benchmarks are:
1. A stable careers' programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance
- 2.4 Heathlands use COMPASS PLUS to help us benchmark, manage, track and report on our school's careers' programme and. This takes place once a term with support from the C&E SEN Coordinator.
- 2.5 Heathlands will liaise closely with the C&E Company who provide support and coordinate collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations.
- 2.6 The aim of the Heathlands Careers Education and Guidance programme is to:
- ensure all our students progress to positive destinations after leaving Heathlands.
  - increase motivation to raise standards of achievement
  - encourage participation in continued learning after leaving Heathlands
  - develop enterprise and employability skills
  - reduce the likelihood of students leaving Heathlands with no clear destination (NEET – not in education, employment or training)
  - involve all school stakeholders in careers education

### **3. Responsibilities**

- 3.1 The Careers Leader (with the support of the Careers' Admin) will coordinate the delivery of the careers programme across all 8 Gatsby Benchmarks.
- 3.2 The Careers Leader will be named on the website and contact details provided so that employers and education providers can contact them.
- 3.3 Heathlands will provide independent careers guidance from year 7 to year 13.

- 3.4 Heathlands will ensure there is an opportunity for a range of education and training providers to access all students to meet our duty under the Provider Access Plan (PAL). See Appendix 1
- 3.5 Heathlands will provide an average of at least of one encounter with employers each year to each student in Year 7 and above.
- 3.6 The Careers Lead will liaise with the Enterprise Adviser and the SEN Enterprise Coordinator for the C&E Company to enhance Careers Education at Heathlands.
- 3.8 Heathlands will offer students the opportunity to develop entrepreneurial skills for self-employment and make it clear that working for themselves is a viable option.
- 3.9 Heathlands will ensure that students are aware of out of school opportunities that could help them with career aspirations (voluntary and community activities)
- 3.10 Heathlands will provide the local authority support services with the relevant information they require to support the young person after they leave the school.
- 3.11 All student EHCP Reviews in years 9-13 will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- 3.12 Heathlands will keep a record of destinations of students for 3 years after leaving.

#### **4. Strategy**

- 4.1 Heathlands has a clear strategy for careers guidance linked to outcomes for pupils.
- 4.2 Students will be regularly asked about their aspirations and these will be discussed with parents and monitored by the Careers Lead to inform planning.
- 4.3 The school provides access to a range of activities that inspire our young people, including employer talks, careers fairs, motivational speakers and college visits that will inspire students to think beyond their immediate experiences.
- 4.4 Staff will develop and encourage strong links with local and national employers.
- 4.5 Students will complete at least one week or equivalent of work experience in key stage 4 and key stage 5.

- 4.6 Staff will ensure that students play an active part in work experience placements and aim to provide a range of different placements which suit their interests, aspirations and abilities.
- 4.7 Heathlands will provide access to individual, independent careers advice in years 11 with an external qualified advisor who is knowledgeable about deaf post 16 provision and the needs of deaf children and in Year 13 with support from the Marlborough School Careers Lead with expertise in UCAS and post 18 transition routes
- 4.8 Staff will prevent all forms of stereotyping in the advice and guidance they provide to ensure all students are able to consider the widest possible range of careers available to them.
- 4.9 Staff will work closely with parents throughout their school career to ensure expectations about the future are suitable, appropriate and aspirational for the individual student.
- 4.10 Staff will ensure students and or parents/carers know how Personal Budgets can be used to help them access activities that promote greater independence and learn important life skills.
- 4.11 The Careers Lead Teacher is **Nicola Jackson** (Curriculum Lead Teacher for Humanities and Arts).
- 4.12 Heathlands Careers staff can be contacted via the school office on 01707 807807 or [admin@heathlands.herts.sch.uk](mailto:admin@heathlands.herts.sch.uk).

## **5. Practice**

- 5.1 Visitors from business and educational establishments both within the deaf community and the wider population will be encouraged to visit the school to motivate students to think beyond their immediate experiences. (See Appendix 1 - Heathlands School Careers Provider Access Plan)
- 5.2 The learning environment allows and encourages students to tackle real life challenges which require them to manage risk and develop their decision making, team building and problem solving skills.
- 5.3 Students will be made aware of the current labour market and how opportunities may change in the future.
- 5.4 Students will be prepared for a level of competition in gaining access to courses or employment.
- 5.5 To support students and their parents, school will organise a number of (in person and online) visits colleges, schools, universities and training providers for post 16 and 18 transitions, as well as appropriate national specialist provisions (e.g. Deaf Schools/Colleges). This will help students make informed decisions about their next steps.

- 5.6 Students and parents will be responsible for organising visits to colleges and schools local to their home as well as colleges and schools of interest to them. Where possible, these should take place: in the Summer term of year 10/ early Autumn Term in Year 11 (for KS4 students) in time for the EHCP reviews and the local authority deadlines for applications; and in the Summer term of year 12/ Autumn Term in Year 13 (for KS5 students) in time for UCAS and Apprenticeship deadlines. Form tutors and PSHCE teachers will support with this, and the Careers Lead/Admin will signpost relevant Open Days and contact details to students and parents on the careers noticeboard and the school website.
- 5.7 Students will be involved in compiling their own records of achievement which will be presented to them at the Leavers' Assembly in their final term.
- 5.8 The careers noticeboard (Art Corridor) holds up to date college prospectuses and employment directories for students to refer to. A number of wall displays are designed to inform and inspire students of their options and includes information about former students' destinations.

## **6. Curriculum**

- 6.1 Careers Education within the curriculum is delivered in PSHCE lessons (See Appendix 2 – Long Term Careers Planning Years 7-13) which follows the PSHCE Association Scheme of work (Appendix 3) and in Careers Lessons at both Heathlands Marlborough School (Year 12/13).
- 6.2 A programme of enrichment activities will support the curriculum and be adapted to meet individual/group requirements and interests.

## **7. Evaluation and Monitoring**

- 7.1 Students leaving Years 11 and 13 will complete a Careers and Destinations survey which will be analysed and compared to previous years.
- 7.2 An alumni survey for students who left Heathlands in the previous 3 years will be sent out annually to help to monitor the range and appropriateness of courses and providers.
- 7.3 The Careers Admin will check that students have started their chosen courses in the Autumn term after they have left Heathlands by contacting the relevant education providers.
- 7.3 The Careers' Lead will conduct termly self-assessments using COMPASS PLUS to assess the Careers provision at Heathlands against the Gatsby Benchmarks.

- 7.4 This self-assessment will be reported to the SLT and the Governing Board with the KS4 progress tracking.
- 7.5 Monitoring of activities, whether provided by school staff, volunteers or external providers will take place in line with the Monitoring and Evaluation Policy.
- 7.6 The Careers' Lead will gather student opinions, both informally and formally, following enrichment activities and/or PSHCE lessons.
- 7.7 Students will complete a questionnaire following 1:1 Careers Guidance interviews to monitor their effectiveness.
- 7.8 Students will complete the Future Skills Questionnaire (via Compass Plus) which will be analysed to identify any gaps in provision, students at risk of becoming NEET and to assess the impact of our careers programme.

## **Glossary**

C&E	Careers and Enterprise
NEET	Not in education, employment or training
PAL	Provider Access Legislation
SLT	Senior Leadership Team
The Careers and Enterprise Company	The national body for careers education in England, supporting schools and colleges to deliver modern, 21 <sup>st</sup> century careers education.

## Appendix 1:

### Heathlands School Careers Provider Access Plan

This information complies with the school's legal obligations under Section 42B of the Education Act 1997 and Careers guidance and access for education and training providers, 2015, updated January 2023 to include the Provider Access Legislation (PAL).

#### Pupil entitlement

Heathlands will provide at least 4:

- Two encounters for students in year 8 and 9 that are mandatory for all students to attend
- Two encounters for students in years 10 and 11 that are mandatory for all students to attend
- (In conjunction with Marlborough School) at least two encounters for students in years 12 and 13 that are optional for students to attend.

In the context of the provider access legislation, a provider is an organisation that offers approved technical education qualifications or their representative, for example an FE college or training provider.

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the students about the provider or approved technical education qualifications and apprenticeships.

Students will:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme that provides information on the full range of education and training options available at each transition point;
- 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;
- understand how to make applications for the full range of academic and technical courses available.

#### Management of provider access requests



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 or to present to students via zoom.

The school will make the hall, a classroom or meeting room available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature which will be displayed next to the Careers' noticeboard or handed out to individual students if appropriate.

A provider wishing to speak to or offer visits to students at Heathlands should contact: Nicola Jackson (Curriculum Lead Teacher for Humanities and Arts) via the school office:

Telephone: 01727 807807;

Email: [admin@heathlands.herts.sch.uk](mailto:admin@heathlands.herts.sch.uk)

## **Appendix 2: Long Term Careers Planning Years 7-11**

	PSHCE Topics	Examples of X-Curricular Links	Enrichment Activities
KS1	Strengths and Interests; Jobs in the Community Different jobs and skills; job stereotypes; setting personal goals	All subjects highlight links to future jobs/careers within their subject areas Examples: English: newspaper reporting; jobs in the media; subtitling and in vision signing. ICT/media: coding lessons relevant to skills required by the technology industry; Into film project Maths: importance of maths in the Space Race; RAD money workshops; STEM day to use problem solving and presentation skills Science: Jobs related to renewable energy; Forensic Science jobs Heath House: Passports for Life	Visits to and from people in different jobs. (Superheroes topic)
KS2	Identifying job interests and aspirations; what influences career choices; workplace stereotypes		Year 6 Careers Day
KS3	Transition and Target Setting The World of Work (changing jobs; skills needed) Ready for work (expectations of employers; career pathways; options) Being an active citizen (volunteering)		Regular visits from a range of employers linked to student survey. Red Bee Media Studios Visit (year 9) Sky Academy Studio project At least 2 encounters with organisations that offer a range of technical education qualifications.
KS4 Year 10	Work Expectations and Laws (H&S; Confidentiality) Skills for employment audit Labour market information (local and national job opportunities) Preparing for college visits; Discussing support needs Work Experience planning		Harrow College Information Day/Taster Visit to Herts University 1:1 interviews with form tutor or Careers Admin/Lead to discuss future plans At least 2 encounters with organisations that offer a range of technical education qualifications.
KS4 Year 11	Applying for jobs and courses; Organising support needs Work Experience planning Portfolio Building		1:1 Career Planning Interviews with RAD A range of college presentations via zoom Work Experience Week SEN Careers Fair
KS5 Year 12/13	UCAS Applications The range of options at post 18 Work Experience Planning Apprenticeships Volunteering Opportunities EPQ (optional)		1:1 Careers Guidance Interview (at Marlborough) A range of visits to different provision. UCAS Conference Work Experience Week (Year 12)

Throughout the year students have careers visits linked to their topics or to their individual/group interests.

Every two years the Heathlands Careers Fair will showcase successful Deaf people in the workplace (supported by the Enterprise Advisor).

### **Appendix 3: Learning objectives linked to Careers Education from PSHCE Association Scheme of Work**

At Key Stage 1 students learn:

- L14. that everyone has different strengths*
- L15. that jobs help people to earn money to pay for things*
- L16. different jobs that people they know or people who work in the community do*
- L17. about some of the strengths and interests someone might need to do different jobs*

At key stage 2 students learn.

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes*
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life*
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them*
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)*
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid*
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation*
- L31. to identify the kind of job that they might like to do when they are older*
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)*

At key stage 3 students learn.

- L1. study, organisational, research and presentation skills*
- L2. to review their strengths, interests, skills, qualities and values and how to develop them*
- L3. to set realistic yet ambitious targets and goals*
- L4. the skills and attributes that employers value*
- L5. the skills and qualities required to engage in enterprise*
- L6. the importance and benefits of being a lifelong learner*
- L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process*
- L8. about routes into work, training and other vocational and academic opportunities, and progression routes*
- L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life*
- L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations*
- L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work*
- L12. about different work roles and career pathways, including clarifying their own early aspirations*
- L13. about young people's employment rights and responsibilities*
- L14. to manage emotions in relation to future employment*

At Key Stage 4 Students learn:

- L1. to evaluate and further develop their study and employability skills*
- L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting*
- L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability*

- L4. about the range of opportunities available to them for career progression, including in education, training and employment*
- L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities*
- L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities*
- L7. about the labour market, local, national and international employment opportunities*
- L8. about employment sectors and types, and changing patterns of employment*
- L9. to research, secure and take full advantage of any opportunities for work experience that are available*
- L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities*
- L11. the benefits and challenges of cultivating career opportunities online*
- L12. strategies to manage their online presence and its impact on career opportunities*
- L13. the skills and attributes to manage rights and responsibilities at work including health and safety procedures*
- L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken*
- L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it*

At Key Stage 5 Students learn:

*Choices and Pathways*

- L1. to be enterprising in life and work*
- L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills*
- L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities*
- L4. the implications of the global market for their future choices in education and employment*
- Work and career*
- L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities*
- L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews*
- L7. how to recognise career possibilities in a global economy*

*Employment rights and responsibilities*

- L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'*
- L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols*
- L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection*
- L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation*
- L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours*