

Hartismere School



Careers Education, Information, Guidance (CEIAG) and Provider Access Policy

Policy No. 17

Introduction

This policy has been written in accordance with the statutory guidance for governing bodies, school leaders and school staff, produced by the Department for Education in the document 'Careers Guidance and Access for Education and Training Providers (Updated May 2025)'. Hartismere School has a duty and commitment to ensure that independent careers information, advice and guidance:

- Is provided for all students from year 7 to year 13;
- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on a range of education or training options, including apprenticeships and technical education routes;
- Is guidance that we consider will promote the best interests of the students to whom it is given and gives them a clear idea of the routes to the opportunities, jobs and careers that they will find engaging and fulfilling.

The school's careers programme has been developed in accordance with the Gatsby Charitable Foundation's eight benchmarks. The Gatsby Benchmarks serve as a framework for world-class careers provision. They have been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges. We use these to evaluate the effectiveness of our careers curriculum. The Career Development Institute (CDI) has identified six career development skills which dovetail with the benchmarks.

Gatsby Benchmark	CDI Areas of Learning
1. A stable careers programme	1. Grow throughout life
2. Learning from career & labour market information	2. Explore possibilities
3. Addressing the needs of each student	3. Manage career
4. Linking curriculum learning to careers	4. Create opportunities
5. Encounters with employers and employees	5. Balance life and work
6. Experiences of workplaces	See the big picture
7. Encounters with further and higher education	
8. Personal guidance	

Objectives

Hartismere School has careers provision embedded in the curriculum from Year 7. It is committed to ensuring that the delivery of careers information, advice and guidance fulfils the following objectives:

- It equips students with the skills, knowledge and confidence to make well informed and realistic decisions;
- It increases social mobility by widening students' horizons, providing them with experiences and opportunities, challenging stereotypes and raising aspirations;
- It meets the needs of all students and provides additional support for students from disadvantaged backgrounds, students with SEND, disabled students, students in care, young carers and students from traveller communities;
- It links curriculum learning to progression routes into further and higher education, apprenticeships and careers;
- It develops soft skills and qualities in students which serve to smooth the transition from secondary school into further education and work.

Implementation

The school's CEIAG programme is focussed on the CDI's Areas of Learning and is delivered as part of a coordinated effort across the Key Stages using:

- A bespoke assembly and tutorial programme.
- The 'Unifrog' destinations platform, a one-stop-shop for whole-school careers guidance.
- Elements of the programmes of study in all subjects and specifically in Citizenship and RSHE.

Roles and Responsibilities of School Staff

Governors and Senior Leaders

Governors and senior leaders will provide the leadership necessary to develop, implement and assess the school's delivery of a high-quality, progressive careers programme that supports all students to acquire the knowledge, skills and confidence to fulfil their potential. The key individuals with responsibility for this work are:

- the Headteachers
- the heads of key stages 3, 4 and 5
- Governor: Personal Development
- Director of Personal Development (Careers Leader)

They will ensure that all students:

- develop a clear understanding of the world of work including the full range of academic and technical routes to jobs and careers at each transition point.
- acquire the self-development and career management skills they need to secure positive employment destinations they find engaging and rewarding.

Careers Support Staff

The Careers Support Staff will support the implementation of the schools careers programme by:

- Providing careers advice and information to all year groups in accordance with the Gatsby benchmarks and the CDI framework.
- Maintaining up to date careers information, organising visiting speakers and curating displays (in the Library and around the school).
- Running the Unifrog careers programme in the library.
- Assisting with non UCAS applications for higher education and apprenticeships.
- Meeting with pupils and providing advice regarding future careers.
- Organising the Work Experience programme for Y10 students.
- Supporting parents and carers in their efforts to help their children develop a clear understanding of the world of work including the routes to jobs and careers they might find engaging and rewarding.

Heads of Year and Tutors

The Heads of Year (HoY) and Tutors will support the implementation of the schools careers programme by:

- Planning for assemblies and/or visiting speakers that support the implementation of the schools careers programme.
- Ensuring that the relevant Planner 'Life Lessons' material is delivered to a consistently high standard.
- Identifying students who display interest in a particular career path and working with the Careers Support Staff to ensure that the student is supported to identify appropriate routes towards careers they might find engaging and rewarding.
- Ensuring that particular attention is given to supporting disadvantaged (PP, FSM) students.

Teachers

Heads of Department (HoD) and subject teachers will support the implementation of the schools careers programme by:

- Linking curriculum learning to careers and identifying in their Programmes of Study where there is potential for discussing the types of career opportunities available within their subject specialism.
- Assisting the Careers Support Staff to identify workshops and opportunities which may promote progression into working within their field of interest,
- Identifying students who have a natural flair for their subject, who express an interest in working in that area and ensuring this information is shared with the HoY and Careers Support Staff.
- Teaching elements of the Unifrog programme as required.

Learning Support Staff

The SENCO and Learning Support Assistants will support the implementation of the schools careers programme by:

- Identifying the CEIAG needs of all students with SEND.
- Supporting opportunities for all students with SEND.

Designated Safeguarding Lead (DSL)

The DSL will support the implementation of the schools careers programme by:

- Identifying the CEIAG needs of Looked After Children (LAC).

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. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 8-13 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 & apprenticeships – through options events, assemblies, group discussions & taster events;
- to understand how to make applications for the full range of academic and technical courses.

The school welcomes the opportunity to collaborate with other providers to help pupils identify their most appropriate pathways. The Skills and Post-16 Education Act 2022 sets out the number, duration and content of provider encounters that schools must offer. We provide at least six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils. Those encounters are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

We offer:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) during year 10 or between 1 September and 28 February during year 11.
- Two encounters for pupils during the 'third key phase' (year 12 or 13) during year 12 or between 1 September and 28 February during year 13.

Encounters are mandatory for pupils in years 8, 9, 10 & 11, but optional for pupils in the sixth form to attend. All encounters (other than some events for sixth form students), take place during the school day.

Visiting providers are asked to ensure that the information provided to pupils includes:

- 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 pupils about the provider or approved technical education qualifications and apprenticeships.

Providers whom we have invited into the school include:

- West Suffolk College
- City College, Norwich
- University Technical College, Norwich
- Suffolk New College (Suffolk Rural)
- AIM Apprenticeships
- Apprenticeships Suffolk
- Norfolk & Suffolk Careers Hub

The school will make facilities available for discussions between the provider and students as appropriate for the activity. The school will also make available AV and other specialist equipment to support the provider presentations. This will all be discussed and agreed in advance of a visit with the Careers Leader. Online encounters are acceptable, although in-person encounters are preferred.

Providers are also welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader to be made available for all pupils and students to access.

An example of the programme is given below:

	Autumn Term	Spring Term	Summer Term
Year 7	Assemblies: Balance Life and Work	Assemblies: Growth through life Balance life and work Industry Insights Week Hartismere Careers Fair	
Year 8	Post 16 provider assembly	Assemblies: Growth through life Balance life and work Industry Insights Week Hartismere Careers Fair	UTC information letter
Year 9	Assemblies: Growth through life Balance life and work UTC info assembly	Assemblies: Growth through life Balance life and work Industry Insights Week VI form options Hartismere Careers Fair	Assemblies: Growth through life Balance life and work
Year 10	Assemblies: Growth throughout life Suffolk Skills & Careers Festival	Assemblies: Growth throughout life Post-16 providers: local college options Hartismere Careers Fair	Assemblies: Growth throughout life Work Placement
Year 11	Assemblies: Growth throughout life Balance life and work Options post-16: qualifications & where they lead Options post-16: s Sixth form college Sixth form open evening	Assemblies: Growth throughout life Balance life and work Industry Insights Week Post-16 providers: local college options Hartismere Careers Fair	Assemblies: Growth throughout life; Balance life and work

	Suffolk Skills & Careers Festival Apprenticeships		
Year 12	Apprenticeships University of Suffolk lecture	Hartismere Careers Fair	Higher Education Information Evening Careers Day Apprenticeships Suffolk Work Placement
Year 13	University Open Days Apprenticeships	Hartismere Careers Fair Sizewell Marketing yourself (CV, interview)	

Assessment of Impact

The school will:

- Audit its CEIAG provision using tools such as Compass+ and those provided by The Careers and Enterprise Company
- Report on the destinations of all school leavers to the Local Governing Body.

Relationship to other Policies

This policy works in conjunction with the commitments made to students of Hartismere School in the following policies:

- Policy No 4: Special Educational Needs Policy
- Policy No 14: Equality Information and Objectives Statement
- Policy No 19: Child Protection and Safeguarding Policy

Copies of these documents can be found on the school's website.

Further information

If you would like to discuss anything in this CEIAG and Provider Access Policy, or raise a complaint, please contact Mr Steve Parry - Director of Personal Development (Careers Leader).

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