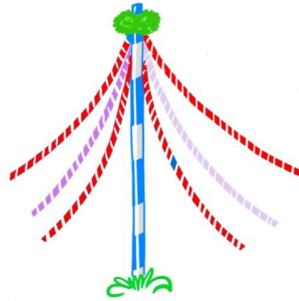


# Maypole School



## **CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY Including Provider Access Statement / The Baker Clause**

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Drafted by:	Adrienne Cherrywood	
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# 1. INTRODUCTION

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities, and helps them to follow a career path and sustain employability throughout their working lives.

It is a school's responsibility to provide independent and impartial careers guidance for pupils, from Year 7 to Year 14, and to ensure that pupils have access to both information and guidance. (Careers Guidance and Inspiration in Schools – DfE January 2023).

# 2. THE IMPORTANCE OF CAREERS EDUCATION AND GUIDANCE

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they will need to achieve positive employment destinations. This helps pupils to choose appropriate pathways, improve their life opportunities, and contribute to a productive and successful economy. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to pupils. Careers guidance has become more important than ever as a result of the pandemic.

Maypole School is committed to providing high-quality, progressive careers programmes that support all secondary pupils to acquire the knowledge, skills and confidence to fulfil their potential.

Maypole School endeavours to follow the DfE Careers Guidance and Access for Education and Training providers: Statutory guidance for schools (January 2023), and other relevant guidance from DfE, QCA and Ofsted as it appears (and relates to Section 42A and section 45A of the Education Act 1997).

# 3. AIMS

Maypole School aims to set pupils on the path that will secure the best outcome for each individual, to enable them to progress in education and work, and give employers the highly skilled people they need. We will do this by:

- contributing to strategies for raising achievement and opportunity, especially by increasing motivation;
- supporting inclusion, challenging stereotyping and promoting equality of opportunity;
- encouraging participation in continued learning including higher education and further education;
- developing enterprise and employment skills;
- reducing drop out from education and training, and reducing the incidence of course switching;
- contributing to the economic prosperity of individuals and communities;
- meeting the needs of all our pupils through appropriate differentiation;

- focusing pupils on their future aspirations;
- involving parents and carers.

## **4. POLICY IMPLEMENTATION**

### **Roles, responsibilities and accountability**

The Governing Body will hold the Head Teacher accountable for the delivery of a programme of careers education, including procuring independent careers advice and guidance.

The Head of the Offsite Provision will oversee the Careers programme on a day-to-day basis, which will usually be delivered by the teaching staff, to ensure that the pupils access a relevant programme.

The appropriate team / class leaders will be responsible for ensuring that the individual staff working with designated pupils apply this policy correctly.

All teaching staff contribute to Careers education through their roles as tutors, class teachers, subject teachers and teaching assistants.

### **Equality and diversity**

Careers education is provided to all pupils in Year 7 and above, and provision is made to allow all pupils to access the curriculum, taking their SEN into account. Pupils are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated.

### **Careers education in the Curriculum**

Careers Education is delivered during formal sessions, Work Experience, Skills for Life sessions, throughout PSHE and Citizenship and other discreet curriculum areas.

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Where possible, relevant Open College Network Qualifications are offered to accredit this learning for pupils in Year 10 and above.

In Year 11, the focus will be on Post-16 options and the Application process, whether this will be to continue at Maypole School in Year 12 and above, or embarking on a supported college placement in tandem with attending Maypole School, or transitioning to a full-time placement at a Further Education College.

### **Work experience**

All pupils will be offered the opportunity to undertake a Work Experience placement. The focus is to be on real life work experience, including preparation before the work experience, and evaluation after it.

It is acknowledged that some pupils may not be ready to undertake a work experience placement in Year 10 due to the complexity of their needs, and in such cases the opportunity will be available to them later, at an appropriate time.

All Post-16 pupils will be supported to undertake a Work Experience placement where possible.

## **Careers resources and independent advice**

The school will provide pupils with a wide range of materials supporting various areas of interest, and information about a wide range of jobs and employment opportunities. There will also be visits to a variety of establishments.

In addition, Independent Careers Advisors will be invited to the school to present careers advice to all secondary pupils.

## **Liaison with Post 16 advisors from Local Authorities**

The relevant Local Authority's Post 16 advisors will be invited to attend the Annual Reviews of all pupils in Years 9 to 14, and to support pupils' transition process where it is known that they will be leaving at the end of the academic year.

The Headteacher coordinates with the Local Authority's SEN Post 16 Advisor / Coordinator to ensure that specialist career guidance is available when required.

When pupils transition to a Further Education College for Year 12, Maypole School will ensure that all information is passed to the SEN Post 16 Advisor prior to them leaving.

## **Parents and Carers**

Parental involvement is encouraged at all stages. Parents/carers are kept up to date with careers related information through letters, newsletters, the website and through the ongoing communication that takes place between them and Maypole School staff. Parents are welcome at careers interviews, and where appropriate are invited to attend.

## **Staff development**

Staff training needs are identified in the School Training Policy, and funded through the central training budget.

# **5. MONITORING, EVALUATION, AND OTHER POLICIES**

## **Monitoring and evaluation**

Careers Education is monitored and evaluated through lesson observations, pupil outcomes and feedback from Leavers' Destinations. When reviewing the programme, the National Curriculum is used to ensure that the Careers Programme is fully supporting whole school aims.

This policy will be reviewed annually.

## **Other relevant policies**

This policy is supported and underpinned by key school policies including Curriculum Policy, Teaching and Learning, Assessment, Citizenship, PSHE, Equal Opportunities and Diversity, Health and Safety, and SEN.

# APPENDIX A

## Provider Access Statement/The Baker Clause

### Introduction

This policy statement sets out Maypole School's arrangements for managing the access of providers to every pupil in Years 7 – 11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our pupils to make an informed choice about their post 16 provision. This will also be measured regularly against the careers standards of the Gatsby benchmarks through evaluation with pupils, teachers and the Leadership Team as part of a progressive careers programme.

Maypole School will proactively seek to build relationships with 6<sup>th</sup> form schools, colleges, apprenticeship providers, universities and employers as we plan our careers programme throughout the school year to ensure all our pupils have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to pupils and their parents across Years 7 -11 to offer information on vocational, technical and apprenticeship qualifications and pathways.

Maypole School ensures that the staff involved in personal guidance and pastoral support are up to date with their knowledge through a programme of Continuing Professional Development.

### Management of Provider Access Requests

Providers wishing to request access should contact Adrienne Cherrywood, Principal on 077512318056 or by email [acherrywood@maypoleschool.co.uk](mailto:acherrywood@maypoleschool.co.uk)

### Pupil Offer and Opportunities for Access

We will have a range of flexible programmes to ensure our pupils and parents have access to a full careers programme of information through assemblies, tutorials, parents evenings, careers fairs, newsletters and activities.

Any provider is welcome to contact us to discuss what they can provide for our pupils and how we can best accommodate their support.

### All pupils in Years 7 – 11 are entitled to:

- 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 options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 7 to 9) and two encounters for pupils during 'the second key phase' (year 10-11). For pupils in the 'third key phase' (year 12 – 14), particularly those that have not yet decided on their next steps, there will be two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualifications and apprenticeships that the provider offers
- explain what career options these routes could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils

### **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

### **Opportunities for Access**

The school will offer the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils and/or their parents or carers.

We are always actively looking to secure partnerships, work experience placements and talks from outside agencies to broaden our pupils' horizons. We believe that it is essential that all of our pupils have meaningful exposure to businesses and employers in order to enhance their understanding of potential career routes when leaving school.