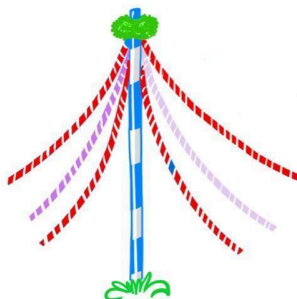


Maypole School



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY Including Provider Access Legislation (PAL)

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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 (<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>) (May 2025), 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 Executive 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 and Heads of School 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 discrete 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 qualifications will be offered to accredit this learning for pupils in Year 10 and above.

First Key Phase- We need to offer a meaningful encounter with an employer on an annual basis for each year group and provide them with an opportunity to learn, develop and enhance their knowledge surrounding 'careers'. Through careers week these sessions should be arranged and are **mandatory**.

Year 7

Careers week should include the following:

- Workshop describing the difference between technical educational qualifications and apprenticeship opportunities.

- Hear from, at least one, local provider about job opportunities they may have
- Be shown the different 'Career profiles' and pupils to write what they are most interested in currently and what was their least favourite option.

Year 8

Careers week should include the following:

- Workshop describing the difference between technical educational qualifications and apprenticeship opportunities.
- Hear from, at least one, local provider about job opportunities they may have
- Be shown the different 'Career profiles' and pupils to write what they are most interested in currently and what was their least favourite option.
- Conduct a research project based around what job they would like to in the future and determine what skill set is desirable and the qualifications that are required

Year 9

Careers week should include the following:

- Workshop describing the difference between technical educational qualifications and apprenticeship opportunities.
- Learn the legal requirements regarding staying in education, apprenticeships etc.
- Hear from, at least two, local providers about job opportunities they may have
- Be shown the different 'Career profiles' and pupils to write a brief statement of what job they are most interested in doing currently and why. Including key elements such as; timings of the job, pay, advantages and disadvantages etc.
- Attend an online workshop/ introduction about learning about a new career
- Complete a 'mock interview'

Second Key Phase- Need to offer the opportunity for careers twice within this phase. Once in Year 10 and once in Year 11- these sessions are **mandatory**.

Year 10

- Workshop explaining at least 3 different FE colleges or training providers that provide technical education qualifications
- Meet an independent careers advisor
- Communicate with, at least, 'two people' who are in the line of work that you wish to do
- Complete a CV with your key skills listed
- Complete a 'mock interview'

Year 11

- Find and source different apprenticeships in your local area
- Meet an independent careers advisor
- Engage in a workshop with a provider about the different options (an FE college or training provider)
- Communicate with, at least, 'two people' who are in the line of work that you wish to do

- Complete a work experience placement
- Complete a CV with your key skills listed
- Complete a 'mock interview'
- Complete an application form to an academic or technical course (does not have to be a real one if it is not appropriate)

Third Key Phase- Need to offer the opportunity for careers twice within this phase. Once in Year 12 and once in Year 13- these sessions are **optional**.

Year 12

- Workshop explaining at least 3 different FE colleges or training providers that provide technical education qualifications
- Meet an independent careers advisor
- Communicate with, at least, 'two people' who are in the line of work that you wish to do
- Complete a CV with your key skills listed
- Complete a 'mock interview'
- Complete a work experience placement

Year 13

- Find and source different apprenticeships in your local area
- Meet an independent careers advisor
- Engage in a workshop with a provider about the different options (an FE college or training provider)
- Review the career profiles
- Communicate with, at least, 'two people' who are in the line of work that you wish to do
- Complete a CV with your key skills listed
- Complete a 'mock interview'
- Complete either a job application form or a college application form (does not have to be a real one if it is not appropriate)
- Complete a work experience placement

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 Executive 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.

Pupils

We are here to help support and guide you towards where you want to go and what you want to do.

We want to provide you with information and knowledge so that you can understand what job opportunities there are in your future and help you to be as prepared as possible.

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.

Teachers

We have content ready to be delivered to support you in your delivery of part of our careers programme. If you want further support or training, please let us know.

Employers/Providers

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

5. MONITORING, EVALUATION, AND OTHER POLICIES

Monitoring and evaluation

Careers Education is monitored annually through Compass Careers Enterprise in the Spring term. Each school site will use their benchmarking tool to evaluate the progress that they are making (related to the Gatsby Benchmarks) and ensure that there is a plan for further improvements to the Careers Offer.

Benchmark 1- A stable careers programme

Your whole-school careers programme:

- Is written down
- Is approved by the board of governors
- Has explicit backing of senior leadership
- Has resources allocated to it
- Has systemic monitoring in place
- Has both strategic and operational elements
- Is published on your school's website
- Is on the school's website with information aimed specifically at:

- Students
- Teachers
- Employers
- Parents/ Carers

-Is evaluated for effectiveness at least every 3 years

-Is evaluated using systematic feedback from:

- Students
- Teachers
- Employers
- Parents/ Carers

-Has an identified lead individual with strategic responsibility for overseeing the programme

Benchmark 2- Learning from career & labour market information

- Ensures the majority of students have used up-to-date and appropriate career & labour market information to help inform career/progression paths.
- Encourages parents and carers to use labour market information, future study options and career or transition pathways to aid the support given to their children.

Benchmark 3- Addressing the needs of each pupil

-Provides a careers programme that:

-Raises aspirations of all pupils

-Challenges stereotypical thinking (in terms of gender etc.)

-Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school

- Shares above mentioned data with the local authority

- Keeps systematic records on each pupils' experiences of career and enterprise activity, and decisions on future pathways

- Enables pupils to access accurate record about their careers and enterprise experiences, and decisions on future pathways

- Works pro-actively with the local authority and careers advisers to provide careers guidance to students.

Benchmark 4- Linking curriculum learning to careers

-All pupils by the time they leave school, have meaningfully experienced career learning as part of: English, Maths, Science, PSHE lessons.

Benchmark 5-Encounters with employers & employees

-All pupils will have had at least one meaningful encounter with an employer every year at our school

Benchmark 6- Experiences of workplaces

-All pupils will have had a meaningful experience of a workplace or community-based setting by the end of Year 11

Benchmark 7- Encounters with further and higher education

-Have had meaningful encounters with sixth form colleges

-Have been provided with information about the full range of apprenticeships

-Have had meaningful encounters with further education colleges

-Have had meaningful encounters with independent training providers

Benchmark 8- Personal Guidance

-Have had an interview with a professional and impartial careers advisor by the end of Year 11.

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 Legislation

Introduction

This policy statement sets out Maypole School's arrangements for managing the access of providers to every pupil in Years 8 – 13 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 6th 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 8 -13 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 Legislation Requests

Providers wishing to request access should contact Adrienne Cherrywood, Principal

Telephone: **07955286016** or email **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 – 13 are entitled:

The provider access legislation was enacted in January 2023. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

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

Meaningful provider encounters

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.

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.