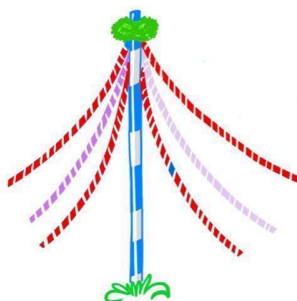


Maypole School



CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY Including Provider Access Legislation (PAL) 2026-2027

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CONTENTS

1. Introduction	3
2. The importance of careers education and guidance	3
3. Aims	3
4. Policy implementation	4
• Roles, responsibilities and accountability	
• Equality and diversity	
• Careers education in the curriculum	
• Work experience	
• Careers resources and independent advice	
• Liaison with Post 16 advisors from Local Authorities	
• Pupils	
• Parents and carers	
• Teachers	
• Employers/Providers	
• Staff development	
5. Monitoring, evaluation, and other policies	5
• Monitoring and evaluation	
• Other relevant policies	

Appendix A

- Provider Access Legislation (PAL)

1. INTRODUCTION

Maypole School believes that high-quality careers education is fundamental to preparing pupils for adulthood, independence and meaningful employment. Careers education is embedded throughout the curriculum and wider school life, enabling every pupil to develop the knowledge, skills, confidence and aspirations required to make informed decisions about their future.

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> (June 2026) 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

At Maypole School we believe every pupil, regardless of need, has the right to:

- develop ambitious aspirations
- understand the world of work
- access meaningful employer encounters
- make informed choices
- prepare for adulthood
- become as independent as possible

- progress into education, employment or training

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

Maypole School recognises that high-quality careers education is a whole-school responsibility. Every member of staff plays an important role in preparing pupils for adulthood, further education, employment and independent living. Whilst leadership provides strategic direction, all staff contribute to raising aspirations, developing employability skills and supporting pupils to make informed decisions about their future.

Governing Body

The Governing Body has strategic oversight of the school's careers provision and holds the Executive Headteacher accountable for ensuring that statutory duties relating to careers education, information, advice and guidance (CEIAG) are met.

The Governing Body will:

- Approve the Careers Education Policy and review it annually.
- Monitor compliance with statutory careers guidance and Provider Access Legislation (PAL).
- Receive updates regarding the effectiveness of the careers programme.
- Challenge and support school leaders to continually improve careers provision.
- Ensure sufficient resources are available to deliver a high-quality careers programme.

Executive Headteacher

The Executive Headteacher has overall responsibility for the strategic leadership, implementation and quality assurance of careers education throughout the school.

The Executive Headteacher will:

- Ensure careers education is embedded within the School Development Plans.

- Promote careers as an integral element of preparing pupils for adulthood.
- Ensure statutory responsibilities are fully met.
- Monitor the effectiveness and impact of careers provision.
- Allocate appropriate staffing, time and financial resources.
- Ensure staff receive appropriate training and professional development.
- Annually review the effectiveness of the school's careers programme.
- Monitor outcomes, including Gatsby Benchmark achievement, destination data and pupil participation.
- Foster partnerships with employers, colleges, universities, training providers and external agencies.

Head of Curriculum and Development

The Head of Curriculum and Development has operational responsibility for coordinating and developing the careers programme across the school.

Responsibilities include:

- Leading the strategic development of the careers curriculum.
- Ensuring careers learning is embedded across all curriculum areas.
- Coordinating the school's annual careers programme.
- Overseeing implementation of the Gatsby Benchmarks.
- Managing the school's use of the Morrisby careers platform.
- Working with the Skills Builder Partnership to embed essential employability skills throughout the curriculum.
- Developing employer, apprenticeship, further education and higher education partnerships.
- Coordinating careers events, employer encounters and workplace experiences.
- Monitoring careers provision across all sites.
- Supporting staff with careers resources and curriculum planning.
- Evaluating the impact of careers education and identifying areas for improvement.
- Monitoring destination data and supporting transition planning.
- Foster partnerships with employers, colleges, universities, training providers and external agencies.

Senior Leadership Team

The Senior Leadership Team is responsible for ensuring careers education is consistently implemented across the school.

Senior Leaders will:

- Champion careers education within their areas of responsibility.
- Monitor the quality of careers provision.
- Ensure careers learning forms part of curriculum planning.
- Support staff in embedding careers into everyday teaching.
- Promote high aspirations for every pupil.
- Ensure opportunities are inclusive and personalised.
- Monitor participation in employer encounters, work experience and careers activities.

Teachers

Teachers play a vital role in helping pupils understand how their learning connects to future education, employment and adulthood.

Teachers will:

- Embed careers learning naturally within curriculum delivery.
- Promote ambition, aspiration and independence.
- Challenge stereotypes relating to careers, gender, disability and opportunity.
- Highlight transferable skills developed through their subject.
- Utilise Morrisby resources where appropriate to support career exploration.
- Embed the Skills Builder Essential Skills throughout teaching and learning.
- Prepare pupils for employer encounters, careers events and work experience.
- Encourage pupils to reflect upon their strengths, interests and aspirations.
- Record and contribute to pupils' careers development where appropriate.

Teaching Assistants and Higher Level Teaching Assistants (HLTA's)

Teaching Assistants/HLTA's play an important role in reinforcing careers, learning and promoting independence.

They will:

- Encourage pupils to develop independence and employability skills.
- Reinforce career-related learning during lessons and practical activities.
- Support pupils during employer visits, work experience and community-based learning.
- Encourage communication, confidence and resilience.
- Provide feedback to teachers regarding pupils' interests, strengths and aspirations.

Pupils

Pupils are expected to actively engage with the careers programme and take increasing ownership of their future aspirations.

Pupils will:

- Participate fully in careers activities.
- Complete Morrisby assessments where appropriate.
- Reflect on their strengths, interests and aspirations.
- Engage positively with employers, colleges and training providers.
- Develop their employability and essential skills.
- Seek advice and guidance when making decisions about their future.

Parents and Carers

Parents and carers are recognised as key partners in supporting young people to make informed decisions about their future.

Parents and carers are encouraged to:

- Engage with careers events and information evenings.
- Discuss aspirations and future pathways with their child.
- Support work experience opportunities where appropriate.
- Access information relating to apprenticeships, further education, higher education and employment pathways.
- Work collaboratively with the school to support transition planning.

External Partners

Maypole School works collaboratively with a range of external organisations to provide pupils with meaningful careers experiences.

These include, but are not limited to:

- Independent Careers Advisers.
- Morrisby Careers Platform.
- Skills Builder Partnership.
- Local employers and businesses.
- Further Education Colleges.
- Sixth Form Colleges.
- Independent Training Providers.
- Apprenticeship Providers.
- Local Authorities and Post-16 SEND Teams.
- Community organisations and voluntary sector partners.

External partners will support the school by:

- Delivering impartial careers guidance.
- Providing meaningful encounters with the workplace.
- Supporting work experience and supported internships.
- Delivering workshops, presentations and mentoring.
- Providing up-to-date labour market information.
- Supporting pupils to make informed decisions about education, employment and training.

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.

There will be a 'Careers' Display board which will be updated at least annually.

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 Summer 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

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.

- 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 adviser

Benchmark 2- Learning from career & labour market information

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 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.

- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
- 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.

Benchmark 3- Addressing the needs of each pupil

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.

- 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 and immediate education, and training or employment destinations to inform personalised support.
- Schools should use sustained and longer- term destination data as part of their evaluation process and use alumni to support their careers programme.

Benchmark 4- Linking curriculum learning to careers

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.

- 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.

Benchmark 5-Encounters with employers & employees

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.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

Benchmark 6- Experiences of workplaces

Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.

- 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.

Benchmark 7- Encounters with further and higher education

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.

- 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.

Benchmark 8- Personal Guidance

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.

- 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.

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

Careers guidance and access for education and training providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers>

(2026)

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.