



Aspiration Creativity Character

Careers Guidance: Details of Careers Programme and Provider Access

Approved by	Date:
Students and Standards Committee	26th February 2024
Review By:	Review Due:
AHT - Careers	February 2025

Aims:	<ul style="list-style-type: none"> • To ensure all students leave Haggerston with the knowledge, skills, behaviours and attitudes to succeed in the next stage of their education and within the world of work. • To ensure strong governance of careers education via a named governor with specific responsibility for ensuring the school fulfills its statutory duties in relation to careers and provides an excellent educational offer. • To ensure a comprehensive careers plan is embedded into the curriculum from year 7 to year 13. • To ensure careers knowledge is fully embedded in subject curricula via a department 'careers champion' who will work with the SLT lead to implement careers' policy and strategy. • To ensure that comprehensive careers information is available and visible around school and on the school's website and social media platforms, so that students and parents have access to a full range of guidance and development pathways. • To ensure all students have access to a range of education and training providers including technical routes (The Baker Clause)
Targets/ Outcomes:	<ul style="list-style-type: none"> • An embedded programme of career education and guidance that is communicated, known and understood by pupils, parents, and teachers. • The school fully meets all the Gatsby Benchmarks (Appendix A).
Monitoring, review & evaluation	<ul style="list-style-type: none"> • All programme activities are monitored, reviewed and evaluated with active involvement of students. • The findings are presented in the annual self-assessment/destinations data report to governors. • The development priorities identified in the report form the basis of the programme's development plan and overall school improvement plan.
Definitions	<ul style="list-style-type: none"> • CEIAG - Careers, information, advice and guidance. • DfE - Department for Education
Other Documents	<p>This policy has been developed and is compliant with the guidance set down in the Dfe documents:</p> <ul style="list-style-type: none"> • "Careers strategy: making the most of everyone's skills and talents" (December 2017), • "Careers guidance and access for education and training providers" (2023) • "Skills and Post-16 Act 2022" (2022) • "Skills for jobs: Lifelong Learning for Opportunity and Growth" (January 2021) • Employer Engagement Policy (Appendix B)
Roles and Responsibilities:	
Students will:	<ul style="list-style-type: none"> • Have high aspirations for themselves and others around them • Build and update their online portfolio to record their experiences of careers and leadership and their future aspirations • Receive a stable careers programme from Year 7 that continues until they leave school • Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data. • Receive personal advice that helps pupils to achieve their individual career goal - Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements. Understand how different subjects help keep different options open. • Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs. • Have meaningful and helpful encounters with employers and other education providers. • Utilise the available careers resources, including the on-line Unifrog platform. • Record careers-related skills, participation and research, reflect upon what has been learnt. Identify and set goals for the future.

	<ul style="list-style-type: none"> ● Actively participate in workshops, presentations and visits from external employers or providers. ● Attend informative events. Use study and research spaces such as the library appropriately and take advantage of opportunities offered outside school, such as school trips and projects. ● Have access to a wide range of other education and training providers including technical progression routes so they are well informed about their potential career options under the Baker Clause. ● Have a minimum of two encounters during year 8 & 9 and a minimum of two encounters during KS4 that are mandatory for all pupils to attend. ● Have a minimum of two encounters during years 12 & 13 that are optional for students to attend.
Teaching Staff will:	<ul style="list-style-type: none"> ● Embed CEIAG in lessons and tutor time ● Attend CEIAG training as provided by the school ● Refer/embed to current labour market information in their teaching, as set out in the planned curriculum
Subject Leaders will:	<ul style="list-style-type: none"> ● Ensure that clear links to careers and the world of work are embedded in their Schemes of Learning and curriculum plans
SENCO will:	<ul style="list-style-type: none"> ● Deliver a careers programme to selected students that is bespoke to their needs, abilities and aspirations ● Support selected students to make informed decisions about their future education, training and work
Tutors will:	<ul style="list-style-type: none"> ● Deliver planned elements of the careers programme during tutor time - support students to make informed decisions about their future (eg during Year 9 Options process and at key points of transition)
Heads of Year will:	<ul style="list-style-type: none"> ● Ensure their year groups' tutor programme has high quality, embedded, careers focus ● Support students to make informed decisions about their future
SLT lead for Careers will:	<ul style="list-style-type: none"> ● Oversee the whole school careers provision, ensuring that the school continues to achieve all Gatsby Benchmarks ● Ensuring the careers provision is to the highest standard even when a remote provision is required ● Ensure that the schools website has an up to date section for careers with links to external advice and labour market information ● Ensure that careers is included in all progress evening and parent information evenings ● Ensure that there is a dedicated careers section in the library. ● Secure independent and impartial careers guidance for years 7-13 ● Commit to welcoming relationships with employers and outside agencies both locally in Hackney and across London to broaden our students' life chances and to close the gap between advantaged and disadvantaged backgrounds. ● To expose students to local examples and to give them opportunities to identify jobs that are in demand that are also available to them following their education. ● To ensure that all students have access to a suitable relevant course post 16/18 that meets their needs and ability. ● Ensure provider encounters are meaningful and high quality in line with expectations set out by the DfE which includes at least six encounters with providers of approved technical education qualifications or apprenticeships.

Parents will:	<ul style="list-style-type: none"> ● Be provided with up to date careers and labour market information so that they are able to effectively support their child to make informed decisions about their future ● Engage with school events and information about Careers
Governors will:	<ul style="list-style-type: none"> ● Monitor and evaluate the CEIAG programme annually ● Provide a link governor to oversee the CEIAG programme and ensure that the school makes good progress towards meeting all Gatsby Benchmarks and is fully implementing the careers' policy

Appendix A: Gatsby Benchmarks

Haggerston School framework and the Gatsby Benchmarks for providing good career guidance

1. A stable and progressive Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2. Learning from Career and Labour Market Information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each student

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking Curriculum learning to careers

All teachers should link curriculum learning with careers. Stem subject teachers should highlight the relevance of stem subjects for a wide range of future career paths.

5. Encounters with employers and 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 activities including visiting speakers, mentoring and enterprise schemes

6. Experience of workplaces

Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace

8. Personal Guidance

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

The department for education places a statutory duty on schools to secure access for pupils to Independent and Impartial Careers Guidance.

Appendix B: Haggerston School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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.

Pupil entitlement

All pupils in years 8 to 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 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 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are 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 qualification and apprenticeships that the provider offers
- explain what career routes those options 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 using the [Making it meaningful checklist](#).

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

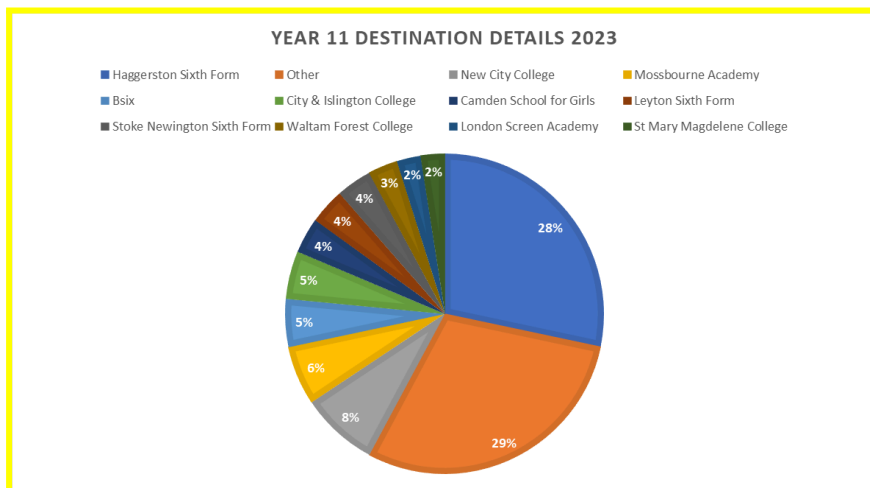
Previous providers

In previous years we have invited the following providers from the local area to speak to our pupils:

 LONDON METROPOLITAN UNIVERSITY	 Middlesex University London	 CITY UNIVERSITY OF LONDON EST 1894	 KING'S College LONDON
 BAYES BUSINESS SCHOOL CITY UNIVERSITY OF LONDON	 BSIX SIXTH FORM COLLEGE	 access creative college	 NEW CITY COLLEGE
 SPEAKERS for schools	 IntoUniversity	 Amazing Apprenticeships	 OPEN PALM
 amazon	 NHS	 Google	 Freshfields
 rivington street studio	 POST PRODUCTION	 Hilton	 INVESTMENT 20/20 THE TALENT SOLUTION FROM THE INVESTMENT ASSOCIATION

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:



Destination	Numbers
Apprenticeship	2
Vocational	52
A-levels	94
T-Levels	1

Last year our year 13 pupils moved to range of providers in the local area after school:

Outcomes	2020 (41)		2021 (61)		2022 (52)		2023 (58)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
University	31	76.00%	51	84%	42	81%	47	81%
Apprenticeship / Traineeship			3	5%	5	9.6%	2	3%
Straight into work	2	5%	1	2%	3	6%	0	0%
Retake					1	2%	0	0%
Gap Year	7	17%	6	10%	1	2%	8	14%
Other	1	2%					1	2%

Management of provider access requests

Procedure

A provider wishing to request access should contact Patrick McArdle, Assistant Headteacher leading careers:

Telephone: 02077397324

Email: Patrick.McArdle@haggerston.hackney.sch.uk

Opportunities for access

The school offers 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 or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

	Autumn Term	Spring term	Summer Term
Year 7	Tutor time Network Fair	Tutor time Character day National Apprenticeship Week National Careers Week	Tutor time Character day
Year 8	Tutor time Network Fair	Tutor time National Apprenticeship Week National Careers Week	Tutor time Character day
Year 9	Tutor time	Tutor time Character day Network Fair Careers advisor interviews Options events National Apprenticeship Week National Careers Week	Tutor time No encounters – legislation requires encounters to take place by 28 February if in year 9 (2022-23 Academic Year we will welcome career talks and workplace visits)
Year 10	Tutor time	Tutor time Network Fair Post 16 technical education options assembly with General Further Education College National Apprenticeship Week National Careers Week	Tutor time Character day Technical/vocational tasters at local college/s, training providers

Year 11	Tutor time Character day Network Fair Careers advisor interviews Career Talks Options Events Post 16 assembly Post 16 applications	Tutor time Careers advisor interviews Career Talks National Apprenticeship Week National Careers Week Post 16 Apprenticeship assembly	Tutor time No encounters – legislation requires encounters to take place by 28 February if in year 11 Confirmation of post-16 education and training destinations for all pupils
Year 12	Tutor time Career Talks	Tutor time Character day Career Talks Network Fair National Apprenticeship Week National Careers Week Higher education Fair Small group sessions: future education, training and employment options	Tutor time Character day Career Talks Work experience Careers advisor interviews Small group sessions: future education, training and employment options
Year 13	Tutor time Character day Career Talks Careers advisor interviews Workshops – HE and higher apprenticeship applications	Tutor time Career Talks National Apprenticeship Week National Careers Week	Tutor time No encounters – legislation requires encounters to take place by 28 February if in year 13 Confirmation of post-18 education and training destinations for all pupils

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, 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 or a member of their team.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk