



# Careers Guidance and Provider Access for Education and Training Providers Policy

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## Document provenance

This policy was approved as follows –

Approver: Executive Leadership Team

Date: November 2019

ELT Owner: National Director for Education

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

### Policy purpose and summary

E-ACT is committed to working in partnership with stakeholders and communities to raise aspirations, achieve excellence and open doors for all students.

This policy sets out what the trust will do to ensure that each student receives excellent information, advice and guidance to inform students about the options available to them once they have left an academy. In doing so, we hope to ensure that students' make the right choices for them, and the risk of them becoming NEET is reduced as much as possible.

### Summary of changes at last review:

- This is a new policy for 2019.

### Related policies or guidance

- Provider access policy

# Careers Guidance and Access for Education and Training Providers Policy

## 1. Introduction and purpose

1.1. In line with our trust vision and values, we are committed to work in partnership with our stakeholders and communities to raise aspirations, achieve excellence and open doors for all our students. We believe firmly in social inclusion and in widening access and opportunity for all. Central to this is ensuring academic and vocational excellence, in order to achieve great outcomes that support social mobility and freedom of choice. Across our all our academies, we aspire to do the very best for every student, regardless of their background or ability.

1.2. We believe it is vital that every student has a good understanding of all the technical, vocational and academic routes available to them once they have left one of our academies. Good careers information, advice and guidance will help young people to raise their aspirations and capitalise on the opportunities available to them. 2. **Scope**

2.1. This policy will apply to all E-ACT Academies.

## 3. Legislation and regulation

3.1. This policy takes due account of the following documents and statutory provisions:

- DfE Careers guidance and access for education and training providers, October 2018<sup>1</sup>
- Sections 42A1, 42B and 45A of the Education Act 1997<sup>2</sup>
- Section 72 of the Education and Skills Act 2008<sup>3</sup>
- Schedule 4 (15) of the School Information (England) Regulations 2008<sup>4</sup>
- Section 42A of the Education Act 1997 requires that all registered students at the academy are provided with independent careers guidance from year 8 (12-13-year olds) to year 13 (17-18-year olds).

## 4. Policy statement

4.1. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and understanding to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

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<sup>1</sup> <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<sup>2</sup> [Education Act 1997](#)

<sup>3</sup> [Education and Skills Act 2008](#)

<sup>4</sup> [School Information \(England\) Regulations 2008](#)

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4.2. Through our careers guidance programmes in each academy we aim to:

- support inclusion, challenge stereotyping and promote equality of opportunity;
- support successful transitions, including at post-11, post-16 and post-18;
- enable students to understand the world of work and how the nature of work is changing over time;
- provide meaningful experiences and interactions with employers of all types for all students;
- help students to develop the research skills to find out about options and opportunities available to them;
- enable students to develop the skills, attitudes and qualities to make a successful transition into employment, training or further education;
- encourage participation in future learning, including further and higher education and apprenticeships;
- raise achievement, including by increasing motivation and providing relevant contexts for applying and developing learning;
- provide additional support for those groups at risk of being NEET (see Appendix)

4.3. In each academy, our leadership teams place a high priority on developing and providing high quality careers guidance. There is a strong focus on successfully weaving our provision for careers guidance throughout the curriculum. We do not prescribe the form that careers guidance programmes should take in each academy. Instead, we encourage academy leaders to take responsibility for developing and implementing their own programmes which best fit the needs of their students and communities. However, as a trust, we identify examples of effective practice and use these to shape and inform our national strategy.

## 5. Website Requirements<sup>5</sup>

5.1. For the current academic year, every secondary or all-through Academy must publish information about its careers programme on its website. This information will relate to the delivery of careers guidance to year 8 to 13 students in accordance with Section 42A of the Education Act 1997. The Academy website will cover the following information:

- the name, email address and telephone number of the academy's Careers Leader;
- a summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme;
- how the Academy measures and evaluates the impact of the careers programme on students;
- the date of the Academy's next review of the information published; • destination data (see below).

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<sup>5</sup> <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

- Procedures for requests for access to students;
- Grounds for granting and refusing requests for access to students;
- Details of premises or facilities to be provided to a person who is given access to

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students.

5.2. All academies will publish information on the destinations of their students on their website, for example the percentage of students who go on to sixth form, sixth form college, further education college or an apprenticeship after key stage 4, and employment, an apprenticeship or higher education institution after 16-18 study. This will allow parents and others to see the kinds of destinations that students at the academy have progressed on to.

5.3. External sources of careers support and guidance could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the academy. Taken together, the external sources must include information on the range of education and training options, including apprenticeships.

## **6. Benchmarking Careers Information**

6.1. Each academy in the trust will use the Gatsby Charitable Foundation's Benchmarks<sup>6</sup> to develop, evaluate and improve their careers guidance provision. These are not a statutory framework, but by adopting them we believe that our academies will be better placed to provide high-quality careers guidance which also meets our legal duties.<sup>7</sup>

6.2. The government's expectation is that academies begin to work towards the Gatsby Benchmarks now and meet them by the end of 2020. All our academies will be at least in line with these expectations in implementing the Gatsby Benchmarks as part of their careers provision.

6.3. As a trust we will also make use of 'Compass', which is an online self-evaluation tool for academies to use to assess how their careers support compares against the Gatsby Benchmarks and the national average<sup>8</sup>. Academies can baseline themselves using this tool, consider the opportunities to improve their careers programme based on the results and track their progress against the Gatsby Benchmarks over time.

## **7. Support for Vulnerable and Disadvantaged Young People**

7.1. As a trust, we recognise the benefits of good careers guidance for our vulnerable and disadvantaged students in particular. Academies will work with a wide range of

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<sup>6</sup> <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<sup>7</sup> <http://www.goodcareerguidance.org.uk/>

<sup>8</sup> <http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

stakeholders, including local authorities and children's social care, to identify young people who are in need of additional and/or targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also

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includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18.

7.2. Academy leaders will work with young people and other professionals to decide how students can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.

### **7.3. Students attending Alternative Provision (AP)**

7.3.1. Students in AP are often some of the most vulnerable in education. We recognise that these students will often require targeted and personalised support to help them achieve their full potential. All our academies have high aspirations for these students, some of whom may lack confidence and need encouragement to broaden their horizons. They will help students to explore career options, and understand the variety of pathways into work including degrees, traineeships and apprenticeships.

### **7.4. Looked After Children (LAC)**

7.4.1. Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers lead in each academy will engage with the school's designated teacher for looked after and previously looked after children to:

- ensure they know which students are in care or who are care leavers;
- understand their additional support needs;
- ensure that, for looked after children, their personal education plan can help inform careers advice.

### **7.5. Students with SEND**

7.5.1. As a Trust, we strongly believe that the overwhelming majority of young people with SEND, including those with high levels of needs, are capable of sustainable paid employment with the right preparation and support.

7.5.2. To support our ambitions for every student with SEND, the Careers Leader in each academy will work closely with the Special Educational Needs Coordinator (SENCo) and with other teachers and professionals in the school to identify the guidance needs of all students with SEND and ensure personalised support is made available. This may include helping students with SEND to understand different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

## **8. Curriculum**

8.1. At E-ACT, we believe the curriculum in every academy should offer excellent opportunities for developing the knowledge and skills that employers need. Teachers can be powerful role models to attract students towards their subject and the careers that flow from it. All our academies will work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE.

- All our academies, including our primary academies, will ensure that all students understand that good maths skills are an essential aspect of the workplace or further training and education. Studying maths and science can often lead to a wide range of career choices.
- Our secondary academies will aim to ensure that, by the age of 14, every student is exposed to the world of work. This should include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs.
- We also believe that our academies should ensure that students have access to a knowledge rich and ambitious academic, technical and vocational curriculum, including through the EBacc.

## **9. Engaging with employers, employees and workplaces**

9.1. All our academies will help students gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment.

9.2. Academies will engage with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of their careers programmes. Visiting speakers might include junior employees, or apprentices, particularly alumni, with whom students can readily identify. Often, individual academies will have Academy Ambassadors who can provide or facilitate such realworld connections. Our academies will always seek to build and develop these links between academy staff and Academy Ambassadors.

9.3. Every year from the age of 11, students will participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years

7 to 13. Different encounters will work for different academies and students, but in practice this could include, for example:

- Links established through Academy Ambassadors, for example, through Ambassadors with business, enterprise and training interests, or networks;
- alumni activity;
- business games and enterprise competitions;
- careers fairs;
- employer encounters with parents;
- employer involvement in the curriculum;
- employer mentoring;
- employer talks;
- mock interviews;
- CV workshops;
- mock assessment centres;
- speed networking/careers carousels.

9.4. All our secondary academies will ensure that students get first-hand experience of the workplace. This work experience gives students a more realistic idea of the expectations and realities of the workplace. This is particularly valuable for students from disadvantaged backgrounds who may not have access to a diverse range of role models.

9.5. Academies will ensure that by the age of 16, every student has at least one experience of a workplace, and (where appropriate) one further such experience by the age of 18.

## 10. Sixth Forms

10.1. All our academies with sixth-forms will provide a 16-19 study programme that meets the statutory requirements.<sup>9</sup> All students funded through the 16 to 19 funding methodology will be enrolled on a study programme, which typically combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.

10.2. All study programmes will have a core aim. This will be tailored to the needs of the individual and typically include a substantial qualification (academic or technical) or preparation for employment.

10.3. All study programmes will include work experience and non-qualification activities, which complement the other elements of the programme and support the student to progress to further or higher education (HE) or to employment.

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<sup>9</sup> <https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-studyprogrammes-guidance-2019-to-2020-academic-year>

10.4. Academies will make clear to students that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme.

10.5. All study programmes in our academies will follow the following principles and will provide:

- students with a structured and challenging learning programme that supports their development and progression in line with their career plans. substantial qualifications that stretch students and prepare them for education at the next level

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or for employment;

- English and mathematics where students have not yet achieved a GCSE grade 4;
- work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions;
- other non-qualification activity to develop students' character, broader skills, attitudes and confidence, and to support progression.

## **11. Further and higher education**

11.1. We believe it is important that young people realise that all of their educational choices have implications for their longer-term career. Our academies will encourage young people to consider what career options different educational choices open up and may close down.

11.2. As part of their careers guidance programmes, academies will encourage students to use information tools such as websites and apps which display information about opportunities.

## **12. Access to providers of technical education and apprenticeships**

12.1. We believe that all our students should have access to impartial careers guidance, including information about other providers and courses which they may choose. As a result, all our academies will always inform students about approved technical education qualifications and apprenticeships.

12.2. Our academies will provide opportunities for information from, and visits by, a range of providers both locally and further afield. This could include, but not be limited to, information about:

- A level courses;
- Applied General courses;
- Apprenticeships and technical options;
- Further Education Colleges;

- Studio Schools;
- University Technical Colleges;
- A range of providers of apprenticeships and technical options.

17.2 Our academies will also provide opportunities for the following providers to meet with students:

- sixth forms, including colleges
- tertiary colleges
- higher education institutions.

### **13. Personal guidance and Parent/Carer Involvement**

13.1. Every student will have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. The Government's expectation is that every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. We will work hard to ensure all our academies will meet this ambition. Each academy will integrate this guidance within the pastoral system and this will be clearly connected with the wider careers programme.

13.2. We believe that parental awareness of each academy's careers programme is essential. Parents and Carers are kept informed via each academy's website, parent consultation sessions, regular newsletters and social media. The contact details of the Careers Leaders are on the Academy website. Each academy will also seek to develop the role of its Academy Ambassadors to support careers programmes.

### **14. Equality and Inclusion**

14.1. We are fully committed to ensuring that our academies will not do anything that might limit the ability of students to attend any part of a careers programme. This will include making sure that invitations to events are made available to all students.

### **15. Responsibilities**

15.1. The following responsibilities apply in relation to this policy:

- National Director of Education – Overall responsibility for compliance with this policy by the Trust
- REDs – Overall responsibility for compliance at a regional level
- Headteachers – Overall compliance with this policy by the academies

### **16. Evaluating the quality and impact of provision for careers guidance Monitoring, compliance and impact.**

16.1. In addition to the tools and guidance set out above, the trust recognises that Ofsted inspection will also provide a valuable external 'health check' on the effectiveness

of careers provision in individual academies. However, we will not rely on external inspection to inform our careers programmes in our academies; rather, we believe inspection will provide a helpful external benchmark and validation of our careers strategy.

- 16.2. A successful careers guidance programme will also be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of our academies in helping our students take qualifications that offer them the best opportunity to continue in education or training. KS4 and 16-18 (KS5) education destinations are now published each year and are now an established part of the accountability system.
- 16.3. As a trust, we use a range of approaches to monitoring the success of our careers guidance programmes in individual academies. We use this information to help us to understand the effectiveness of our trust strategy for careers guidance. In gathering evidence about the effectiveness of careers guidance, we will consider:
- Using the Governance Review Days to review careers guidance, where appropriate
  - student feedback on their experience of the careers programme and what they gained from it
  - staff feedback on careers provision, mock interviews etc.
  - gathering informal feedback from external partners and from parents
  - quality assurance of careers sessions, including lessons and other events
  - student destination figures post-16 and post-18.
- 16.4. Trustees, through the Extended Leadership Team (ELT), will review this policy and update it in light of evidence of impact and further DfE guidance.

## 17. Analysis of Destination Data

- 17.1. Through the use of destination data (by group and meaningful sub-group, particularly disadvantaged students) academies will assess their success in supporting students to take up education or training which offers good long-term prospects.<sup>10</sup>
- Collection and analysis of destination data will help leaders to see how well they are doing in countering stereotypes and raising aspirations. Aggregated across the trust, this data will also help us to develop our strategy for careers guidance at a trust-wide level;
  - Our academies will collect and maintain accurate data for each student for at least three years after they leave the academy or from the end of key stage 4, whichever is the earlier;

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<sup>10</sup> Good practice guide: <https://www.gov.uk/government/publications/how-to-use-destinations-data>

- Academies will also develop alumni networks of students that have recently left school.



# Provider Access Policy Statement

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## Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: June 2021

Executive Leadership Team (ELT) Owner:

Date of Review: June 2022

National Director of Education (NDE)

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

### Purpose of this policy

This policy sets our Trust-wide statement to ensure that each secondary academy provides Year 8 to Year 13 pupils with their entitlement to hear from a range of education and training providers about approved technical education qualifications and apprenticeships.

Each academy will use this overarching policy statement to set out how external providers can work with our academies to have access to talk to and work with our Year 8 to Year 13 pupils. Each E-ACT secondary academy will publish their respective Provider Access Request access statements so that external providers know who to contact and how to work with our academies.

# Provider Access Policy

## 1. Introduction and purpose

- 1.1. This policy statement sets out the Trust's position in meeting our statutory duty and guides each academy in establishing their arrangements for managing access of providers to pupils for the purposes of giving them information about the provider's education or training offer.

## 2. Scope

- 2.1. This policy applies to all E-ACT secondary academies and to any provider wishing to request access (See Appendix 1).

## 3. Legislation and regulation

- 3.1. This policy complies with our legal obligations under Section 42B1 of the Education Act 1997<sup>2</sup>.
- 3.2. Each secondary academy will publish on their academy website their Provider Access Request statement so that external providers know who to contact and how to work with our academies. On each academy website this will also be linked to detailed information about the careers' education and guidance programme delivered by each academy for every eligible year group.

## 4. Pupil entitlement

- 4.1. E-ACT secondary academies must ensure that there is provision for different providers of approved technical education qualifications and apprenticeships to visit the academy and talk to all pupils in Years 8 to Year 13. We want E-ACT pupils to understand and learn about the many different qualifications and course available to them in pursuing a wide range of career routes and options for their futures.

- 4.2. All pupils are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers education programme, providing 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 evenings, talks, workshops, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

## 5. Management of Provider Access Requests

- 5.1. A provider wishing to request access should contact the respective E-ACT academy directly.
- 5.2. The Headteacher and senior leadership team will ensure that using the details set out in Appendix 1 and the academy Provider Access Request statement, that providers understand fully what is required and how to set out their request.

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<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2017/19/section/2>

<sup>2</sup> <http://www.legislation.gov.uk/ukpga/1997/44/section/42B>

- 5.3. To support Headteachers and senior leaders in the efficient and effective running of the academy, the Trust requests that contact with the academy is made as far ahead as possible, to give time for the academy to consider the access request and plan for a potential visit.
- 5.4. The Trust wishes to encourage as many providers as possible to meet and work with our Year 8 to Year 13 pupils and annually each academy will schedule events for pupils and parents, but as much advance notice as possible is very helpful.
- 5.5. In considering requests, Headteachers, senior leaders and leaders for careers education will review:
- How the request supports the programme of planned careers education and guidance for the targeted pupil group and the focus and appropriateness of proposed content;
  - How the timing of the request can be included in the schedule of events for other careers events, assemblies, visits by other providers and employers;
  - The timing of the request in relation to mock exams, final exams and moderation days, and other events already scheduled annually;
  - Whether this is a return visit to the academy by the provider and the overall quality and impact previous visits had for groups of pupils;
  - Availability of academy staff to support the visit;
  - The availability and appropriateness of the academy accommodation to meet the needs of the request.
- 5.6. If a request cannot be accommodated by the academy, the academy will contact the provider and explain reasons why. If the request is suitable but the timing proposed is not practical within the current programme, the then the academy will work with the provider to determine an alternative date.

## **6. Opportunities for access**

- 6.1. As well as requesting to meet with particular Year 8 to Year 13 groups of pupils, providers may also wish to attend the specific careers events held at each academy annually.
- 6.2. These events provide good opportunity for providers to come into the academy to work on the careers programme and support pupils and parents.
- 6.3. Each secondary academy will publish an overview of the careers events per term on the academy website (Appendix 2).

## **7. Premises and facilities**

- 7.1. The academy will make the main hall, classrooms, and as necessary smaller meeting rooms available for discussions between the provider and pupils, as appropriate to the activity.
- 7.2. The academy will also make available Audio Visual (AV) and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the respective academy leader for careers education and guidance or a member of their team.
- 7.3. Visitors to academy buildings will be required to adhere to our safeguarding procedures in the academy.

7.4. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the leaders and careers education team in the academy.

## **8. Responsibilities**

8.1. The following responsibilities apply in relation to this policy:

- National Director of Education - is accountable for this policy and holding Regional Education Directors to account for ensuring that all secondary academies have published a full and comprehensive Provider Access Request statement;
- Regional Education Directors - responsible for ensuring each academy has in place a published Provider Access Request statement and checking these annually along with the published careers education programme information;
- Headteachers - are accountable in meeting statutory duties to provide a careers education programme for pupils, publishing the Provider Access Request statement each year and ensuring that careers leaders in the academy work with external providers in upholding this policy.

## **9. Approval and review**

9.1. This policy statement is approved by the Education Committee and then each year the Regional Education Director will review and approve academy Provider Access Request statement and supporting careers education and guidance programme published on the academy website.

**Appendix 1**

**Provider Access Request**

**Name of E-ACT Academy:**

**Address:**

**Headteacher:**

**Leader for Careers Education and Guidance:**

**Telephone:**

**Email:**

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**Provider Access Request**

**Name of provider:**

**Main point of contact:**

Please outline below which year group/s you would like to meet with in your request. Set out the aims and content proposed for your visit and any AV requirements.

Please include proposed date and length of session/visit.

Submit this form to the Leader for Careers Education and Guidance as above

## Appendix 2

### Careers programme of events - overview

**Name of E-ACT Academy:** The Parker E-ACT Academy

**Address:** Ashby Road, Daventry, NN11 0QF

**Headteacher:** Mr Simon Cox

**Leader for Careers Education and Guidance:** Andrew Dunkley (Personal Development Lead)

**Academic year:** 2021/22

	Autumn Term	Spring Term	Summer Term
Careers Enrichment Challenge – All Year groups	<p><b>Enrichment Challenge - Volunteering and building experience</b></p> <p><i>Introductory session by the Volunteer opportunities co-ordinator of a local university students will have the opportunity to complete a 'volunteer passport' – logging their hours of voluntary work in return for an in school reward, once they have accumulated a set number of hours and written this as a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Learning a new skill / doing something extra</b></p> <p><i>Introductory session by a Captain from the British Army Recruitment on the importance of 'skills' within the workplace even if they are not relevant to the job. Students then complete a 'skills passport' in return for an in school reward having written up a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Building a Career Profile</b></p> <p><i>Students will be given the opportunity to take part in the 'Career Profile' Challenge in which they complete activities to identify a career they feel is going to benefit them, and then submit an application and complete a short 15 minute mock interview to explore their suitability and next steps with our external career provider.</i></p>
<b>Year 7</b>	<p><b>Be professional</b></p> <p>What is your current career? Exploration of a hierarchy and why this is important, idea of 'starting at the bottom', importance of accepting setbacks and moving forward with a comparison to the school ethos</p> <p><b>Setting goals and aspirations –</b></p> <p>Including cultural limitations, the benefits of a lifelong career, and qualities desired by employers &amp; why moving towards that point must start now</p>	<p><b>The employment contract</b></p> <p>what does an employment contract consist of, what is out current employment contract in school and why is this important?</p> <p><b>Transferable skills &amp; Their importance</b></p> <p>What transferable skills am I learning in my subjects and why do they matter?</p>	<p><b>Be Realistic about your expectations –</b></p> <p>– Case study exploring the steps others have had to take to get where they are, including importance of hard work, and having a plan B (e.g. how many nail artists does Daventry need?)</p> <p><b>Entrepreneur challenge</b></p>

	Autumn Term	Spring Term	Summer Term
<p>Careers Enrichment Challenge</p> <p>– All Year groups</p>	<p><b>Enrichment Challenge - Volunteering and building experience</b></p> <p><i>Introductory session by the Volunteer opportunities co-ordinator of a local university students will have the opportunity to complete a 'volunteer passport' – logging their hours of voluntary work in return for an in school reward, once they have accumulated a set number of hours and written this as a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Learning a new skill / doing something extra</b></p> <p><i>Introductory session by a Captain from the British Army Recruitment on the importance of 'skills' within the workplace even if they are not relevant to the job. Students then complete a 'skills passport' in return for an in school reward having written up a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Building a Career Profile</b></p> <p><i>Students will be given the opportunity to take part in the 'Career Profile' Challenge in which they complete activities to identify a career they feel is going to benefit them, and then submit an application and complete a short 15 minute mock interview to explore their suitability and next steps with our external career provider.</i></p>
<p><b>Year 8</b></p> <p><i>Focus – Breadth of Careers</i></p>	<p><b>Types of employment</b> – Self-employment, Career, etc and their benefits and limitations (Focus on self-employment as an option).</p> <p><b>Challenging employment stereotypes</b> – Challenging the notion that there are 'men's and women's jobs', covering the compulsory interview for those that are disabled and the idea of 'reasonable adjustments'</p>	<p><b>What do you want from a job? –</b></p> <p>e.g. do you want a person-centred job, an outdoor job etc. Focus here on not only options available but also self-assessing what students are thinking at this stage.</p> <p><b>The Career is never finished –</b></p> <p>Importance of the role of CPD with a case study on car manufacturing through time – This will allow students to recognise that they must be prepared to 'progress with a career' and this should be a consideration when choosing something</p> <p>Medical Mavericks – External event exploring the range of careers available in STEM</p>	<p><b>Considerations when running a business</b> – Types of Business, how to set one up and risks involved.</p> <p><b>Understanding the Local Labour Market</b></p> <p>Focus on sectors of employment and how this can change through time – Using a case study from the Electric Vehicle Industry</p>
<p><b>Year 9</b></p>	<p>Autumn Term will feature a range of 'opt in' careers / subject taster sessions for students to experience subjects which they have not studied before</p>	<p><b>Long term goal setting</b> – Where is this decision going to?</p> <p>Critical look at long term progression, what types of qualification would be needed to get where you're going etc</p> <p><b>The Option Process</b> – The role of transferable skills and how a career is rarely something that works in a straight line</p>	<p><b>Creating the employment 'persona'</b> - Would you trust a lawyer in a Hawaiian shirt? - importance of reputation &amp; developing the skills in preparation for your career ahead.</p> <p><b>Career paths aren't set in stone –</b></p> <p><b>Career Paths are rarely a straight line</b> - Session designed to explore how career paths are rarely set in stone as well as the way in which we can prepare for changes in both the labour market and our own goals, with strategic thinking about our careers.</p>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Careers Enrichment Challenge – All Year groups	<p><b>Enrichment Challenge - Volunteering and building experience</b></p> <p><i>Introductory session by the Volunteer opportunities co-ordinator of a local university students will have the opportunity to complete a 'volunteer passport' – logging their hours of voluntary work in return for an in school reward, once they have accumulated a set number of hours and written this as a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Learning a new skill / doing something extra</b></p> <p><i>Introductory session by a Captain from the British Army Recruitment on the importance of 'skills' within the workplace even if they are not relevant to the job. Students then complete a 'skills passport' in return for an in school reward having written up a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Building a Career Profile</b></p> <p><i>Students will be given the opportunity to take part in the 'Career Profile' Challenge in which they complete activities to identify a career they feel is going to benefit them, and then submit an application and complete a short 15 minute mock interview to explore their suitability and next steps with our external career provider.</i></p>
		<p><b>Car Crash Careers</b> – External event led by Northampton University exploring the range of careers involved in responding to a car accident.</p>	
<b>Year 10</b>	<p><b>Practical advice needed for the workplace</b></p> <p>Tax deductions, pensions career progression, taxable benefits e.g. company car tax codes, etc</p> <p><b>Preparing / applying for work experience</b></p> <p>Session outlining the work experience programme, its benefits and scaffolding to begin the application process itself</p> <p><b>Army Recruitment session</b></p> <p><b>Guest Speaker Programme</b> to include 4 speakers per half term in KS4 in which students will hear about their role and have the opportunity to 'opt in' to an hour-long Q&amp;A / in depth discussion with these individuals</p> <p><b>Twilight workplace visits</b> – Students will have the opportunity to visit workplaces of local employers in the evening, to become familiar with both their physical environment but also provide meaningful opportunities to meet with individuals working in those specific industries</p>	<p><b>Relationship between employment and lifestyle</b></p> <p>How employment type can affect lifestyle including credit, seasonal variations e.g. landscapers having to make their money in season &amp; the importance of successful financial management</p> <p><b>Levels of qualifications available &amp; transferability</b></p> <p>Including the myth that taking English means you have a career in English (E.g. that HE study is transferable)</p> <p><b>Guest Speaker Programme</b> to include 4 speakers per half term in KS4 in which students will hear about their role and have the opportunity to 'opt in' to a hour long Q&amp;A / in depth discussion with these individuals</p> <p><b>Twilight workplace visits</b> – Students will have the opportunity to visit workplaces of local employers in the evening, to become familiar with both their physical environment but also provide meaningful opportunities to meet with individuals working in those specific industries</p>	<p><b>Careers Day</b> – External session focusing on Interview skills, CV Writing, and transferable skills to take place over the course of a drop-down day</p> <p><b>Guest Speaker Programme</b> to include 4 speakers per half term in KS4 in which students will hear about their role and have the opportunity to 'opt in' to an hour long Q&amp;A / in depth discussion with these individuals.</p> <p><b>Twilight workplace visits</b> – Students will have the opportunity to visit workplaces of local employers in the evening, to become familiar with both their physical environment but also provide meaningful opportunities to meet with individuals working in those specific industries</p> <p><b>External Careers Advice will also take place during this period</b></p>

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Careers Enrichment Challenge – All Year groups	<p><b>Enrichment Challenge - Volunteering and building experience</b></p> <p><i>Introductory session by the Volunteer opportunities co-ordinator of a local university students will have the opportunity to complete a 'volunteer passport' – logging their hours of voluntary work in return for an in school reward, once they have accumulated a set number of hours and written this as a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Learning a new skill / doing something extra</b></p> <p><i>Introductory session by a Captain from the British Army Recruitment on the importance of 'skills' within the workplace even if they are not relevant to the job. Students then complete a 'skills passport' in return for an in school reward having written up a statement suitable for a CV</i></p>	<p><b>Enrichment Challenge – Building a Career Profile</b></p> <p><i>Students will be given the opportunity to take part in the 'Career Profile' Challenge in which they complete activities to identify a career they feel is going to benefit them, and then submit an application and complete a short 15 minute mock interview to explore their suitability and next steps with our external career provider.</i></p>
<b>Year 11</b>	<p><b>December Careers Fair</b> - providing access to a range of local providers including colleges, local employers and apprenticeship providers to help students make informed choices.</p> <p><b>Guest Speaker Programme</b> to include 4 speakers per half term in KS4 in which students will hear about their role and have the opportunity to 'opt in' to a hour long Q&amp;A / in depth discussion with these individuals</p> <p><b>Twilight workplace visits</b> – Students will have the opportunity to visit workplaces of local employers in the evening, to become familiar with both their physical environment but also provide meaningful opportunities to meet with individuals working in those specific industries</p> <p><b>External Careers Advice will also take place during this period</b></p>	<p><b>Guest Speaker Programme</b> to include 4 speakers per half term in KS4 in which students will hear about their role and have the opportunity to 'opt in' to a hour long Q&amp;A / in depth discussion with these individuals</p> <p>Supplementary work around Aspirations will continue on our half-termly Over-the-finish-line days targeted to the individual needs of students</p> <p><b>Twilight workplace visits</b> – Students will have the opportunity to visit workplaces of local employers in the evening, to become familiar with both their physical environment but also provide meaningful opportunities to meet with individuals working in those specific industries</p> <p><b>External Careers Advice will also take place during this period</b></p>	
<b>Year 12</b>			