



**THE
LONG EATON
SCHOOL**

Careers Education, Information, Advice and Guidance and Employability Learning Policy and Statutory Provider Access Policy

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Signed:	<i>[Signature]</i>
Review Frequency:	Annually
To be Reviewed By:	Miss K Gould

Introduction

This policy reflects the statutory guidance from the Department for Education - the "Inspiration Vision Statement"¹, published by the government which sets out government policy in this area, the "Careers strategy: making the most of everyone's skills and talents"², published December 2017, and "Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff"³, January 2018. The Long Eaton School is using the Gatsby Charitable Foundation's Benchmarks⁴ to develop and improve the careers provision.

The school is compliant with the duty to secure high-quality independent career guidance for all students in years 8-13 to support them to make informed decisions about their future. In practice, The Long Eaton School provides careers guidance to students from Year 7 so they are inspired and motivated to fulfil their potential.

The school has a duty to ensure that the independent careers guidance provided:

- is presented in an impartial manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- 'is guidance that the person giving it considers will promote the best interests of the students to whom it is given' (DfE, Statutory Guidance, para. 17, 2017)
- 'to provide opportunities to a range of providers of technical education and apprenticeships to access Students to inform them about technical education qualifications or apprenticeships.' (DfE, Statutory Guidance, pg 5, para. 2, 2018)

The foundations laid in school can help ensure that choices made are appropriate for the individual student and that each student understands that their career development is continuous throughout their working lives.

Vision and Values

The Long Eaton School recognises the critical role it has to play in preparing young people for the next stage of their education or training and beyond. We are committed in our careers programme to ensuring students are prepared with the appropriate skills for the 21st century and students develop transferrable skills. Expectations are set high, including for the most vulnerable and those with special educational needs and disabilities, so that every student is stretched and acquires the character attributes that employers value. The school strives to develop cooperative students with the skills to make, review and evaluate decisions, to have high aspirations and be resilient and able to cope with change, making effective transitions at appropriate points in their lives. Through the CEIAG programme, we aim to broaden students' horizons by challenging stereotypes and assumptions and empower them to make informed and realistic decisions.

The aims are to help students become self-assured, understanding themselves and developing their capabilities through thinking about education, training and work by assessing their own needs, interests, values, aptitudes and aspirations and to enable them to develop employability skills in line with guidance from the Careers and Enterprise Company and the Gatsby Benchmarks.

¹ *Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff Update April 2017*

² *Careers strategy: making the most of everyone's skills and talents*, December 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

³ *Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff January 2018.*

⁴ GATSBY BENCHMARKS <http://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>

The goal is to encourage students to be entrepreneurial, self-motivated, informed and accountable. We want our students to develop increasing autonomy in making decisions and in implementing their career planning. The Long Eaton School has a responsibility to develop students' understanding of the changing patterns of work and careers in an increasingly technological society. The goal is to help every student realise their potential and so increase economic competitiveness and support social mobility.

The careers work supports the personal development of students by:

- Building self-confidence and self-reliance
- Developing thinking skills
- Promoting positive and informed attitudes to learning
- Improving progression
- Reducing drop-out and preventing students from becoming NEET
- Opening doors to the future

In accordance with the SEND Code of Practice (June 2014, updated January 2017), the school works with Luminate Careers and the Local Authority Multi Agency Team to support more vulnerable young people in preparing for adulthood. This includes those with special educational needs, those with EHC plans, those who are disengaged or at risk of disengaging and Pupil Premium students, signposting them to study programmes that will support their transition into paid employment. The school runs a 'Transition Plus' programme, including visits to colleges to support students with additional needs, LAC and those at risk of becoming NEET. The programme supports students with visits to colleges, the 6th form, Skills Festival, The Apprenticeship Event and with college applications. Students on Alternative Provision (AP) receive targeted support in order to help them achieve their full potential and make successful transition. At The Long Eaton School, from Year 7 onwards, any EHC plan includes a focus on preparing for adulthood, including employment, independent living and participation in society. Looked After Children have a Key Worker in the school who has a key role in ensuring the quality of the Personal Education Plan (PEP).

The school runs a programme for students with SEN needs and at risk of NEET, transition plus, which supports students with visits to colleges and applications.

The Long Eaton School makes use of the Destination Measures data, published by the Department for Education, to assess how successfully its students make the transition into the next stage of education or training, or into employment and uses this information to provide a better understanding of where students go and what they do after leaving school. This helps determine if the careers provision given to students is right for that student.

The Long Eaton School has strong links with outside agencies including universities and colleges, training organisations and global corporations. The school is strongly committed to developing partnerships with local businesses and is a member of the Erewash Partnership to foster positive relationships. This contributes to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy and numeracy – developing information and communication skills
- Raising awareness of out of school opportunities that could help students with their career aspirations through involvement with the National Citizen Service and other voluntary and community activities.

Implementation

A variety of strategies and methods are employed at all Key Stages to deliver careers education, meet the learning styles and needs of all students and support students to make successful transitions. These strategies include whole-class teaching, group work and individual face-to-face interviews with the careers advisor. A range of techniques are used, such as teacher-led delivery, investigation, discussion and debate, guest speakers, business partners, role-play, work experience, mock interviews and external visits “and reflective learning to create a rich learning environment”.

The lower ability and most vulnerable students, including some who will not access mainstream post 16 education, are supported with additional and regular visits to colleges and specialised 6th forms in small groups. They complete the Aim Award unit ‘Career Planning’, which includes researching courses, applications for colleges etc, CV building, interview planning and practice, along with additional support for the careers advisor.

Careers education is delivered through:

- Careers units in PSHE delivered during the one-hour weekly Life Skills period for all students from Year 7 – Year 13
- Special events and extra-curricular activities (KS3, 4 & 5 information evenings, KS4 and KS5 Subject Taster Days, annual careers fair, involvement of Alumni, work experience, assemblies, and visits to colleges, universities and businesses)
- Drop-in sessions and workshops.

A Level 6 qualified, independent and impartial careers advisor, works 1 day a week within the school and has both booked and drop-in sessions, so all students who want or need an appointment will be seen during their time at The Long Eaton School. The careers advisor abides by the CDI’s Code of Ethics to ensure best practice and this is regularly reviewed with Luminare Careers.

A planned programme of work experience for students in year ten and opportunities for personalised work based learning is provided by the school. 16+ students are encouraged to seek meaningful work experience beyond casual part-time employment.

The school works closely with the D2N2 area to ensure our students are well informed on Labour Market Information for the local area. As a result of funding through D2N2, the school has a well-resourced Careers Library.

COVID-19 Pandemic

Owing to restrictions due to COVID, some of the careers events may be virtual and could include virtual work experience, open days etc. This might also impact on events that can take place. In the event of school closure, or students unable to access CEIAG owing to isolating, provision has been made to offer careers appointments by telephone or video link.

Staff Development

Staff training needs are identified and addressed through the involvement of the careers advisor and through specific training delivered in the team meetings. All staff are expected to contribute to the careers learning and expected to have a regard for the 2019 Code of Ethics of the Career Development Institute <https://www.thecdi.net/code-of-ethics>.

Other Partners in CEIAG

- Parents are involved through the Options process in Year 8 and 16+; Year 10 Work Experience, and various Parents' and Information Evenings, as well as subject and Tutor Evenings. The School acknowledges the influence parents have in their child's decision-making and their involvement is encouraged.
- Careers section on school website – accessible to students and parents and advertised to parents.
- The wider community and business links are also involved. Strong links with the local community, industry and business are an effective way in which the school can achieve its aims for CEIAG / WRL. Liaisons occur through work experience, Business/Language days, mock interviews, Careers talks and visits to Universities, industries and businesses etc.
- DANCOP part of NCOP (National Collaborative Outreach Programme)

Priorities for 2020-2021

The Long Eaton School priorities for this academic year are to continue to work towards meeting the GATSBY Benchmarks by:

- Providing every student with multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- Engaging all stakeholders, including parents and employers.
- Adapting existing systems to track destinations and careers and enterprise activities.
- Complete the Quality in Careers Award.

Resources

The delivery of CEIAG/ WRL involves the use of a wide range of resources. These include ICT, published resources, videos and teacher-designed materials:

- A specific office is allocated for the use by the Independent Careers Advisor when they are in school. This is based in the school library and allows space for displays and resources.
- A Careers Library, offering a range of impartial information, is available for students in the library. Here students are also sign posted to the National Careers Service web site. 16+ resources are held in the Sixth Form Common Room for easy access.
- The School uses up to date careers software which is available for students to use on the school network, and these are reviewed annually in liaison with the careers advisor.
- The school actively promotes the National Careers website (<https://nationalcareersservice.direct.gov.uk>) and National Contact Centre 0800 100 900.

Roles and Responsibilities

The Long Eaton School has an identified link Governor who provides clear advice to the Headteacher, on which the strategy for advice and guidance is based and resourced, in order to meet the school's legal obligations. It is the role of the SLT Career Lead, form tutors, Achievement Leaders and the Luminare Careers Advisor to assist young people's career learning, planning and development but the school recognises that all staff contribute to CEIAG through their roles as subject teachers and support staff. Specialist sessions are delivered by the form tutors as part of PSHEE delivered during the Life Skills programme. We are committed to working with the Careers and Enterprise Company and have a named Enterprise Advisor with business experience. The school recognises the importance and powerful labour market value of good GCSEs in maths and English. It is the responsibility of the school to make clear to students that if they do not achieve the required national standard (previously A*-C) in GCSE Maths or English, by the end of key stage 4 they will be required to carry on studying these. The Assistant Headteacher leads and manages the development of CEIAG in the school. The Student Development team develops the careers programme, organises resources and ensures that students have access to impartial IAG within school and independently.

Monitoring, Review and Evaluation

The School's CEIAG / WRL policy will be agreed by the SLT and the governing body and reviewed annually by the Assistant Headteacher responsible for Student Development. The School quality assures the careers guidance, including that offered independently, to ensure that students are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers. The provision of CEIAG / WRL will be planned and evaluated on an annual basis by the Assistant Headteacher and by the Achievement Leaders in liaison with the Independent Careers Advisor and a report given to Governors. The policy is updated when necessary, but at least every 3 years. Yearly Action Plans will be implemented.

It is the responsibility of the SLT to establish an impartial framework for CEIAG and to work according to the QCA WRL and Enterprise guidance to ensure that it develops the school to monitor and review effectiveness and to report to Governors on the application and outcomes of the policy. Every 6 months the SLT link assesses CEIAG using the COMPASS tool, a self-evaluation tool to measure against the Gatsby Benchmarks funded by The Careers and Enterprise Company and the Gatsby Charitable Foundation.

Key Members of Staff

Karen Gould	The Long Eaton School Career Lead and SLT link
Steve Hart	Link Governor
Liam Jackson	Enterprise Coordinator tbc
Graham Pidcock	Enterprise Advisor tbc
Marcus Caton	16+ Achievement Leader/Assistant Headteacher
Sam Kennedy	Year 11 Head of Year
Antony Fox	Year 10 Head of Year
David Hunt	Year 9 Head of Year
Laura Turner-Ramadan	KS3 Achievement Leader
Nicola Thornhill	Key Worker for Looked after Children
Caron Cox/Lisa Mills	SENDCo/SENco

The Policy has been informed by the following documents:

This policy complies with the Statutory guidance for governing bodies, school leaders and school staff, "*Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff Update April 2017*"

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf and has been written with reference to:

- Equality Act 2010: Advice for schools DfE February 2013
- SEND Code of Practice (September 2014)
- Health and Safety
- Teacher Standards 2012
- *Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff DfE January 2018*
- *Careers strategy: making the most of everyone's skills and talents*, December 2017
- https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
- Understanding the role of the Careers Leader March 2018
- Quality in Careers Standard 2018
- The education inspection framework 2019
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf
- Gatsby Good Career Guidance www.gatsby.org.uk/education/focus-areas/good-career-guidance

Appendix 1 - GATSBY Benchmarks

GATSBY is a framework of eight guidelines that define the best careers provision in schools and colleges. Good careers guidance is characterised by the following eight benchmarks:

1. A stable careers programme

The Long Eaton School has a long standing, annual programme of embedded careers education and guidance within the curriculum.

2. Learning from career and labour market information

Every student and their parents will have access to good quality information about future study options and labour market opportunities. We have a well-stocked and regularly updated careers section within our main library which is open to students at break, lunchtime and after school. Students can also view current career opportunities on the careers information board located in the dining area and electronic displays. Our website includes a range of useful and accessible resources.

3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each student. The Long Eaton School careers programme will embed equality and diversity considerations.

4. Linking curriculum learning to careers

All teachers will link curriculum with careers. STEM subject teachers will highlight the relevance of STEM subjects for a wide range of future career paths, through involvement in STEM events and competitions regionally and nationally.

5. Encounters with employers and employees

Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be provided through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. The Long Eaton School is proud of the existing partnerships with many companies and our Enterprise Adviser is Madeline Cassey.

6. Experiences of workplaces

Every student will have the opportunity to attend work experience during Year 10 and we will also organise workplace visits and employer shadowing to help their exploration of career opportunities and links to the curriculum.

7. Encounters with further and higher education

The Long Eaton School has strong partnerships with a number of local and national further education and higher education providers. All students have the opportunity to visit providers and attend in school activities delivered by outreach teams. One example of this is workshops delivered by DANCOP. All students will have access to information on the next stage of learning this will include both academic and vocational routes including apprenticeships as well as learning in colleges, universities and in the workplace.

8. Personal Guidance

Every student will have opportunities for guidance interviews with a careers advisor. Interviews will be made available whenever significant study or career choices are being made.

Appendix 2 - Website Information

Careers Curriculum

Careers Education and Guidance is highly valued at The Long Eaton School. Students receive careers education in a variety of ways throughout their time at the school. The careers program is well structured and is planned to develop the skills and knowledge needed to help make all of our students successful. It takes place through assemblies, the Key Life Skills lessons, intervention programmes, and 1:1 advice from independent careers advisors. Students are signposted to the National Careers Service website in their careers lessons, through the weekly notes to tutors and through the school web site. Every Careers lesson in Year 7 and 8 has a signpost slide to the National Careers Service Website. Students are told to write this in their planners. Careers slides regularly appear on the weekly notices for tutors to use in registration periods.

The careers program is evaluated annually by both staff and students to ensure it is up to date and is meeting our student's needs. A Level 6 qualified, independent and impartial careers advisor, works 1 day a week within the school and has both booked and drop-in sessions, so all students who want or need an appointment will be seen during their time at The Long Eaton School. The careers advisor abides by the CDI's Code of Ethics to ensure best practice and this is regularly reviewed with Luminate Careers-

Students also have the opportunity to meet and visit employers such as at our well established careers fair. Students are also given information and the opportunity to visit local further education providers, including both colleges and universities.

Details on the content and type of activities covered within the careers program in Key Stage 4 are covered below.

CEIAG at The Long Eaton School aims to provide students with knowledge, skills and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills.

Year 7 (Age 11-12)

Careers lessons help students to explore their previous life experiences and identify personal strengths and weaknesses and match these with potential career pathways. Student's use the National Careers Service website to research careers and compare different jobs.

Year 8 (Age 12-13)

Students make their subject choices for Key Stage 4. As part of the preparation, they undertake a variety of different teacher led and independent research lessons. Websites used include;

- Planitplus.net
- Futuremorph
- Careers Box
- National Careers Service
- Find an Apprenticeship – the National Apprenticeship Service

In lessons students learn about the different educational and career paths including apprenticeships.

All Year 8 students and parents attend an Options Evening and all students participate in a Taster Day in which they get the opportunity to try out taster lessons of their potential Key Stage 4 options subjects.

Year 9 (Age 13-14)

Students use the online resource 'Sacu' to investigate different careers available to them and start to make the connections between careers and the qualifications and grades required to work in a particular field. Labour market information (LMI) is shared and signposted to students, which relates to the national and local trends in job needs and availability, with mention to growing industries, such as Bio Sciences in Nottingham and Engineering in Derby. Students also begin writing a CV and experience lessons focused on applying for a job and the interview process. Students begin to formulate ideas and discussions on potential work experience placements. All Year 9 students are invited to attend the school's Careers Fair, which is well attended by a wealth of employers and further education providers. All business students complete a component about Business Enterprise, for which they get to investigate and meet with a number of entrepreneurs from a range of businesses in the local area. They research and interview these entrepreneurs as part of their coursework report.

Year 10 (Age 14 - 15)

Students focus on their Work Experience during Year 10. As part of this, they undertake a qualification in Workplace Hazard Awareness and go through the process of applying for a work placement and writing a formal letter of application. Students are encouraged and supported in finding their own placements that suit their career aspirations. They also have a formal interview with a senior member of staff or School Governor to ascertain their aptitude for their chosen Work Experience, as well as testing their interview skills. Students carry out a week long work experience placement at the end of Year 10 tailored to their needs and revisit and update their CVs appropriately at the end of their placement. Students also have the opportunity to attend a University Experience day. This year it will be at Leicester University. Students in Year 10 are also invited to the Careers Fair and where they can speak to employers and gain expert advice on their next steps following their GCSEs. Targeted groups of students work with school staff and trained workers from Derbyshire Education and Business Partnership (DEBP), who give help and advice to students on how to achieve their career goals. In 2018 this has involved assistance in CV writing, applying for jobs and also visits to Derby College and to a major local and international employer, Alstom, who supply and run Nottingham's tram service.

Year 11 (Age 15 - 16)

Students revisit applying for a job as well as updating their CV. All students have access to an independent careers advisor and apprenticeship opportunities and advice is regularly given by tutors to aid students in decision making for 16+ options. Year 11 students are also invited to the Careers Evening (as stated above) to refresh their knowledge and understanding of careers. Some Year 11 students also are able to work with DEBP (as above), this is even more focused in year 11 on students next steps, with support being given to students in applying for apprenticeships and preparing for interviews. Information and support sessions are organised for students interested in Apprenticeships to enable them to gain an insight into this progression route for their future. Students with learning difficulties or facing other barriers to achievement, and those at risk of becoming NEET are taken on a range of visits to colleges as part of the Transition Plus programme.

Students learn about careers across the curriculum. For example, when studying ultrasound in Year 11 GCSE Physics, students watch a specific STEM careers video clip showing how the concepts that they study are linked to the career of a football club physiotherapist. The school organises an

annual trip to the University of Oxford where a selected group of Year 11 students get to sample life at one of best universities in the world.

Year 12 & 13 (Age 16 – 19)

Students are supported and guided through the UCAS application process that begins with all of Year 12 at the start of the UCAS admissions cycle in May. Students have the opportunity to visit a university in our annual visit (2017 – University of Lincoln) and some to visit the University of Oxford, and all are encouraged to visit different a range of university open days locally and afar. Students are regularly updated upon issues regarding careers with information disseminated through the weekly 6th form newsletter and accessible in the sixth form centre in the form of a University / Apprenticeship / Gap Year Library. Through regular Learning Mentor Meetings with tutors and weekly group meetings students receive guidance and information on a range of pathways. Departmental displays of subject links to future pathways and profiles of former students provide relevant examples. Students have access to the whole school careers fair and can also make use of the Luminate Careers Careers advisor-within school time by appointment. Parents can be involved in this process by appointment and on the 16+ Parent Teacher night in March. Parents are also supported with information and web links through a 16+ parent newsletter as well as social media, texts and email communication, and a dedicated information night for Year 13 parents in September.

The Luminate Careers advisor provides assistance in the delivery of Apprenticeship application workshops. In Year 12 a week long experience is provided that includes a series of workshops including CV writing and application processes combined with various local universities, the armed services, and a university visit to Nottingham Trent. Students also meet representatives from local industry including Rolls Royce and alumni as well as representatives from the National Apprenticeship Service. Students also undertake work related learning experiences that are individually relevant to their projected pathways and aspirations. Students are supported in applications and establishing these opportunities by the pastoral team which monitor progress. Students are encouraged to participate in the Senior Student Leadership and Service Award program and a 16+ Alumni has been established to raise aspirations of 16+ students in the future.

Careers are related to subject learning across the curriculum. Business students complete a unit of work, which includes researching and writing a report on recruitment and selection in a given industry. They investigate various recruitment methods used, careers available and the effectiveness of these. Year 12 Physics students visit the National Space Centre in Leicester in November for their annual careers event and Science Enrichment students take part in the Engineering Education Scheme, which involves working with the Engineering Development Trust and a local Engineering employer. This has included Rolls Royce, Boots, Progress Rail and Eon in the past five years. The scheme includes specific careers guidance during the December residential.

Careers are related to subject learning across the curriculum. For example, all BTEC business students complete a Unit of Work on small businesses, enterprise and entrepreneurs. They investigate the skills and characteristics of an entrepreneur, and how to plan the setting up of a small business. Year 12 Physics students visit the National Space Centre in Leicester in January for their annual careers event and Science Enrichment students take part in the Engineering Education Scheme, which involves working with the Engineering Development Trust and a local Engineering employer. This has included Rolls Royce, Boots, Progress Rail and Eon in the past five years and this year involves the army.

Appendix 3

Specific Careers Events/Activities each year:

16+ Parents welcome evening
Years 9/10/11 Careers Fair
18+ Careers Expo (linked to above careers fair)
16+ Red Brick University visit
16+ Academic Skills sessions
16+ Learning Mentor meetings (termly)
16+ VESPA workshops
16+ Personality profiling
16+ Personal finance workshop
16+ LOOK, THINK, PREPARE assembly
16+ Displays and Signposting
16+ (Year 12) Summer Work Experience programme
Alumni Christmas visit
Year 12 Personal statements workshops
Year 13 Apprenticeship workshops for non-university applicants
Year 8 Careers and Aspirations day
Year 10 Derby University visit
16+ Parent Teacher night (Independent careers advisor present)
University of Oxford visit
Year 8 Options Evening
Year 8 Taster Day
Launch of 16+ UCAS Application process in May
Year 10 Work Experience
University of Sheffield Visit
Year 10 Employability Day
EPIC Week workshops – Employability skills, Health workshops, Gap Year, University, Apprenticeships, Armed Services and ALUMNI
Year 12 Business – annual visit to Derby University to take part in a Business Challenge
Motivational, guest speakers and alumni, to raise the aspirations of students take place at different times throughout the year
Derby Skills Festival – advertised to students in Year 9-13
National Skills Festival – visit organised for potential NEET students

Appendix 4

The Long Eaton School: Provider Access Policy

Introduction

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

Student Entitlement

All students in years 8-13 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.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact:

Karen Gould Assistant Headteacher/Careers Lead Telephone: 01159 732438

Email: kgould@longeaton.derbyshire.sch.uk

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to Students and/or their parents/carers. For example:

	Autumn Term	Spring Term	Summer Term
Year 7	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group
Year 8	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group
Year 9	Careers Fair Event for University Technical Colleges	KS4 options event Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group opportunities
Year 10	Careers Fair Life Skills – work experience preparation	Life Skills – assembly and tutor group opportunities	Life skills – assembly and tutor group opportunities
Year 11	GCSE results day Careers Fair Life Skills – assembly on opportunities at 16+	Post-16 evening Post-16 taster sessions Life Skills – assembly and tutor group opportunities	

Year 12	Carers Fair Post-18 assembly - apprenticeships	Small group sessions: future education, training and employment options	Small group sessions: future education, training and employment options
Year 13	A Level results day Careers Fair Workshops – HE and Higher applications	Life Skills – assembly and tutor group opportunities	

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

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, 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.

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 students at lunch and break times.

