



Careers Policy & Provider Access Policy Statement

St Richard Reynolds Catholic High School

Policy: Careers Policy & Provider Access Policy Statement

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Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2023.

The aims of careers provision at St Richard Reynolds Catholic College are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between College and work.
- Inspire students to be ambitious.
- To ensure that students have access to high-quality information on careers, job roles and labour market information.
- Help students access information on the full range of post-16 and post-18 education and training opportunities.
- Support students after leaving St Richard Reynolds Catholic College.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.
- Develop skills that are particularly useful in the workplace i.e. enterprise skills

1. Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Careers guidance and access for education and training providers January 2023

2. Roles and responsibilities

2.1. St Richard Reynolds Catholic College and Principal are responsible for:

- Ensuring that all registered students at St Richard Reynolds Catholic College are provided with independent careers guidance from Year 7 to Year 13
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students in this age range in order to inform them about approved technical education qualifications and apprenticeships. A Provider Access Policy Statement sets out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the full range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.2. The Careers Leader (Mrs Farrar) is responsible for:

- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Supporting Pastoral Leaders and Subject Leaders with careers education and providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take-up of careers guidance.
- Publishing details of the College's careers programme, careers policy and provider access policy statement on its website, and revising this policy every two years.
- Attending regular meetings with the Careers team to plan and evaluate the implementation of the College's careers plan.
- Liaising with the Principal and the Governing Body to implement and maintain effective careers guidance.

2.3. The Careers Coordinator (Mrs Cotton) is responsible for:

Careers Education, Information, Advice and Guidance

- Working with students and staff to raise aspirations about future education/ career pathways through the provision of accurate and up to date information, advice and guidance.
- Setting up careers guidance meetings for students with a qualified careers adviser and monitoring students so that every student has clear plans for progression at key transition points.
- Ensuring that every student has access to impartial careers education, information, advice and guidance.
- Following up with Post 16 and Post 18 school leavers to identify student pathways, identifying and supporting NEET students and providing monitoring data.
- Working with the Careers Leader and other colleagues to plan and deliver a coherent programme of careers education.
- Helping to organise a range of careers events both within and outside the normal school day.
- Liaising with the Pastoral Leaders and form tutors to prepare, resource and deliver assemblies and preparatory sessions for students in relation to careers education.
- Working with Sixth Form staff in developing pathways for Sixth Form students.

Experiences of the workplace

- Organising experiences of the workplace for year 10 and year 12 students and monitoring the effectiveness of all workplace experiences for students.
- Checking experiences of the workplace for quality of activity and health and safety compliance.
- Liaising with the Pastoral Leaders and form tutors to prepare, resource and deliver assemblies and preparatory sessions for students in relation to experiences of workplaces.
- Organising staff visits to students on workplace experiences, including the provision of guidance and materials for staff.

Work-Related Learning

- Planning, organising and evaluating work-related and enterprise events e.g. practice interview days, industry days, learning provider visits.
- Supporting the PSHE Subject Leader to develop schemes of work to incorporate work-related learning and enterprise skills and opportunities where appropriate.
- Developing effective links with external agencies including National Careers Service, National Apprenticeship Service, local businesses, training providers and colleges in order to further develop the range of work-related experiences offered to students.

- Promoting and leading work-related learning with students, parents, staff and governors through assemblies and effective use of notice boards, the careers hub, newsletters, reports and careers website.

3. Gatsby Benchmarks

3.1 - A stable careers programme

St Richard Reynolds Catholic College has a Careers Education programme in place which meets the requirements of the Gatsby Benchmarks. The programme is reviewed annually against the benchmarks to ensure it remains on target.

The Careers Leader (Mrs Farrar) is a member of the College Leadership Team and ensures the coordination of a high-quality careers programme. The name and contact details of the Careers Leader is published on the College and careers websites.

The Careers Coordinator (Mrs Cotton) works with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance to which students have access.

3.2 - Learning from career and labour market information

The Careers team:

- Ensures that every student and their families have access to good quality information about future study options post 16 and post 18 and labour market opportunities including careers, job roles, example salary expectations and job opportunities. Online resources are accessible via the website and the Careers Hub is stocked with carefully chosen careers resources for researching careers.
- Ensures that students and families have support and guidance in accessing and using this information.
- Informs students and their families about how to access key institutions such as the National Careers Service, National Apprenticeship Service and the Department for Work and Pensions, all of which provide independent, impartial advice and guidance.
- Ensures that all students, by the age of 14, have accessed and used information about career pathways and the labour market to inform their decisions on study options.

3.3 - Addressing the needs of students, targeted support and students with SEND

The College's careers programme aims to raise the aspirations of all students whilst being tailored to individual needs. The programme informs students of the range of opportunities available to them and makes clear equality of opportunity.

All forms of stereotyping are prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Arrangements are made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers and equality of opportunity.

The Careers coordinator maintains records of advice given to each student and consequent decisions so that students can be systematically supported in their career development.

The College collects and analyses destination data to assess how well the careers programme is raising aspirations. The data is reviewed by the Principal and Governing Body on an annual basis.

The Careers team works with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements are made over how these students can be referred for support drawn from a range of education and training support services available locally.

The College ensures that post 16 students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with financial hardship. Students are advised of how to access this funding and who they should speak to in order to find out more information.

The Careers Coordinator engages with all Pastoral Leaders and the Assistant Principal for Personal Development to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

Students with SEND:

The College ensures that careers guidance is differentiated and based on high aspirations and a personalised approach. The College works with families of students to help them understand what career options are available. Careers guidance focuses on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or higher education.

When arranging experiences of the workplace for students, the Careers Coordinator works with the SENDCO and the employer to determine any additional support that will be needed during the experience.

3.4 - Linking curriculum learning to careers

The College delivers a Careers Education Programme as part of the PSHE and the form tutor programme, as well as through a series of careers 'event' days.

The College works to integrate careers education and guidance into subjects across the curriculum. Teachers support the career development of young people by indicating opportunities relevant to their subjects to help students understand context and progression.

Students study a curriculum to the end of Key Stage 5 which supports progression and engages them in lifelong learning.

3.5 - Encounters with employers and employees

The Careers Coordinator engages with local employers, businesses and professional networks, inviting visiting speakers with whom students can relate so that students have meaningful encounters with both employers and training providers.

These encounters include:

- Careers events such as careers talks, careers carousels and careers fairs including an employer and post-16 provider engagement event in years 9, 10, 12 and 13
- Transitions skills workshops such as CV workshops and mock interviews
- Employer delivered employability workshops

- An experience of the workplace in Year 10
- Employer insight events in year 12
- Enrichment activities such as visiting speakers, mentoring and enterprise schemes with enterprise advisers and volunteers

3.6 - Experience of workplaces

The Careers Leader ensures that all students have had at least one meaningful opportunity to have first-hand experience of the workplace through things such as work visits, work shadowing or virtual workshops to help students explore career opportunities and expand their networks by the age of 16, and one further such experience by the age of 18.

Experience of workplaces is a learning opportunity that is coordinated by the Careers Coordinator and planned, delivered, monitored and reviewed by College staff, students, families and employers.

Experience of workplaces is tailored to the needs of the students and the opportunities available with employers. These can include:

- Workplace visits
- Work experience
- Job shadowing
- Insight activities
- Career-related volunteering

3.7 - Encounters with further and higher education

The Careers team and Sixth Form team provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life.

Interviews, guidance and monitoring in year 10, 11 and in the Sixth Form ensure that students have appropriate progression plans in place.

Students are encouraged to use information tools, such as websites and apps, which display information about opportunities.

Education and training providers deliver information to all students in Years 7 to 13 about approved technical education qualifications and apprenticeships.

Opportunities are provided for students to engage with higher education including a UCAS event targeted at students in years 10 to 13, a visit to regional UCAS Fair, visiting speakers and mentoring from various universities. Students in Year 12 also visit a campus university.

A Provider Access Policy Statement is published, as part of this careers policy, on the College website and includes any procedural requirements in relation to requests for access, grounds for granting and refusing requests for access and details of premises or facilities to be provided to a person who is given access.

3.8 - Personal guidance

Every student has an opportunity for guidance interviews with a qualified Careers Adviser, who is

trained to an appropriate level, in order to explore the full range of Post 16 and Post 18 opportunities that are available to them in both academic and vocational routes.

All students receive a careers interview during Key Stage 4 and are given another opportunity for a further interview during Key Stage 5. In addition, students can request one to one guidance with a Careers Adviser at any time.

When working with students with SEND, the Careers Adviser communicates with SEND staff and uses the outcome and aspirations in the EHCP to focus discussions. When working with LAC students or care leavers the Careers Adviser uses their personal education plan to focus discussions.

4. Information sharing

The College provides relevant information about students to the local authority support services including: basic information, such as the student's name or address; other information that the LA requires to support the student to participate in education or training to track their progress.

The LA will be notified, as early as possible, whenever a 16 or 17-year-old student leaves an education or training programme before completion.

5. Monitoring and Review:

The CEIAG programme, along with arrangements for managing access to education and training providers to students, are regularly monitored by the Careers Leader and Careers Coordinator through a combination of such things as learning walks, reviewing schemes of work, student work scrutinies and student, parent/carer and staff voice activities. The Careers Policy and the Provider Access Policy Statement will be reviewed every two years, taking into account the success of supporting students in accessing post-16 and post-18 education and training.

Appendices:

Provider Access Policy Statement

1. Introduction

St Richard Reynolds Catholic College's Policy Statement sets out the College's arrangements for managing the access of education and training providers to the College for the purpose of giving them information about the providers' technical education, qualifications and apprenticeship training offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Student Entitlement

All students in years 8 to 13 are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships - through options events at key transition points, assemblies, group discussions and taster events
- Understand how to make applications for the full range of academic and technical courses.

3. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13 (see more detail in section 2.1 below).

This is outlined in section 42B of the Education Act 1997, the Skills and Post-16 Act 2022 and on page 43 of guidance from the Department for Education (DfE) on careers guidance and access for education and training providers.

3.1. The 6 encounters schools must offer to all students in years 8 to 13

Schools must offer:

- 2 encounters for students during the 'first key phase' (year 8 or 9)
 - All students must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
 - All students must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (year 12 or 13)
 - students can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

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 the provider and the approved qualifications and apprenticeships that the provider offers
- Explain what careers routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider
- Answer to any questions from students

3.2 Meaningful provider encounters

Our school is committed to providing meaningful encounters to all students. One encounter is defined as one meeting/session between students and one provider. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.

4. Management of provider access requests

4.1. Procedure

Providers wishing to request access, other than at events which are already embedded in the careers programme, should contact Mrs Cotton, the College's Careers Coordinator, by sending an email to careers@srrcc.org.uk or by telephone on 0208 325 4630.

4.2 Opportunities for access

There are a number of events embedded into our Careers Programme which offer providers an opportunity to come into school to speak to students and/or their parents/carers. In addition, access may be granted in the form of assemblies or drop-ins which take place outside of lesson time. Please speak to Mrs Cotton, our Careers Coordinator, to identify the most suitable opportunity for you.

An overview of our Careers Programme can be found [here](#).

4.3 Granting and refusing access

Decisions to grant or refuse access are taken on the basis of timing, relevance to key decision-making points and whether information has already been given by another provider, and are subject to approval from the Principal.

4.4 Safeguarding

The College's policy on safeguarding and child protection, which can be found on our website, sets out the College's approach to allowing providers into College as visitors to talk to our students. Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

A suitable venue will be made available which is appropriate to the activity. Technical and specialist equipment will be made available, where possible, to support provider presentations. This will all be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus, leaflets or other relevant course literature for students. These will be made available in the LRC which is available to all students before and after school and at lunch and break times, and within the Sixth Form study area. Posters and links advertising open events will be displayed on the careers display boards and advertised on our careers website: <https://sites.google.com/srrcc.org.uk/careers>

5. Previous providers

In previous terms/years, we have invited the following providers from the local area to speak to our students:

St Richard Reynolds Catholic College Sixth Form
Kingston College
West London College
Access Creative College
British Academy of Jewellery
Military Preparation College for Training
Richmond Upon Thames College
St Mary's University, London
Royal Holloway, University of London
University of Oxford
University of Bath
Kingston University
Transport for London

6. Student destinations

Last year, our Year 11 and Year 13 students moved to a range of providers in the local area after school. Please visit our College website for a list of destinations.

7. Complaints

Any complaints related to provider access can be raised following the school complaints procedure.

8. Monitoring and Evaluating Effectiveness

The College's arrangements for managing the access of education and training providers to students are monitored by Susanne Farrar, our Careers Leader. This Provider Access Policy Statement will be reviewed every two years, at the same time as the Careers Policy. At every review, the policy will be approved by the governors.