

PINNER

HIGH SCHOOL

Policy	Careers Education Information, Advice and Guidance (CEIAG) (including Provider Access Policy)
Date of Review	17 June 2024
Reviewed By	Assistant Head, Career Leader and Careers Coordinator
Date of Approval	
Approved By	LGB
Date of Next Review	Autumn 2025
Statutory/Non Statutory	Statutory
Website/Non Website	Website

The aims of the policy are to:

1. Prepare students for the transition to life beyond secondary school (higher education and the world of work)
2. Support students in making informed decisions which are suitable and ambitious for them
3. Provide students with well-rounded experiences
4. Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support students in the curriculum and their careers
5. Inspire and motivate students to develop their aspirations

Pinner High School has high quality careers advice and guidance, to support our high achieving and ambitious students. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. Good career guidance is the key to social mobility: it is showing young people the options open to them and helping them make the right choices to set them on the path to rewarding future careers

The careers provision at Pinner High School is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997 and the Education (Careers Guidance in Schools) Act 2022 . In addition, the school is compliant with statutory guidance for schools and colleges on providing careers guidance that the government set out for delivery from January 2023' Careers guidance and access for education and training providers . This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships and provide students with a minimum number of six provider encounters from Years 8-13 (see 'Baker Clause' subsection below).

This states that all schools should provide independent careers guidance from Years 8-13 and that guidance should:

- Be impartial
- Include information on a range of pathways, including university options or apprenticeships
- Be adapted to the needs of the student

The policy is also guided by the Gatsby Foundation's benchmark of '[Good Career Guidance](#)' summarised below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

The Designated Careers Leader is Mr Stefan Clarke (Assistant Headteacher).

Baker Clause and Provider Access Legislation (PAL)

Pinner High School: Baker Clause Statement

This policy statement sets out the school's arrangements for ensuring all pupils have at least 6 encounters with a range of education and training providers from year 8 to 13 to inform them about approved technical education qualifications and apprenticeships. This is in line with the Skills and Post-16 Act 2022 and complies with the school's legal obligations set out in the government statutory guidance [Careers guidance and access for education and training providers](#). Our Provider Access Policy can be found in Appendix 1. This gives details on how the encounters will be conducted for each year group.

Pinner High School uses the Gatsby Benchmarks to inform the provision of Careers Education, Information and Guidance (CEIAG) delivered. As part of our commitment to informing students of the full range of learning and training routes available, we consider requests from training providers, vocational education routes and apprenticeship providers to speak to students and we will also approach these partners ourselves when planning and organising key CEIAG events throughout the school year.

Opportunities for access

A number of opportunities exist within the CEIAG programme which may be suitable for providers to visit the school to speak to students. These include:

Opportunities	Description	When?
Sixth Form Personal Development Programme	This compulsory session exposes students to a range of guest talks from individuals and organisations. The focus of the talks is not intended to always be CEIAG focused, but a significant number of sessions will be, including guest speakers from universities, training providers and employers. No preference will be given to any particular post-18 pathway,	PSHE lessons every other Wednesday
Whole School Careers/ Futures Fair	We will hold a careers fair for all students in school to engage with employers. The aim is to furnish students with the knowledge of different industries and pathways to careers.	Winter Term 1

Opportunities	Description	When?
In-school Year group assemblies	<p>We welcome visitors to the school regularly to enhance students' understanding of the world beyond school life.</p> <p>We will invite FE providers (such as Harrow College, Uxbridge College, West Herts College and local universities), ASK - Amazing Apprenticeships and training providers into school (or a virtual equivalent) to inform students about Post-16 and Post-18 pathways.</p>	Throughout the year

All requests from external organisations should be emailed at least 6 weeks in advance of an expected date for the planned session. All requests will be given due consideration from the designated Careers Leader. Requests will be refused if:

- They impinge on student's preparation for public or internal exams
- They clash with other planned school events
- The school is unable to provide staff to support the event
- Rooming is unable to be found due to timetabling clashes

In the first instance requests by providers should be sent to the designated Careers Leader Mr S Clarke (sclarke@pinnerhighschool.org).

Policy Foundations

1. There is a stable, structured careers programme for Year 8-13 with a trained member of staff responsible for this. The career programme is supported by the Unifrog careers platform allowing all students and staff access to careers information, activities and destination information.

2. This policy is published on our school website to enable pupils, parents, teachers and employers to access and understand it.
3. This policy is regularly evaluated with feedback from pupils, parents, teachers, and employers as a part of the evaluation process.
4. All subjects have careers education as part of the curriculum.
5. By the end of the Options Process in Year 8 all students have had the opportunity to access and use information about career paths and the labour market to inform their own decision on study options. This is supported by our careers platform, Unifrog.
6. Parents are encouraged to access and use information about labour markets and future study options to inform their support to their children through school communication and via dedicated pages on the school's website and access to Unifrog. The termly Careers newsletter is also shared with parents and students.
7. Our careers programme actively seeks to challenge stereotypical thinking and raise aspirations
8. We keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. This information can be found on our careers platform, Unifrog.
9. We collect, maintain and keep accurate data for each pupil on the Education, Employment or Training destinations for at least three years after they leave school.
10. Every year, pupils have the opportunity to participate in at least one meaningful encounter with an employer. Such encounters may be physical/in-person or a virtual equivalent.
11. By the end of Year 11, every pupil will have had an opportunity to have a workplace opportunity or a virtual equivalent. By the end of Year 13, all students will have had the opportunity to undertake a period of either work experience, career shadowing or career mentoring.
12. By the age of 16 every pupil will have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. These are detailed in the Provider Access Policy at Appendix 1 hereto. By the age of 18 all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. Such encounters with organisations may be physical/in-person or a virtual equivalent.
13. Every pupil will have at least one guidance interview with a Careers Advisor before making their Post-16 Options and will be given an additional opportunity for careers support in Sixth Form.

14. The school will routinely engage in self-review and use tools such as Compass and/or Compass+ and Unifrog to evaluate our provision and ensure our CEIAG policies are fit for purpose and reflect the needs and entitlements of our students.

CEIAG Programme

Pinner High School students are entitled to the following:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

NB: The number(s) that appear before each point below indicate which of the Gatsby measures are met by the action/initiative.

All Year Groups

- 1, 2, 4, 5, 7: A whole-school 'Careers Week' will enable students to understand the labour market, the qualifications needed to access certain careers and will introduce students to a variety of careers and employment opportunities. Activities will be undertaken in form time, through assemblies and visiting guest speakers or digital equivalents.
- 1, 2, 3, 4, 5, 7 Careers Fair for the whole school to attend involving employers, further and higher education providers and apprenticeship opportunities.
- 4: Each curriculum area has a CEIAG board which showcases curriculum learning with a link to specific sectors.
- 4: Lessons within subjects use industry real life case studies to link what they do in the classroom with life after school. E.g. Projects within English which sees authors come in to speak to the pupils about creative writing and works with them in workshops to create narratives and intrigue.
- 4,5,3: All students have access to the Heads Challenge a broad range of both extra-curricular and super-curricular clubs that support students in developing their understanding of a range of different subjects. These clubs change termly and are available on the school website.

- 1, 2, 3: All students have access to the careers section on the school website and on social media channels.
- 4: The PSHE curriculum across all year groups covers health and wellbeing, relationships and living in the wider world. Student will develop an understanding of the following skills:
 - Communication, including how to manage changing relationships and emotions
 - Recognizing and assessing potential risks
 - Confidence
 - Seeking help and support when required
 - Informed decision-making
 - Self-respect and empathy for others
 - Recognising and maximising a healthy lifestyle
 - Managing conflict
 - Discussion and group work

Students with Special Education Needs or Disabilities (SEND):

- 3, 8: Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- 3, 8: Personalised support from the SENCO, Careers Advisor and external bodies (such as Harrow Horizons) is used where appropriate.

Students in receipt of Pupil Premium funding

- 3, 8: Personalised support will be given to these students throughout their time in school, through additional mentoring, opportunities for meaningful encounters with employers and careers support.

Careers Programme Overview at Pinner High School

Our careers programme is based on the Careers Development Trust learning objectives and the learning journey is linked here [PHS Careers Education Learning Journey](#)

	Key careers events taking place throughout the school year
Year 7	<ul style="list-style-type: none"> • PSHE programme (includes economic wellbeing, active citizenship, charity fundraising) • Head's Challenge Clubs (extra-curricular and super-curricular clubs which support students in developing their understanding of a range of different subjects) • Careers Fair • National Careers Week Activities
Year 8	<ul style="list-style-type: none"> • Year 8 options process including Deep Learning sessions for • GCSE options • External career/educational talks • PSHE programme • Careers Fair • National Careers Week Activities
Year 9	<ul style="list-style-type: none"> • PSHE programme • External career/educational talks • Trips/Visits to link GCSE curriculum with labour market • University visits • Careers Fair • National Careers Week Activities

Year 10	<ul style="list-style-type: none"> ● Work experience programme ● PSHE programme ● External career/educational talks ● Careers Fair ● National Careers Week Activities
Year 11	<ul style="list-style-type: none"> ● PSHE programme ● External career/educational talks ● 6th Form open evening event ● Guidance interview with Careers Advisor ● Careers Fair ● National Careers Week Activities
Year 12	<ul style="list-style-type: none"> ● Work experience programme ● External career/educational talks ● PSHE programme ● Careers Fair ● UCAS Fair trip ● National Careers Week Activities ● Dedicated extracurricular clubs related to careers and university applications ● 1-1 Careers Support offered
Year 13	<ul style="list-style-type: none"> ● PSHE programme ● External career/educational talks ● UCAS and apprenticeship application support ● Careers Fair ● National Careers Week Activities

Useful websites

General Careers Information and Advice	
www.careerpilot.org.uk/job-sectors/subjects	Career Pilot is a free online library of careers related information related to school subjects. A selection of short job profiles and labour market information related to each subject can be found here.
https://www.prospects.ac.uk/job-profiles	Prospects are the experts in graduate careers. We help to guide students and graduates to a bright future with unrivalled information, advice and opportunities
https://london-lmi.startprofile.com/page/home-page	Start London is a website created to help students discover and explore careers they'll love. It also has a dedicated post-16 options information for London.
https://successatschool.org/	Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice.
https://barclayslifeskills.com/	LifeSkills, created with Barclays, is a free, curriculum-linked programme, developed with teachers to help improve the skills and employability of young people in the UK.
https://nationalcareers.service.gov.uk/	The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

www.careerpilot.org.uk/job-sectors/subjects	<p>CareerPilot is a free online library of careers related information related to school subjects. A selection of short job profiles and labour market information related to each subject can be found here.</p>
<p>Apprenticeships</p>	
<p> https://www.apprenticeships.gov.uk/ www.ratemyapprenticeship.co.uk https://notgoingtouni.co.uk/ https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch https://www.ucas.com/apprenticeships/degree-apprenticeships </p>	<p>An apprenticeship combines hands-on work with the opportunity to train and obtain qualifications. It's also a paid position, so apprentices earn while they learn. At least 20% of an apprentice's time is set aside for learning, usually at a college, university or training provider.</p> <p>The rest of their time is spent applying your knowledge and skills in the actual workplace, doing the job that you set out to get. At the end of it, apprentices gain official certification, which will be equivalent to traditional qualifications.</p>

Appendix 1 Provider Access Policy

1. 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 and the Education (Careers Guidance in Schools) Act 2022. In addition, the school is compliant with statutory guidance for schools and colleges on providing careers guidance that the government set out for delivery from January 2023 '[Careers guidance and access for education and training providers](#)'.

2. Student Entitlement

All students in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.
- Students are entitled to 6 encounters (1 a year) from year 8-13.

3. Management of Provider Access

A provider wishing to request access should contact Mr Stefan Clarke, who leads the school's careers programme, by email sclarke@pinnerhighschool.org or by telephone on 0203 096 0769.

Students in Years 8-13 will have access to providers of approved technical education qualifications and apprenticeships to inform them of the opportunities open to them. These sessions will take place during assembly and/or PSHE lessons. Students will also be given the opportunity to engage with local providers of technical education programmes and apprentices at the annual careers fair.

4. 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.

Our Safeguarding and Child Protection Policy sets out the school's approach to allowing providers into school to speak to our students.

5. Rules for granting and refusing access requests

The school's Senior Leadership Team (SLT) discusses all access requests on an individual basis, reflecting on the guest speaker's links with the curriculum, careers guidance and/or pastoral impact. The SLT will seek references from other schools and investigate any possible links to extremist views that may put our students at risk. The school will research any charitable/other group online to check their credentials. A member of staff will be in contact as soon as possible to make prospective guest speakers aware if they are able to visit the school.

6. Premises and facilities

Pinner High School will work closely with prospective guest speakers to provide them with the resources they need to make their visit successful. Providers are welcome to leave a copy of their prospectus or other relevant literature at the school's Reception so that it can be passed to the Careers team.