

Careers Policy for Secondaries

DOCUMENT CONTROL

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Policy control survey	Please complete this survey and provide feedback if you have had to use this policy https://forms.office.com/r/HMeZtB29Si

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1 Introduction

- 1.1 Marches Academy Trust (The Trust) is committed to providing children & young people (CYP) with the knowledge, skills and understanding they need to lead confident and independent lives. We want our CYP to be able to make informed decisions about next steps in education and future careers. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 1.2 We aim to instil in our CYP a love of lifelong learning, so they can keep on improving and developing their skills over their lifetimes, sustain employability and achieve personal and economic wellbeing throughout their lives. We also aim to enable CYP to feel positive about themselves, improve their motivation and raise their aspirations.
- 1.3 Advice and guidance will be impartial and will take into account the CYP's best interests. Equal opportunities will be actively promoted, and stereotypes challenged.
- 1.4 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 October 2018.
- 1.5 The main aims of careers provision at the Trust are to:
 - i. Prepare CYP for life post-education.
 - ii. Develop an understanding of different career paths.
 - iii. Develop an understanding of the differences between school and work.
 - iv. Inspire CYP to pursue and achieve their dreams.
 - v. Help CYP to access information on the full range of post-16 education and training opportunities.
 - vi. Support CYP after leaving school.
 - vii. Offer targeted support for vulnerable and disadvantaged young people.
 - viii. Instil a healthy attitude towards work.

2 Legal Framework

- 2.1 This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:
- i. DfE 'Careers guidance and access for education and training providers' 2023
 - ii. Education Act 1997
 - iii. Education and Skills Act 2008
 - iv. School Information (England) Regulations 2008
 - v. Apprenticeships, Skills, Children and Learning Act 2009
 - vi. Equality Act 2010
 - vii. Children and Families Act 2014
 - viii. Technical and Further Education Act 2017
 - ix. Skills and Post 16 Education Act 2022

3 Roles and responsibilities

3.1 The responsibility of the Local Governing Board (LGB)

- 3.1.1 Ensuring that all registered CYP at the school are provided with independent careers guidance from Year 7 to Year 13.
- 3.1.2 Ensuring that arrangements are in place to allow a range of education and training providers to access all CYP in this range and inform them about approved technical education qualifications and apprenticeships.
- 3.1.3 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.
- 3.1.4 Ensuring that the guidance includes information on the range of vocational, academic and technical education routes.
- 3.1.5 Ensuring that the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 3.1.6 Providing clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

3.2 The responsibility of the Headteacher

- 3.2.1 Ensure the school has a clear, ambitious CEIAG vision embedded within the whole-school improvement plan.
- 3.2.2 Champion careers education as a priority, modelling its importance to staff, students, governors, and parents.
- 3.2.3 Ensure CEIAG is inclusive and meets the needs of all students, including disadvantaged and SEND learners.
- 3.2.4 Ensure the school meets all statutory career guidance requirements, including:
- 3.2.5 Provider Access Legislation (PAL, previously Baker Clause).
- 3.2.6 Publishing a careers programme on the school website.
- 3.2.7 Ensuring all Year 8-13 students receive independent, impartial careers guidance.
- 3.2.8 Oversee compliance with safeguarding and risk-assessment processes for work experience and external visitors
- 3.2.9 Hold the Careers Lead to account for delivering a high-quality programme aligned with the Gatsby Benchmarks.
- 3.2.10 Receive regular reports from the Careers Lead on progress, strengths, gaps, and priorities.
- 3.2.11 Report CEIAG progress to governors and ensure CEIAG remains a standing item on governing body agendas.
- 3.2.12 Ensure destinations data (post-16 and post-18) is accurately collected, analysed, and used to inform improvement.
- 3.2.13 Ensure students have meaningful encounters with employers, training providers, apprenticeships, and higher education.
- 3.2.14 Encourage a whole-school culture where aspirations, employability, and future pathways are regularly discussed and celebrated.
- 3.2.15 Ensure the careers programme supports student wellbeing, personal development, and readiness for adult life

3.3 The responsibility of the careers leader

- 3.3.1 Managing the provision of careers information.
- 3.3.2 Liaising with the Headteacher and the careers adviser to implement and maintain effective careers guidance.

- 3.3.3 Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- 3.3.4 Liaising with secondary academic tutor, mentors and the SENDCo to identify CYP needing guidance in line with the Trust Learning for Life Framework
- 3.3.5 Referring CYP to careers advisers.
- 3.3.6 Establishing, maintaining and developing links with further education colleges, universities, apprenticeship providers and employers.
- 3.3.7 Providing CYP with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- 3.3.8 Supporting teachers of careers education and secondary academic tutors by providing initial information and advice.
- 3.3.9 Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- 3.3.10 Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- 3.3.11 Preparing and implementing a development plan for CEIAG.
- 3.3.12 Reviewing and evaluating the programme of CEIAG.
- 3.3.13 Encouraging the training of school staff to promote careers guidance to their CYP.
- 3.3.14 Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- 3.3.15 Allowing CYP to have access to providers of technical and vocational education, such as colleges, and apprenticeships to ensure every CYP is well-informed about their future options at every stage.
- 3.3.16 Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- 3.3.17 Publishing details of the school's careers programme and a policy statement on provider access on its website.

3.4 The responsibility of the careers adviser

- 3.4.1 Reporting regularly to the careers leader, regarding CYP progress and the effectiveness of the school's career plan.
- 3.4.2 Providing a thorough, personalised career service throughout the school.

- 3.4.3 Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- 3.4.4 Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- 3.4.5 Organising workshops for CYP and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- 3.4.6 Developing incentives and initiatives which actively encourage CYP to sign up to the school's career service.
- 3.4.7 Attending regular meetings with the careers leader to discuss the school's career plan.
- 3.4.8 Arranging meetings and follow-up appointments with CYP who are interested in the careers service.

3.5 The responsibility of the teaching staff

- 3.5.1 Ensuring careers education is planned into their lessons.
- 3.5.2 Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- 3.5.3 Promoting careers guidance in the classroom through visual aids.
- 3.5.4 Creating a learning environment that allows and encourages CYP to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4 A stable careers programme

- 4.1 The Trust has its own careers programme in place which meets the requirements of the eight [Gatsby Benchmarks](#) (and is compliant with the Baker Clause). The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- 4.2 A careers leader will ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader is published on each school website.
- 4.3 A careers adviser will be made available to support the careers leader and to provide individual, tailored careers guidance to CYP.
- 4.4 Details of the school's careers plan will be published on the school website inviting CYP, responsible adults, teachers, Governors and employers to provide feedback.
- 4.5 **Responsible adults**, taken to mean those with parental responsibility¹ for the child or young person and may include parents, carers, kinship carers, corporate parents, or guardians), and other agencies.
- 4.6 The Careers Leader or other relevant staff members will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that CYP have access to.

¹ [S3 Children At 1989](#)

5 Labour market information

- 5.1 The Trust will ensure every CYP, and their responsible adult(s), has access to good-quality information about future study options and labour market opportunities.
- 5.2 CYP and their responsible adult(s) will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 5.3 The Trust will ensure CYP and their responsible adult(s) understand the value of finding out about the labour market and support them in accessing this information. CYP and their responsible adult(s) will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 5.4 The Trust will ensure that all CYP, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 5.5 The Trust will provide CYP with the necessary links and information that will enable them to access this. Access will be monitored to review whether CYP are making the most of the service, and if not, what can be done to ensure they do.
- 5.6 The Trust will make use of local enterprise partnerships to provide CYP with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- 5.7 To support social mobility, the Trust will work to raise CYP's aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for CYP to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to.

6 Addressing the needs of children & young people

- 6.1 The Trust's careers programme will aim to raise the aspirations of all CYP whilst being tailored to individual needs. The programme will inform CYP of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 6.2 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided. This includes stereotyping based on:
- i. disability,
 - ii. gender reassignment,
 - iii. pregnancy or maternity,
 - iv. race, colour, nationality, ethnic or national origin,
 - v. religion or belief,
 - vi. sex,
 - vii. sexual orientation; or
 - viii. any combination of those listed above (the protected characteristics).
- 6.3 Careers education, information, advice and guidance (CEIAG) will be delivered in a way that actively challenges stereotyping and broadens aspirations. This ensures that all children and young people (CYP), including those with special educational needs and/or disabilities (SEND), are supported to consider the full range of career pathways available to them.
- 6.4 The school will not discriminate, either directly or indirectly, against any CYP on the basis of protected characteristics as defined by the Equality Act 2010. These are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- 6.5 Comprehensive and accurate records will be kept supporting the career development of CYP. These will be stored securely on Compass+ and Unifrog (KS3/4 only). All children on Unifrog can access their information themselves.
- 6.6 The Trust will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Careers Leader annually to base further development of each school's career guidance plan on the results and areas of success or failure. CYP's destinations are tracked in order to support CYP who may become NEET. The relevant local authority require, and collect data from schools to also provide support and intervention.

7 Targeted support

- 7.1 The school and Trust Careers Lead will work with the Local Authority where necessary to identify CYP who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these CYP can be referred for support drawn from a range of education and training support services available locally.
- 7.2 The Trust will ensure that CYP understand the programmes available to support them and the financial costs associated with staying in post-16 further education.
- 7.3 To support CYP who may require assistance with post-16 participation costs, including those with SEND or those identified as being at increased risk of becoming NEET, Trust schools will work in partnership with Local Authorities and local post-16 education or training providers. Through appropriate data sharing and collaborative planning, the Trust will ensure that these CYP are identified early and receive the financial and practical support required to sustain participation in education, employment or training.
- 7.4 In the Trust we provide high quality teaching (pre-WAVE). This is regularly reviewed by senior and middle leaders. Careers Leaders will work with the relevant staff including year group leaders and SENCO to ensure CYP have a vision for their careers pathway in line with the Trust Learning for Life Framework. The Trust aims to inspire and enable all students to think about their futures from the moment they join a Marches Academy Trust school. Early and continuous exposure to careers learning ensures that students begin to understand the pathways available to them and the steps required to achieve their goals. When students have a clear sense of purpose and understand the relevance of their learning to their future ambitions, they are more motivated, engaged, and able to make informed choices about their education. This understanding directly supports Inclusive Learning by strengthening the connection between curriculum content and future opportunities.
- 7.5 Careers education also contributes significantly to Inclusive Health and Wellbeing. Students who enjoy their learning, feel confident in their direction of travel, and recognise their personal strengths are more likely to experience positive wellbeing. This, in turn, supports Inclusive Safeguarding and Attendance by encouraging consistent engagement in school and promoting safe, informed decision-making about future pathways.
- 7.6 Through Inclusive Individual Development, CEIAG ensures that every student receives personalised support tailored to their strengths, interests, and next steps. The Trust works closely with the full range of pathway providers—including employers, colleges, training organisations, apprenticeships, universities, and community partners—to ensure that all students can progress successfully to a destination that aligns with their aspirations.
- 7.7 Finally, CEIAG strengthens Inclusive Communities by fostering strong relationships with local employers and providers, ensuring students benefit from meaningful encounters that reflect the breadth of opportunities within the wider community. Through this integrated approach, the Trust ensures that every young person is

equipped with the knowledge, skills, and attributes required to thrive in their next phase of education, training, or employment.

- 7.8 Implementation of the Learning for Life Framework can be seen in Appendix 3.
- 7.9 The Trust will ensure that CYP are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. CYP will be advised of how to access this funding and who they should speak to in order to find out more information.
- 7.10 The careers leader will engage with the Designated Safeguarding Lead (DSL) and Designated Teacher for Children Previously or currently Looked After to ensure they know which CYP are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

8 Children & young people with SEND

- 8.1 The Careers Lead will ensure that careers guidance is reasonably adjusted, if appropriate, and based on high aspirations and a personalised approach.
- 8.2 All staff working with CYP will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- 8.3 The school will work with families of CYP to help them understand what career options are available.
- 8.4 Careers guidance and experience will be tailored to CYP based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual CYP's aspirations; the results will be used to personally tailor careers guidance.
- 8.5 Careers guidance will reflect the full range of education, training, and employment opportunities available. It will provide children and young people (CYP) with clear information on workplace support for employees with SEND and explain how roles can be adapted to suit individual strengths and abilities. The Trust will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. CYP will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 8.6 The Trust will provide enhanced transition support for Year 11 CYP for their post 16 progression. This is documented in the education, health and care plan (EHCP) as part of the Annual Review in the CYP's Preparation for Adulthood.
- 8.7 Careers guidance will focus on a CYP's career aspirations and the post-16 options which are most likely to give the CYP a pathway into employment or higher education.
- 8.8 The SEND local offer will be utilised; annual reviews for a CYP's EHCP will be informed by good careers guidance.
- 8.9 When arranging work experience for CYP, the Trust will work with the employer to determine any additional support that will be needed during the work placement.

9 Curriculum

- 9.1 The Trust will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. The Trust provides the Unifrog* complete destinations platform for all CYP from year 7- 13 and invites responsible adults to access this. Schools that currently participate in the platform are Sir John Talbot's School, The Grove School, Idsall School, The Marches School and Shrewsbury Academy.
- 9.2 The Trust will ensure that every CYP is exposed to the world of work by the age of 14.
- 9.3 CYP are expected to study the core academic subjects at GCSE including English, maths, and science.
- 9.4 The Trust will engage with local employers, businesses and professional networks, inviting visiting speakers with whom CYP can relate to.
- 9.5 Every year, from the age of 11, CYP will participate in at least two meaningful encounters with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - i. Careers events such as careers talks, careers carousels and careers fairs.
 - ii. Transitions skills workshops such as CV workshops and mock interviews.
 - iii. Mentoring and e-mentoring.
 - iv. Employer delivered employability workshops.
 - v. Business games and enterprise competitions.
 - vi. Careers provision and education.
- 9.6 The life skills curriculum also supports CYP with careers education and guidance to help our CYP make informed decisions about their future career pathway and options choices.
- 9.7 For an overview of the careers programme for CYP from Years 7-11 please refer to Appendix 2.

10 Work experience

- 10.1 We believe that every CYP should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities, and expand their networks.
- 10.2 The Trust will ensure that all CYP have had at least one experience of a workplace by the age of 16.
- 10.3 All placements are checked by schools using the Unifrog placement tool. This platform requires employers to provide schools with the required documents for the school to ensure the correct safety and safeguarding procedures are in place for the placement in some circumstances where students are placed with family members or close family connection; these will also require parental consent.
- 10.4 If an employer is found to not require Employers Liability Insurance, e.g sole traders, parental consent will be required for the placement to be considered for approval by the school.
- 10.5 During work experience all placements will be monitored. All CYP will be visited at their placement where possible. Where a physical visit is not possible, CYP will receive contact from the school via the placement provider. Where there may be further safeguarding needs, these CYP will receive contact set by the school's DSL. Further guidance can be found in the Trust Work Experience Policy.

11 Further education (FE)

- 11.1 The Trust will provide CYP with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.
- 11.2 CYP will be encouraged to use information tools, such as websites and apps, which display information about opportunities, education and training providers will have access to all CYP in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 11.3 The Trust will ensure that there are opportunities for providers to visit the school and speak to CYP in Years 7 to 11 by maintaining connections with providers of further education and apprenticeships, and arranging regular visits, presentations and workshops.
- 11.4 A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- 11.5 Provider Access Policy statements for each school will be published on each school website and will include:
 - i. Any procedural requirements in relation to requests for access.

- ii. Grounds for granting and refusing requests for access.
- iii. Details of premises or facilities to be provided to a person who is given access.

12 Personal guidance

- 12.1 All CYP will be provided with opportunities for personal guidance interviews with a level 6 qualified careers adviser. Such interviews will take place by the time the CYP finishes Year 11. A further interview will also be completed by the time the CYP finishes in Year 13.
- 12.2 Careers advisers will meet the professional standards outlined by the Career Development Institute. The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the secondary academic tutor or equivalent.
- 12.3 Careers advisers supporting children and young people, including those with SEND or additional support needs, will use the individual's identified outcomes, aspirations and required support—whether recorded in an EHCP or through other SEND support plans—to inform and structure careers guidance discussions. This ensures that all guidance is personalised, aligned with the student's long-term goals, and responsive to their specific support requirements.
- 12.4 Careers advisers working with children previously or currently looked after children will use their personal education plan to focus discussions. These CYP will have a named adviser who will build a relationship with them to better understand their individual needs.

13 Information sharing

- 13.1 The Trust will provide the relevant information about all CYP to the Local Authority support services including:
 - i. Basic information, such as the CYP's name or address.
 - ii. Other information that the LA requires to support the CYP to participate in education or training to track their progress, including the 'where now?' checklist.
- 13.2 The Trust's privacy notice under our GDPR policy offers CYP and their responsible adults the opportunity to ask for personal information not to be shared.
- 13.3 Local Authorities will be notified, as early as is possible, whenever a 16 or 17-year-old CYP leaves an education or training programme before completion. Each school will agree on local arrangements for ensuring these duties are met.

14 Assessment, monitoring, evaluation and reviewing

- 14.1 We are keen to measure the impact of our careers programme across the Trust and constantly monitor our careers policy to ensure maximum effectiveness.
- 14.2 All guidance sessions build on previous discussions and use up-to-date information about a CYP's progress in learning, their personal development and their career development. Teachers and leaders make use of the Unifrog platform to monitor progression and skills confidence, to inform the enrichment programme.
- 14.3 At the end of each guidance session, the careers advisor will record the main points discussed, alongside any action points. These records are then made available for use in further meetings.
- 14.4 CYP's feedback will be sought and acted upon at the end of their career guidance meetings.
- 14.5 CYP's performance on work experience is monitored and reported on by staff visiting and feedback from placement providers.
- 14.6 Destinations of CYP at the end of Year 11, 12 and 13 are tracked and, where applicable, used to inform development of the careers entitlement.
- 14.7 Systematic planned evaluation takes place on a rolling basis; this includes career questionnaires.
- 14.8 The governing board, in conjunction with the careers leader and other relevant staff members, will review this policy on an annual basis, taking into account the success of supporting CYP in accessing post-16 education and training.
- 14.9 The Headteacher, Career Leads or other relevant staff members will make any necessary changes to this policy, and send it to the Trust's Governance Officer for approval and circulation to members of staff.
- 14.10 We are keen to gain feedback from a range of stakeholders including responsible adults, CYP, teachers and employers. If you would like to give us feedback about our careers programme, please get in touch via the school website.

15 Appendix 1 - Provider Access Policy statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 (including those with special educational needs and disabilities) are entitled:

- i. 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:
- ii. 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;
- iii. to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- i. share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
 - ii. explain what career routes those options could lead to
 - iii. provide insights into what it might be like to learn or train with that provider (Including the opportunity to meet staff and pupils from the provider)
- i. answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Previous providers

In recent terms/years we have not been able to invite providers from the local area to speak to our pupils. Pupils have been able to speak to providers during supported visits on an individual/group basis to the following providers:

- i. Shrewsbury College
- ii. Reaseheath College
- iii. Telford College
- iv. SBC Training
- v. ASK Apprenticeships

Destinations of our pupils

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

- 15.1 Open 6
- 15.2 [Grove Sixth Form](#)
- 15.3 [Idsall Sixth Form](#)
- 15.4 [Marches Sixth Form](#)
- 15.5 [Sir John Talbot's Sixth Form](#)
- 15.6 Shrewsbury College
- 15.7 Telford College
 - i. Newcastle and Stafford Colleges Group
 - ii. Reaseheath College
 - iii. Little League Sport (LLS)

Management of provider access requests

Procedure

Providers wishing to request access should contact the Headteacher of our primary schools (details available on each school's website) or the Careers Lead at our secondary schools, whose contact information can be found on the careers pages of the individual secondary school websites.

Opportunities for access

We are always actively looking to secure partnerships, work experience placements and talks from outside agencies to broaden our CYP's horizons. We believe that it is essential that all of our CYP have meaningful exposure to businesses and employers in order to enhance their understanding of potential career routes when leaving school.

The Trust secondary school's offers the six provider encounters required by law (marked in bold text above) and a number of additional events, integrated into the school careers programme.

We will offer providers an opportunity to come into school to speak to pupils or their responsible adults. Providers will be expected to meet the school's safeguarding requirements which can be found in the Safeguarding Policy Statement accessible on the school website.

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

Bespoke presentations

These allow you to deliver presentations and speak to a large body of CYP in either an assembly time slot (15 minutes) or one-hour lesson slot.

Employer-led skills seminars/workshops

Careers seminars give you a chance to develop the careers education of Woodlands CYP by teaching them application and interview skills, or providing insights about a particular industry.

Premises and facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school's Main Reception or with the Careers Lead.

Complaints

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

16 Appendix 2 - Provider Access Statement

16.1 Careers education at the Trust is embedded in school life through the Personal, Social, Health and Economic education (PSHE), Social and Emotional learning and Enrichment programme.

At every stage CYP can expect to attend workshops and careers events delivered by careers professionals, employers and post 16 and further education providers.

CYP and their families are encouraged to use a range of careers software e.g. iCould Careers.

	Through the PSHE, SEL and Enrichment programmes, CYP will learn about:	Additional activities, events and resources
Key stage 3	<p>personal strengths and goal setting</p> <p>strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination in the workplace</p> <p>equality in opportunities in learning and work</p> <p>recognise and challenge stereotypes and/or family or cultural expectations</p> <p>preferred styles of learning</p> <p>study, organisational, research and presentation skills</p> <p>strengths, interests, skills and qualities and strategies for further developing them</p> <p>different types of work, including employment, self-employment and voluntary work</p>	<p>PCP reviews</p> <p>Subject-specific goal setting</p> <p>Target-setting day</p> <p>Annual Reviews</p> <p>Careers Meetings</p> <p>Access to Careers Hub</p> <p>Careers posters in subject classrooms</p> <p>Employer engagement visits</p> <p>Workplace tours</p> <p>Work shadowing</p> <p>'Careers Confident' event</p> <p>Careers discovery day</p> <p>Careers Showcase event</p>

	<p>laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks</p> <p>different work roles and career pathways The labour market (local and national employment opportunities, self-employment)</p> <p>learning options, skills, occupations and progression routes</p> <p>sources of information, advice and support for the decision-making process</p> <p>enterprise skills and qualities</p> <p>protecting own and others' reputations, including online</p> <p>financial decisions and risk</p>	<p>Unifrog (options and pathway preparation tools)</p>
Key stage 4	<p>Personal strengths, areas for development and goal setting</p> <p>Discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</p> <p>Harassment and how to manage this (including in the workplace); the legal consequences of harassment</p> <p>Strengths, interests, skills and qualities and how these relate to future employability</p> <p>Information, advice and guidance available and how to access the most appropriate support</p> <p>Study and employability skills (including time management, self-organisation and presentation, project planning, team-working,</p>	<p>Weekly PCP reviews</p> <p>Subject-specific goal setting</p> <p>Target-setting day</p> <p>Annual Reviews</p> <p>Careers Meetings</p> <p>Access to Careers Hub</p> <p>Careers posters in subject classrooms</p> <p>Duke of Edinburgh</p> <p>Work experience</p> <p>Mock interviews</p> <p>Application support</p> <p>Independent Careers Guidance interviews</p> <p>Post 16 Transition</p>

	<p>networking and managing online presence)</p> <p>The range of opportunities available for career progression, including in education, training and employment</p> <p>The changing patterns of employment (local, national, European and global)</p> <p>Different types of business, how they are organised and financed</p> <p>Work experience</p> <p>Rights and responsibilities at work</p> <p>Attitudes and values in relation to work and enterprise</p> <p>Confidentiality in the workplace</p>	<p>Apprenticeship/Careers Show</p> <p>College Tasters</p> <p>College tours</p> <p>University visits</p>
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17 Appendix 3 - CEIAG Implementation of the Learning for Life Framework

Wave	Description	Examples of CEIAG Activities
Wave 4	Highly Personalised / Intensive Support	- Extended Work Experience Programme
Wave 3	Targeted Personalised Support	- Personalised pathway workshops - Personalised employer visits
Wave 2	Targeted Group Support	- Post-16 application support - Post-18 application support - Group employer visits
Wave 1	Additional Targeted Support	- Additional 1:1 guidance interviews - Linked SEND team adviser - Specialist workshop sessions - Aspire Programme - Targeted employer talks/workshops
Pre-Wave	MAT Universal Offer (available to all students)	<p>Core Careers Activities</p> <ul style="list-style-type: none"> - Careers platform access (e.g., Unifrog) - Careers Fair / Trust Futures Fayre - Careers Bulletins - Careers Focus Day <p>Engagement & Aspirational Activities</p> <ul style="list-style-type: none"> - Job of the Week - Guess My Job - Future Skills Questionnaire - “When I’m Older” event - Family World of Work Day - Enterprise Day - Speed Networking <p>Progression Support</p> <ul style="list-style-type: none"> - Work Experience - 1:1 guidance interviews - Public Services Event - Post-16 Taster Days - Mock Interviews - Personal Statement Reviews - CEIAG-linked PSHE sessions - Employer Workshops

		<p>Provider Encounters (Assemblies & Talks)</p> <ul style="list-style-type: none"> - Sixth Forms - Colleges - T-Level Providers - Apprenticeship Providers - The Military - Universities - Employers
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Useful Websites

<https://nationalcareers.service.gov.uk/> - a comprehensive careers website with job profiles, outlining: the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.

<https://www.startprofile.com/> - structured and progressive activities to help students make more informed decisions about future study and career options.

<https://www.unifrog.org/> - helps CYP with the whole progression process - from exploring their interests, to recording the great things they've done, to finding education and training opportunities