



Compass Learning Centre

Careers Policy inc Provider Access Policy 2021-22

Statutory Policy: YES	Governor Action: NO			
Governors' Committee Responsible:	Teaching & Learning Committee			
Link Governor:	Chair of Committee			
Link SLT:	Deputy Head			
Person Responsible:	Careers Co-ordinator			
Date Reviewed:	October 2021			
Next Review Date:	October 2022			
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>	<ul style="list-style-type: none"> • Section 42B of the Education Act 1997 • Safeguarding/Child Protection Policy • Data Protection Policy • Pupil Premium Policy 			
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓	✓		

Our aim is to help all our learners unlock their potential in life and work

Signed: *Alison Glazier* **Headteacher** **Date:** 01/10/2021

Signed: S Osborn **Link Governor** **Date:** 07/10/2021

Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> What area of work is being considered? Upon whom will this impact? 	Careers Policy inc Statement of Provider Access																																				
<ul style="list-style-type: none"> How would the work impact upon groups, are they included and considered? <table border="1" data-bbox="209 412 1179 663"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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Does the initial screening highlight potential issues that may be illegal? No Further comments:- Aware of and awaiting guidance on new GDRP																																					
Do you consider that a full Equality Impact Assessment is required? NO																																					
Initial screening carried out by Personnel Administrator Signed: <i>Herry Taylor</i> Dated 22.04.2020																																					
Comment by Headteacher No changes to this policy at this time awaiting DCC guidance for GDPR Signed: <i>Alison Glazier</i> Dated 22.04.2020 Headteacher																																					

1 SUMMARY

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. As a school we have a responsibility to prepare students for the time they enter the wider community - either through further education or employment. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance (CEIAG) Programme.

The careers programme at Compass is committed to delivering high quality CEIAG by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration and the development of employability skills. A vital part of this is contact with employers, training advisors and colleges. For this reason we had developed strong links with the Enterprise Adviser Network, Weymouth College and Dorset LEP, and will continue to build relationships with external agencies that can support us in delivering an exciting and varied CEIAG Programme.

Using the Gatsby Compass Tool, we identified several areas of development and devised a three year strategy to address our top four priorities. They are:

- A stable programme (1)
- Linking curriculum learning to careers (4)
- Encounters with employers and employees (5)
- Experiences of workplaces (6)

By developing these four areas and with the support of Dorset LEP, we believe that we will be able to raise students' motivation, attainment and aspirations.

DEPARTMENT FOR EDUCATION (DfE) REQUIREMENTS

Requirements according to the Careers Guidance and Access for Education and Training Providers (January 2018)

Statutory guidance has been restructured around the Gatsby Benchmarks (Note: Gatsby benchmarks are not a statutory framework but highly recommended by the DfE)

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

Schools should begin to work towards the benchmarks from January 2018 and meet them by end of 2020. Destination information will be published in performance tables. They are becoming an established part of the accountability system.

All schools should complete a self-evaluation tool against the Gatsby Benchmark.

Gatsby Benchmark

1. A Stable Careers Programme

Description (Condensed)

- Should have a stable and structured careers programme
- Should publish on school website
- Programme should be regularly evaluated with feedback from pupils

- | | |
|---|---|
| 2. Learning from career and labour market information | <ul style="list-style-type: none"> • All pupils should have access to information about careers paths and the labour market • Parents encouraged to access this information |
| 3. Addressing the needs of each individual | <ul style="list-style-type: none"> • The programme should challenge stereotypical views • Schools should keep systematic records of individual advice given • Schools should collect and maintain destination data |
| 4. Linking curriculum learning to careers | <ul style="list-style-type: none"> • Every student should have the opportunity to learn how different STEM subjects help post 16/18 |
| 5. Encounters with employers and employees | <ul style="list-style-type: none"> • Pupils should participate in at least one meaningful encounter with an employer every year |
| 6. Experiences of Workplaces | <ul style="list-style-type: none"> • By the age of 16 every pupil should have had at least one experience of a workplace |
| 7. Encounters with further education | <ul style="list-style-type: none"> • By the age of 16, every student should have a meaningful encounter with providers |
| 8. Personal Guidance | <ul style="list-style-type: none"> • Every pupil should have at least one careers interview by the age of 16 |

2 DfE OVERVIEW OF REQUIREMENTS

WHAT IS CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) has four essential and interlinked principles

- Careers Education -a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers.
- Careers Information includes learning options, labour market information, skills, occupations, and progression routes.
- Careers Advice and Guidance- Personalised help- a specialised advisor helps to identify long term goals and plan steps to attain them. The advisor must be appropriately qualified (see footnote for this provision 2021-22.¹)
- Work related learning- experiences within and outside of the curriculum that help students learn about economic well-being, careers and enterprise.

¹ This guidance has been given by Ansbury in the past, but this is no longer available. The Headteacher is currently in talks with other Learning Centres to see how this can be provided within our setting. Ansbury also dealt with our student destinations. This will hopefully be taken on as a project with the Careers Enterprise Company and the Dorset Careers Hub

Pupil Entitlement:

All pupils Yr 7 - Yr 11 are entitled to:

- Access and inclusion in a stable careers programme providing information on the full range of education and training options available at each transition point, including opportunity to find out about technical education qualifications and apprenticeship opportunities.
- To meet and listen to a range of local providers about the opportunities they offer, including technical education & apprenticeships – this may be via events organised in school, FE/ HE visits, assemblies, group discussions and taster events.

Careers Guidance:

- Careers Guidance will focus on the specific needs of each individual student, promoting self-awareness and personal development. Each student will receive current and relevant information to enable informed decisions and future choices. All information will be delivered by qualified professionals, impartially and differentiated to suite specific needs. Each student will also have access to confidential, personalised careers guidance (Again, see footnote 1 above)

The Compass will promote the following to all students:

- Self-development through employability and enterprise education – planning & managing own future
- Raising aspirations and awareness of all available options at each transitional point
- Learning about careers and the world of work
- Developing career management, employability and enterprise skills
- Promoting equality, diversity, social mobility and challenging stereotypes

3 The role of Parents and Carers

Parents are an essential part of the careers and employability strategy which is why it is paramount that they are just as informed as their child. The Compass aims to increase parental engagement and knowledge by:

- Providing all parents with access to Parentmail containing news of upcoming events
- Updating The Compass website with careers dates
- Regularly reviewing student progress and aspirations with members of the pastoral team
- Providing Annual Reviews for students with EHCPs

Provider Access Policy

1. Aims

This policy statement aims to set out The Compass' arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997. 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. 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 7 to 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. This policy shows how our school complies with these requirements.

3. Student entitlement

All students in Years 7 to 11 at Compass 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
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Opportunities for access

A number of events, integrated into our careers programme offer providers an opportunity to come into school to speak to students and/or their parents/carers throughout the school year. Please see the programme of events for dates.

4.2 Granting and refusing access

Access will be granted to all recognised approved providers. There may be occasions when the Headteacher will refuse access.

4.3 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

5. Links to other policies

This policy and its accompanying policy in practice are underpinned and shaped by the relevant legislation and guidance including:

- Section 42B of the Education Act 1997
- Safeguarding/child protection policy
- Data protection policy
- Pupil Premium policy

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Mark Fisher and will be reviewed annually. At every review, the policy will be approved by Alison Glazier (Headteacher) and, if required, the governing body.