



Northwood School: Careers Provider Access Policy

Policy reviewed, updated and ratified by the GB:	November 22
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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. This careers strategy is in line with the national Careers Strategy (December 2017) and Careers guidance and access for education and training providers statutory guidance (January 2018).

2.1 Our vision

We aim to support students to form realistic, well informed and pre-planned decisions about the academic and career pathways available to them. We aim to furnish each student with a clear career pathway that is ambitious yet grounded by an understanding of each student's individual needs. Plans are built to give students the ability to become leaders of tomorrow in an ever changing careers landscape.

2.2 Our Aims

- Encourage students to start their career exploration early.
- Ensure students are aware of the range of opportunities available to them in continued education and training at 16+ and 18+.
- Students are equipped and ready to manage the transition between Northwood and the next stage of their academic or career journey.
- Students will benefit from links fostered between the school, and further education establishments.
- Offer students opportunities for real life learning by making it part of the school curriculum.
- Ensure each student has meaningful encounters with a network of employers who can support students to develop their employability skills.
- Wherever possible students will leave Northwood to enter employment, further education or skilled training.
- Provide access to an independent and impartial careers advisor.
- Make CEIAG resources available online and offline to all students, parents and carers.

3. Management and review

The Senior Pastoral Lead responsible for Raising Aspirations/Careers Education will oversee the strategic vision, working closely with the Careers Coordinator and Careers Administrator to ensure delivery of the strategy. In turn working with Careers Champions, pastoral leaders, parents and external providers to ensure the above objectives are met. The review of the strategy and policy will be conducted annually with the Senior Pastoral Lead and the Careers Coordinator.

4. Rationale

The Northwood careers education programme provides our students with opportunities to consider a diverse range of jobs, skills and academic requirements needed to fulfil a multitude of career pathways. It allows students to plan and manage their academic endeavours to allow them to meet their career aspirations. We promote equality of opportunity, diversity and challenge career based stereotypes within our programme. We also strive to deliver the Gatsby benchmarks and conform to the statutory requirements.

The Gatsby Benchmarks

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

5. Opportunities for access - student entitlement

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. Each year has a theme of provision;

Year 7 'Inspire'	<p>In Year 7, our aim is to raise awareness about the wide range of jobs and career options available. We want students to be inspired to investigate areas of interest, whilst developing key skills useful for life and the workplace. A crucial part of Year 7 is to consider the world of work in terms of labour market information and how it can be used to make informed choices about career pathways. Activities in Year 7 are aimed at opening students' minds to the possibilities available.</p> <p>Form time activities and assemblies are based around the world of work and labour market information..</p>
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<p>Year 8 'Inform'</p>	<p>In Year 8 we move on to consider the skills acquired at school and those required for the world of work. The aim is to allow students to understand how the skills learned at school are transferable to the workplace. Activities in Year 8 are aimed at bridging the gap between education and the world of work.</p> <p>Form time activities and assemblies are based around skills for employment.</p>
<p>Year 9 'Explore'</p>	<p>In Year 9 students are considering their options and during this crucial year we explore the skills and knowledge needed for particular careers. To inform their Key Stage 4 subject choices, our aim is for students to explore how different subjects link to careers and Post-16 qualifications. This learning will help to underpin options chosen for GCSEs as students realise that learning now will impact career options later on.</p> <p>Form time activities and assemblies are based around skills and knowledge for particular careers.</p>
<p>Year 10 'Plan'</p>	<p>Students consider how their job affects their choices elsewhere in their life. Students will use their careers knowledge acquired during Years 7 - 9 to start planning progression routes after Year 11. Learning will focus on qualifications and career pathways which will allow students to not only understand the crucial impact of their GCSE examinations but develop a sense of confidence about how their career journey will unfold.</p> <p>Form time activities and assemblies are based around qualifications and career planning.</p> <p>Students are invited to take part in virtual work experience or if possible in person work experience.</p>

<p>Year 11 'Decide'</p>	<p>The end of Year 11 requires students to make decisions about what their next steps are, whether that is college, A-level studies, a training programme or an apprenticeship. Students will be taken through the application process for their chosen route and revisit their plans to ensure that they are on track to get the grades they need to move into the next phase of their education.</p> <p>Students will receive ongoing support with applications and referencing throughout the year alongside a comprehensive programme demonstrating all 16+ pathways available.</p> <p>Students are invited to take part in virtual work experience or if possible in person work experience.</p> <p>Selected groups of students will be invited to attend college visits to explore options for 16+ education.</p> <p>In the Winter term a Sixth Form Open Evening is held and students and parents are given information and advice on other Sixth Forms and Colleges.</p>
<p>Year 12' 'Reflect'</p>	<p>Sixth Form students will reflect on their chosen pathway by exploring various career paths that link to their studies and seeking a range of opportunities to inform their decisions. For students who are new to our school, they will be offered a tailored provision at the beginning of the year to ensure they are starting the year with the same information as everyone else.</p> <p>Students visit at least one University to help them formulate ideas on higher education and/or career aspirations.</p>
<p>Year 13 'Specialise'</p>	<p>By now, students are fully prepared and supported in Year 13 to move onto one of three main pathways – university, work or apprenticeships. Whether students arrived in Year 12 or went through the complete Northwood Diploma Programme, they will have a clear idea of which route they are planning to take and what they need to do to give them the best possible chance of being successful in that path.</p>

6. Staff development

Staff training needs are identified in conjunction with the AHT for CPD, and with a continual awareness of local and national careers agendas. The school will endeavour to meet training needs within a reasonable period of time.

7. Roles and responsibilities

All staff implement this policy through their role as form tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between further education providers and employers are exploited to support the curriculum across each age range.

Careers team

- Mr N McManus –Deputy Headteacher
- Ms C Foskett – Assistant Headteacher
- Mr S Hajghassem – Careers Coordinator

8. Management of provider access requests procedure

A Careers Provider wishing to speak to our students should contact the school directly (01923 836363, office@nwschool.org.uk) to discuss their proposal. These providers could be from colleges, apprenticeships or universities. The purpose of their visit is to enable students to make a more informed choice about their future career pathway. External visitors are supervised by staff at all times. This procedure aligns with our whole school Safeguarding policies and procedures (as per link documents in this policy).

9. Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of the Careers team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Office, 6th Form Area or Library. This is managed by the Careers Coordinator and school librarian. These resources are available to all students at lunch and break times and after school.

10. Engaging the Parents/Carers

Parents/Carers are encouraged to get involved in the progress of their children through yearly information evenings aimed at key decision points e.g. GCSE and Post 16 Options and access to the school website with supporting information and resources.

11. Evaluation of programme and delivery

The careers programme will be reviewed twice a year by the Careers Administrator in January and June, using the Gatsby Benchmarks via the Careers Company Compass Tool.

The effectiveness and impact of this strategy and the career provision action plan will be based on the following evaluation methods:

- Compass tool assessment. Improvement against the Gatsby benchmarks. To be re-evaluated every year.
- Feedback via Student Voice.
- Student/parent/employer evaluation forms.

12. Relationship to other Internal Policies

- The Child Protection and Safeguarding Policy

- The Health & Safety Policy
- Health & Safety Statement
- Equality and Diversity Policy
- SEND Policy