



# Prince William School

## Career Guidance Policy

**'Every child deserves to be the best they can be'**

Scope: East Midlands Academy Trust & Academies within the Trust	
<b>Version: V5</b>	<b>Filename:</b> EMAT Career Guidance Policy
<b>Approval: October 2024</b>	<b>Next Review: September 2027</b> <i>This Policy will be reviewed by the LAB of each school and ratified by the Trust Board every 3 years</i>
<b>Owner:</b> Head of Education on behalf of East Midlands Academy Trust Board of Trustees	<b>Union Status:</b> Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy

### Revision History

Revision Date	Revisor	Description of Revision
September 2024 – V5	J Lawson / M Cooper	Amend to 3 year review cycle to reflect guidance from Careers & Enterprise Company. Minor amendments to appendix 2.
Sept 2023 – V4	J Lawson	General review and update
June 2022 – V3	M Juan	Policy review – NO CHANGES
July 2021 – V2	M Juan	Policy updated to reflect new DfE Careers guidance, governance responsibilities, information links and PWS section changes
May 2020 – V1	M Juan	New EMAT Career Guidance Policy issued

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## 1 School vision

Prince William School believes our young people are capable of achieving anything they set their minds to. We support our pupils to be collaborative, responsible, respectful and aspirational members of society who demonstrate care, excellence and aspiration throughout their school experience and beyond. These values inform our careers programmes. We provide all pupils with a planned programme of learning and activities to help them choose the pathways that are right for them and enable them to enter successful careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

We strive to foster a passion for learning and nurture and raise pupils' aspirations. We aim to enrich pupils' learning experiences and ensure that all, from Year 7 to Year 13, benefit from the best possible information, guidance and experiences so they can progress successfully to further or higher education, vocational training, apprenticeships or employment.

Our school's motivational and robust career programme, alongside curriculum subjects aims to inspire our pupils. As pupils move through our school, we ensure they understand how their school-based learning is part of a bigger picture that is linked to their aspirations. We strive to ensure our pupils take pride in themselves and their futures, increase their resilience and become part of an aspirational generation of young adults in our local and wider communities.

Our careers education programme begins when pupils join our school in Year 7 through our PSHE curriculum and continues to the quality Careers Education, Information, Advice and Guidance (CEIAG) we provide to all pupils from Years 7-13, educating them about future opportunities and potential career paths based on their individual needs. For some, this may be a more academic pathway and for others it may be more vocational. We encourage our pupils to recognise and embrace their own distinct set of talents, skills and knowledge to make informed career choices. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many outside agencies such as employers and education providers.



Prince William School seeks to prepare students for the opportunities and experiences they may encounter in the future, so they have the ambition, resilience and respect to reach their full potential:

**'For every student to leave their education equipped with the knowledge, skills and confidence to be able to make informed career choices.'**

## 2. Policy scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students from Year 7 to the end of Key Stage 5.
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2023)
- 2.4 This policy statement sets out our careers education arrangements and complies with schools' legal obligations under Section 42B of the Education Act 1997.
- 2.5 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance.
- 2.6 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.7 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school.
- 2.8 All members of staff at Prince William School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Team.
- 2.9 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## 3. Objectives

The objectives of the Careers Education, Information, Advice and Guidance policy are to:

- 3.1 enable students to develop the skills they need for working life.
- 3.2 ensure that all students at the school receive a stable careers programme
- 3.3 enable students to understand themselves, their interests, likes and dislikes, strengths and weaknesses, what they are good at and how this affects their career choices
- 3.4 enable all students to find out about different careers and potential job opportunities and learn from information provided by the career and labour market
- 3.5 provide a CEIAG programme that is individual and addresses the needs of each student
- 3.6 link pupils' curriculum learning to careers learning
- 3.7 provide students with a series of encounters with employers and employees

- 3.8 provide students with experiences of workplace(s)
- 3.9 ensure that students have a series of encounters with further and higher education
- 3.10 provide each student with the opportunity to receive personal guidance
- 3.11 enable students to realistic but ambitious choices about courses and jobs.
- 3.12 enable students to develop and implement a plan of action
- 3.13 enable students to be able to make effective applications for jobs, training, apprenticeships, further and higher education.

#### 4 CEIAG activities at Prince Willam School

- 4.1 CEIAG at Prince William School is incorporated into the curriculums of all year groups to stimulate students' interests in life and the world of work. We also hold a variety of career events which include engagement with different employers, one-to-one career sessions, group work and assemblies. Prince William School is committed to ensuring that our community has up to date information on the current labour market so that our students can make informed decisions about the types of careers they want to aim for. **Appendix 3** sets out some of the key activities we provide.
- 4.2 The Gatsby career benchmarks (see Appendix 1) are the recommended elements of good practice in career guidance.

For more detail on the specific subject content and progression, please see our PSHE curriculum KS3-KS5 published on the school website.

#### 5. Roles & Responsibilities

Trustees and Governors should provide clear advice and guidance on which the school leaders base a strategic careers plan which meets the legal or contractual requirements of the school. The school has a member of their local advisory board who takes a strategic interest in careers education and guidance and encouraging employer engagement. The LAB make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an Education, Health and Care Plan.

##### 5.1 School Responsibilities

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in **Appendix 1** which cross-reference with the objectives of this policy.

Prince William School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school has a series of statutory duties and responsibilities:

- 5.1.1 All registered students at the school must receive independent and impartial careers advice by the end of Year 11 and again by the end of Year 13.

- 5.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 5.1.3 This advice must cover a range of education or training options
- 5.1.4 This guidance must be in the best interests of the student
- 5.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 to Year 13 in order to inform them about approved technical qualifications or apprenticeships.
- 5.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published
- 5.1.7 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. The East Midlands Academy Trust central team, school improvement partners, Ofsted).

## **5.2 The Headteacher will ensure that:**

- 5.2.1 the work of the Careers Lead and Careers Advisor and CEIAG events are supported and monitored
- 5.2.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

## **5.3 Governor Responsibilities**

- 5.3 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy:
  - 5.3.1 is based on the eight Gatsby Benchmarks
  - 5.3.2 meets the school's legal requirements
  - 5.3.3 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access students in Years 7 to 13.
  - 5.3.4 The governing body will ensure that a member takes a strategic interest in CEIAG and encourages employer engagement.

## **6. Provider Access**

This section of the policy sets out the school's arrangements for managing the access of at least six encounters for all students with approved providers of apprenticeships and technical education. This complies with Provider Access Legislation.

- 6.1 All students in years 7-13 are entitled:
  - 6.1.1 to find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- 6.1.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through, for example, options events, assemblies and group discussions and taster events
- 6.1.3 to understand how to make applications for the full range of academic and technical courses.
- 6.1.4 Prince William School has a Provider Access Policy that is published on its website.

## 7. How we monitor, evaluate and review our CIAEG programme

The effectiveness of this policy will be measured in a variety of ways:

- 7.1 feedback from stakeholders through mechanisms such as student and parent survey as well as employer survey.
- 7.2 feedback from external visitors to the school such as trust representatives, school improvement partners, Ofsted
- 7.3 review of the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.
- 7.4 analysis of destinations data for Years 11 and 13 provide us with clear and comparable information on the success of our school in helping our pupils take qualifications that offer them the best opportunity to continue in education or training.
- 7.5 analysis of employer feedback to check that our CEIAG has supported students effectively.
- 7.6 analysis of student feedback from CEIAG events and activities to consider what is effective and what we can improve.
- 7.7 Evaluation of CEIAG against the **Gatsby benchmarks** (see appendix 1) using the Compass online evaluation tool.
- 7.8 The governors of Prince William School will review this policy every three years.



## Appendix 1: The Gatsby benchmarks

The Gatsby career benchmarks are the recommended elements of good practice in career guidance and provide us with a framework review and where necessary, develop our careers programme. We ensure Prince William School provides:

### 1. A stable careers programme

Our programme is delivered through assemblies, enrichment, tutor time, PSHE, other experiences. It involves the roles of other colleagues who support the programme. The careers programme is published on our website to enable pupils, parents, teachers and employers to access and understand it. The programme is evaluated regularly.

### 2. Learning from career and labour market information

By the age of 14, our pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options. We encourage parents to access and use information about labour markets and future study options to inform their support to their pupils.

### 3. Addressing the needs of each student

Our careers programme actively seeks to challenge stereotypical thinking and raise our pupils' aspirations. We keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils have access to these records to support their career development. We collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.

### 4. Linking the curriculum to careers

All secondary teachers link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

### 5. Encounters with employers and employees

Every year, from the age of 11, we aim that pupils will participate in at least one meaningful encounter with an employer. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

### 6. Experiences of workplaces

Every pupil will have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. We ensure that, by the age of 16, every pupil has had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil will have had one further such experience, additional to any part-time jobs they may have.

### 7. Encounters with further and Higher education

All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 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.

## **8. Personal guidance**

Every pupil has opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## Appendix 2: CEIAG themes at Prince William School

	Careers Education	Careers Advice and Guidance	Employer Links
Key Stage 3 Y7 & 8	<ul style="list-style-type: none"> <li>• What is a career?</li> <li>• Dream job</li> <li>• The future of careers</li> <li>• Identifying interests</li> <li>• Exploring the subjects library</li> <li>• University vs apprenticeship</li> <li>• Identifying skills</li> </ul>	Drop ins with careers advisor	£1 Challenge – Yr7  Matching skills to careers – Yr8
Key Stage 3 Year 9	<ul style="list-style-type: none"> <li>• Creating a vision board</li> <li>• Setting goals and milestones</li> <li>• GCSE options</li> <li>• Demonstrating my skills</li> <li>• CV writing</li> </ul>	<ul style="list-style-type: none"> <li>• Careers advisor at KS4 options evening</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> </ul>
Key Stage 4 Y10	<ul style="list-style-type: none"> <li>• Demonstrating my skills</li> <li>• Exploring career types</li> <li>• Pathways beyond GCSEs</li> <li>• Updating my unifrog profiles</li> <li>• Updating my CV</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with careers advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Interview Skills</li> <li>• World of Work Day</li> </ul>
Key Stage 4 Y11	<ul style="list-style-type: none"> <li>• Overview of post 16 pathways</li> <li>• Exploring the different post 16 pathways</li> <li>• Post 16 intentions</li> <li>• Updating my CV</li> <li>• Higher apprenticeships and higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews with careers advisor continue</li> <li>• Careers advisor at KS5 options evening</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> </ul>
Post 16 Y12	<ul style="list-style-type: none"> <li>• The super-curricular</li> <li>• Working out how you can be the best possible you</li> </ul>	<ul style="list-style-type: none"> <li>• Careers interviews on referral basis</li> </ul>	<ul style="list-style-type: none"> <li>• Sixth Form Careers Fair</li> <li>• Interview skills</li> <li>• University visits</li> <li>• Work experience</li> </ul>
Post 16 Y13	<ul style="list-style-type: none"> <li>• Comparison of different post 18 pathways</li> <li>• Using findings from Yr12 to apply for chosen pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Careers interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair</li> </ul>

### Appendix 3: CEIAG at Prince William School

At Prince William School, CEIAG runs through tutor time, PSHE (Skills for Life) as well as all curriculum subjects. It also runs through our assemblies and super-curricular activities. We have a dedicated careers advisor so that our students receive independent and impartial careers advice at key times while they attend Prince William School.

- During tutor time, students in years 7 through to 10 discuss current issues through our Vote Topic. Students are encouraged to explore issues of significance in the world today.
- Through the Skills for Life programme, students in years 7 through to 11 have access to the online careers platform, *Unifrog* – [www.unifrog.org](http://www.unifrog.org)
- Each year group follows a year plan that takes them through the different facets of *Unifrog* throughout the year, building on the previous year.
- Through this platform, students have access to information about different pathways and opportunities as they move through the school and as they prepare for their post 16 and post 18 choices. The platform gives information on application processes for all pathways post 16 and post 18 and students are able to record and log their journey as they move through the school.
- This platform also offers students in years 9 and 11 receive guidance on options and pathways for KS4 and KS5. At KS3 this focuses on GCSE options. At KS4 this focuses on apprenticeships, various college routes, employment-based training as well as sixth form study.
- At KS5 CEIAG focuses on university study, apprenticeships and employment-based training. Students in sixth form also have access to *Unifrog*. In addition to this, they have access to [www.supercurricular.co.uk](http://www.supercurricular.co.uk) . This resource allows students to explore super curricular resources.
- Each curriculum subject delivers careers related learning:
  - Year 7 – Why study?
  - Year 9 – Key Stage 4 options
  - Year 11 – Post 16 intentions
- In addition to this, curriculum subjects will make links to careers related learning throughout the year.
- Those students applying for Oxbridge, Medicine and Veterinary Medicine receive sessions on interview technique as well as mock interviews.
- The Prince William School website has a link to the South East Midlands Local Enterprise Partnership (SEMLEP). This gives labour market information as well as monthly updates on apprenticeships for students and information for parents.
- Working with South East Midlands Local Enterprise partnership (SEMLEP), we hope to bring in to school business leaders, further education and university representatives to present up to date information to all our students.
- Students at Key Stages 4 and 5 receive independent and impartial careers advice and guidance from our careers advisor. We operate an open-door policy at break and lunchtimes so that students at Key Stage 3 can also seek advice and guidance.

- At Prince William School our careers programme is inclusive and takes into account the needs of individual students, no matter their background or circumstance. Students with SEND will also have support from our careers advisor as part of their EHCP meetings.
- We run super-curricular careers events for each year group. This means that between years 7-13 our students have at least six meaningful encounters with providers of technical education or apprenticeships.

Year group	£1 Challenge	Matching skills to careers	Careers Fair	World of Work Day	Work Experience	Interview skills	University visits
7	✓						
8		✓					
9			✓				
10			✓	✓		✓	✓
11			✓				
12			✓		✓	✓	✓
13			✓				

#### Appendix 4: Qualifications pupils at Prince William School can work towards

We support our pupils to work towards a range of different qualifications and pathways that are appropriate for them. For some, this may be a more academic pathway (A-levels, degree and postgraduate study) and for others it will be vocational (BTEC, Apprenticeships and higher-level training), dependent on students' individual interests and needs. Alongside specific key stage qualifications, where relevant, we also offer support for students pursuing personal, extra-curricular qualifications, e.g. graded music exams.

Key Stage 4	Key Stage 5	Post 16 and 6 <sup>th</sup> Form
<ul style="list-style-type: none"> <li>GCSE (L2): OCR, Eduqas, AQA</li> <li>BTEC (L1/L2): Pearson, Edexcel, OCR</li> <li>Preparation for intermediate apprenticeship (L2)</li> </ul>	<ul style="list-style-type: none"> <li>A-level: OCR, AQA, Eduqas</li> <li>BTEC (L3): Pearson, Edexcel, OCR</li> <li>Diploma (L3): Eduqas</li> <li>Preparation for Advanced Apprenticeship (L3)</li> </ul>	Preparation for: <ul style="list-style-type: none"> <li>HNC (L4)</li> <li>HND (L5)</li> <li>Bachelor's Degree (L6)</li> <li>Higher Apprenticeship (L4/5)</li> <li>Degree Apprenticeship (L6/L7)</li> </ul>

#### Apprenticeships

There are three levels of apprenticeship:

- Intermediate (Level 2): Level 2 is normally agreed to be the equivalent of 5 GCSE passes. This is the lowest level of apprenticeship available. There are generally no eligibility criteria for application. However, applicants will need to demonstrate their ability to complete the course. Learners need to be over 16 years old to be able to apply. Companies look for demonstration of a positive attitude towards the course to make an offer.
- Advanced (Level 3): Level 3 is considered the same as two A-Level passes. The level 3 is a common next step for those who have completed a level 2 apprenticeship. This is because to be considered for a level 3 apprenticeship, companies will normally be looking for someone who has completed a level 2 apprenticeship or has 5 passes at GCSE. There will be instances where no formal qualification will be needed to apply for a level 3 apprenticeship. However, in this instance applicants will generally need experience of working in the industry to be considered.
- Higher/degree apprenticeship (Levels 4-7).
- A level 4 apprenticeship is equivalent to a foundation degree, a Higher National Certificate (HNC), or the first year of an undergraduate degree. Higher apprenticeships start at level 4. The requirements to be considered for a level 4 apprenticeship are normally higher than those at level 3. Requirements are generally:
  - Completed an advanced apprenticeship.
  - Hold a level 3 NVQ/SVQ qualification.
  - Have a BTEC National qualification.
  - 2 passes at A-Level.
  - Employers may also require 5 passes at GCSE at grade A – C ([9-4 on the new scale](#)). As with the other levels, requirements will be different depending on the company.

- Level 5 apprenticeships are also classified as higher apprenticeships but are the equivalent of the full degree. The requirements for a level 5 apprenticeship are similar to those for level 4. However, as this is a more advanced course it is not unusual to see specific requirements from employers. For example, for an IT Apprenticeship a company may ask for a minimum of grade C at A-Level in ICT alongside other requirements.
- Degree apprenticeships are new types of course offered by universities. The level 6 apprenticeship gives candidates the opportunity to obtain a full bachelor's degree. The level 7 is an opportunity to gain a master's degree in a student's chosen subject. These are demanding courses and it is common to see strict requirements from employers for these apprenticeships. These will likely include prior qualifications which are transferable to the apprenticeship in some way.
- The level of apprenticeship a student starts at will depend on the kind of job they are applying for. Starting with a job is different to gaining a GCSE or A-Level and so students may start at level 2 or 3 and work their way up. The duration of an apprenticeship depends on a number of factors including the delivery model that an employer selects and which level of apprenticeship is being studied. As a minimum, all apprenticeships must last for a minimum of 12 months.

## Appendix 5 Prince William school Provider Access Policy Statement

### Prince William School: Provider Access Policy Statement

(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

**Ownership: Prince William School**

**Date updated: September 2024**

#### **Rationale**

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

#### **Commitment**

Prince William School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Prince William School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Prince William School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

#### **Aims**

Prince William School’s policy for Access to other education and training providers has the following aims:



To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

### **Student Entitlement**

Prince William School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be achieved through our programme of super-curricular activities.

### **Development**

This policy has been developed and is reviewed annually by the Careers Leader, Careers Advisor and Line Manager based on current good practice guidelines by the Department for Education.

### **Links with other policies**

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

### **Equality and Diversity**

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Prince William School is committed to encouraging all students to make decisions about their future based on impartial information.

### **Requests for access**

Requests for access should be emailed at least 6 weeks in advance of an expected date for the planned session. Requests should be sent to **Mark Cooper**, Careers Leader, **Mark Cooper** may be contacted email, [mark.cooper@pws.emat.uk](mailto:mark.cooper@pws.emat.uk) and should include:

- The proposed format, timings and duration of the planned session.
- The number of staff members from the provider's organisation who propose to visit.
- Any support requirements needed from the school.

### **Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies, timetabled Skills for Life lessons, careers fairs and careers events that Prince William School is arranging. All requests will be

given due consideration from the Careers Team and Senior Leadership Team. Requests will be considered against:

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.

The Headteacher may refuse a request if it would be likely to be detrimental to the safety or wellbeing of students or staff, or if granting the request would be likely to bring the school into disrepute.

Students may also travel to visit another provider as part of the trip to be organised in partnership with Prince William School.

### **Details of premises or facilities to be provided to a person who is given access**

Prince William School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. At times of multiple provider visits, use of technology can be discussed as appropriate and possible. The Careers Leader or Careers Advisor will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

### **Live/Virtual encounters**

Prince William School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

### **Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

### **Management**

The Careers Leader coordinates all provider requests and is responsible to his senior management line manager.

### **Complaints Procedure**

Any complaints about this policy should be raised to *Mark Cooper*, email: [mark.cooper@pws.emat.uk](mailto:mark.cooper@pws.emat.uk)

*Mark Cooper* will raise the complaint to *the Headteacher, Anna Hewes*.

### **Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the Careers Team

***Policy Coordinator: Mark Cooper***

***Policy Reviewed: September 2024***

#### **Further links**

- [Careers guidance and access for education and training providers](#)
- [The eight Gatsby benchmarks](#)
- [National Careers Service](#)
- [Skills for jobs: lifelong learning for opportunity and growth](#)