

# **CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG)**

And

# **PROVIDER ACCESS POLICY (PAL)**

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## INDEX

<b>1.0</b>	<b>The Policy Statement</b>	<b>page 3</b>
1.1	Purpose	page 3
1.2	Aims	page 3
<b>2.0</b>	<b>Entitlement Statements</b>	<b>page 3</b>
2.1	Student Entitlement	page 3
2.2	Parent/Carer entitlement	page 4
2.3	Provider entitlement	page 4
2.4	Equality and Diversity	page 4
<b>3.0</b>	<b>Delivery of the CEIAG provision</b>	<b>page 4</b>
3.1	Place within the Curriculum and Tutorial Support system	page 4
3.2	Monitoring and tracking of young people	page 5
<b>4.0</b>	<b>Management of CEIAG Provision</b>	
4.1	Management	page 5
4.2	Staffing	page 5
4.3	Provision of external and Independent careers guidance	page 5
4.4	Other formal and informal partnerships	page 6
4.5	Information resources	page 6
4.6	Budget	page 6
4.7	Staff Development	page 6
4.8	Monitoring, review and evaluation	page 6
<b>Appendices</b>		<b>page 7</b>
A.	Leadership & Management – Named contact	
B.	Staffing	
C.	Provision of External and Independent Careers Guidance	
D.	Other Formal & Informal Partnerships	
E.	Information Resources	
F.	Careers Education Plan	
G.	Student Entitlement	
H.	Parent Entitlement	
I.	Provider Entitlement	

## 1 The Policy Statement

### 1.1 Purpose

The statutory *Careers guidance and access for education and training September 2022* is the government's career strategy aiming to build a world-class system that will help young people choose the career that is right for them.

It is expected that:

- Maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.
- Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- There will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

### 1.2 Aims

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

## 2 Entitlement Statements

### 2.1 Student entitlement

Teachers in the academies and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.

- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition. Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

## **2.2 Parent/Carer entitlement**

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days
- Careers information and computer-based careers programmes, such as the Portal and National Careers Service website.
- Information and updates on the academies' website and Twitter

## **2.3 Provider Access Policy (PAL) & Provider Entitlement**

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer

### **Opportunities for access**

The Academy offers four/six provider encounters (as detailed below) required by law and a number of additional events, integrated into the careers programme, such as

- Careers Cafes – promote particular employment sectors and the routes into those industries
- Careers & Aspirations Fairs – large events where all providers can access parents and students
- Key Stage 3, 4 and 5 Options Evenings – focused next step curriculum and career pathway events for choices at GCSE, A Level and beyond.
- CEIAG Step Up Days – Whole school careers themed events

The careers contact on the Academy website should be used to arrange access.

We will offer providers an opportunity to come into school to speak to students or their parents or carers.

### **Pupil Entitlement**

All students have access to CEIAG from year 7. In years 8 to 13 are entitled:

- to find out information about the provider and the approved technical education qualifications or apprenticeships that the provider offers available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like

- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

### **1st key phase -Year 8 or 9**

- Two encounters for students that are mandatory for all to attend

### **2nd key phase Year 10 or 11**

- Two encounters for students that are mandatory for all to attend

### **3rd key phase Year 12 or 13 (if there is a sixth form)**

- Two encounters that are mandatory for the school to put on but optional for students 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:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. We will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, online sessions within the curriculum, including live events, careers engagement events and parents evenings

### **Management of provider access requests**

All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session. In the first instance, requests by providers should be sent to the careers lead identified at the start of this policy

## **Granting Requests and Refusal of Requests**

Once your request has been submitted, the Academy Careers Leader will respond to you within 10 working days. All requests will be given due consideration from the designated Careers Leader and Senior Leadership Team. Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- opportunities you offer including technical education, courses and entry requirements
- Summary of what is learning like with your institution
- How do you prepare students for their next steps
- How you use LMI and recent positive destinations of students who have completed their learning with you

### **Requests will be considered against:**

- If there are any clashes
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the academy safeguarding policy.

A log will keep a log of all provider requests for access and the outcomes and record on Compass Plus to support the delivery and evaluation of the careers programme

If a provider has reason to make a complaint in relation to this statement please email the Academy who will investigate further

## **2.4 Equality and Diversity**

The careers education and guidance delivery satisfies the requirements of the Academy Equal Opportunities Policy ensuring equality of opportunity for all students/carers/associated persons, staff, governors and visitors. We believe that all people are of equal value and by encouraging their progression we will promote equality of opportunity, celebrate diversity and challenge stereotypes. The Careers programme is designed to meet the needs of all learners. CEIAG activities are differentiated to ensure all students progress in their career learning and development helping to raise their aspirations and attainment at the academy.

## **3 Delivery of the CEIAG provision**

### **3.1 Place within the Curriculum and Tutorial Support system**

The careers curriculum has been devised following the CDI Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals.
- On drop-down days a wide variety of companies and apprenticeship

Delta Careers Education, Information & Guidance Policy – CEIAG providers may also attend offering advice and guidance.

- Parents/carers are invited into the Academy to support with careers events, such as drop-down days and mock interview experiences.

### **3.2 Monitoring and tracking of young people**

Delta Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

## **4 Management of CEIAG Provision**

### **4.1 Management**

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community. This area is supported by a nominated link member of the Academy Advisory Board.

### **4.2 Staffing**

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Learning Managers and Careers Professionals. Staff training is provided on a regular basis and updates are given in briefing or circulated via the VLE. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the Progress Careers Portal which includes specific information and resources.

### **4.3 Provision of external and Independent careers guidance**

Delta Academies Trust have formed a partnership with Progress Careers Ltd – an external, matrix accredited, independent and impartial careers guidance service, to work in partnership across the trust but at an individual, localised academy level. Providing personalised guidance and wider support to the academy careers team to support students to aim high in their career goals and aspirations.

In addition to Independent and impartial careers advice and guidance provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites are used alongside links with businesses and training providers. Students are also encouraged to access the National Careers Service and Progress Careers portal via a link on the academy website.

### **4.4 Other formal and informal partnerships**

The Academy has a range of formal and informal partnership arrangements including

Delta Careers Education, Information & Guidance Policy – CEIAG  
with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE  
and Training Providers.

#### **4.5 Information resources**

A range of careers information, in a variety of formats, is provided in the Careers Hub and the Learning Resource Centre so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The Progress Careers Portal also provides quality assured information, links to other approved websites and online resources are also signposted.

#### **4.6 Budget**

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

#### **4.7 Staff development**

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Career specific CPD is also allocated to the Careers Leader and to attend networking events Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

#### **4.8 Monitoring, review and evaluation**

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.



**Appendix A: Leadership & Management**

<b>Position</b>	<b>Name</b>	<b>Title</b>
AAB Member	<b>Darcy Rowley</b>	
Named Contact: Academy Leadership	<b>Liam Scott</b>	<b>Assistant Principal</b>
Operational Leader	<b>Matt Walker</b>	<b>Key stages 3 and 4</b>
Operational Leader	<b>Abigail Emsley</b>	<b>Assistant Principal: Sixth Form</b>  <b>Key stage 5</b>

**Appendix B: Staffing**

All staff contribute to CEIAG through their roles as tutors, subject teachers or learning managers or curriculum leaders. Staff training is provided on a regular basis and updates are given in briefing. Staff are provided with guidance sheets, tutor handouts and option booklets. All staff have access to the bespoke website which includes specific staff information and resources on the Academy website.

**Appendix C: Provision of External and Independent Careers Guidance**

Independent and impartial careers advice and guidance is provided in partnership with Progress Careers Ltd — an external, matrix accredited, independent and impartial careers guidance company, commissioned on behalf of Delta Academies Trust. Students are also encouraged to access the National Careers Service and the National Apprenticeship site via the Academy website careers section.

<b>Organisation</b>	<b>Name</b>	<b>Title</b>
Progress Careers Ltd	Joshua Adesina	Careers Adviser

**Appendix D: Other Formal & Informal Partnerships**

The Academy has a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE and Training Providers.

<b>Organisation</b>	<b>Name</b>	<b>Title</b>
East Midlands Combined County Authority	Emma Arberry	Enterprise Coordinator

**Appendix E: Information Resources**

A range of careers information, in a variety of formats, is provided in the Learning Resource Centre of each academy so that it is accessible to all students. Resources are managed in each academy to ensure that they are up to date and meet the needs of all students. The bespoke website also provides quality assured information and access to other approved websites and online resources.

<b>Organisation</b>	<b>Resource</b>	<b>Location</b>
Progress Careers	Online Portal	Academy Website
Various	Books, handouts, prospectuses	Learning Resource Centre

Noticeboards	Displays on apprenticeships, different careers and	Sixth Form Subject teaching areas across all sites
Electronic Display Screens	Electronic displays on different careers, apprenticeship opportunities and open	Dining Hall screen

## Appendix F: Careers Education Plan

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

Outcome	Learning Aim	Key stage	Careers Education Activities	Information Advice & Guidance
<b>Grow throughout life</b>	Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths	<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Careers activities as part of Y7 induction – The importance of character, personal and professional development   Your future self</i></li> <li>• <i>What does success mean to me?</i></li> <li>• <i>What are my skills?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>British values assembly</i></li> <li>• <i>Taking control of your career journey</i></li> <li>• <i>How to find your passion</i></li> <li>• <i>Resilience skills</i></li> <li>• <i>Self awareness</i></li> <li>• <i>Flexible and realistic thinking</i></li> <li>• <i>Hope and optimism</i></li> <li>• <i>From school to life</i></li> <li>• <i>Financial awareness</i></li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>• <i>What does success mean to me?</i></li> <li>• <i>What are my skills?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Individual careers guidance meetings</i></li> <li>• <i>British values assembly</i></li> <li>• <i>Taking control of your career journey</i></li> <li>• <i>How to find your passion</i></li> <li>• <i>Motivational Speech by Gogglebox star Baasit Siddiqui</i></li> <li>• <i>Resilient decisions</i></li> <li>• <i>Resilient learners</i></li> </ul>
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• <i>CV seminar – with feedback as part of the mock interview process</i></li> <li>• <i>Unifrog skills and personality quizzes</i></li> <li>• <i>The Scholars Programme (The Brilliant Club – Y12)</i></li> <li>• <i>EPQ programme (Y12)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>1 to 1 meetings with tutors, recorded on Unifrog</i></li> <li>• <i>1 to 1 independent careers advice</i></li> </ul>
<b>Explore possibilities</b>	Pupils/students need to explore the full range of possibilities open to them and learn about recruitment	<b>3</b>	<ul style="list-style-type: none"> <li>• <i>Exploring possibilities – Dream jobs</i></li> <li>• <i>Different working environments (At work, remote or hybrid?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Exploring careers in Technology and Arts (Assembly by Confetti College)</i></li> <li>• <i>Introduction to higher education (Assembly)</i></li> </ul>

	processes and the culture of different workplaces		<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Extensive extra-curricular offer, where pupils can appreciate links between clubs and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• by Nottingham University)</li> <li>• Exploring apprenticeships and T Levels (Assembly by Nottingham College)</li> <li>• Career of the week promoted across the Academy</li> <li>• Subject specific displays highlighting relevance to different career pathways</li> <li>• From school to life – lessons delivered as part of the EPC curriculum</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>• Different working environments (At work, remote or hybrid?)</li> <li>• Careers Fair</li> <li>• Extensive extra-curricular offer, where pupils can appreciate links between clubs and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring apprenticeships with EON (EON employee delivers assembly)</li> <li>• Myth Busting Apprenticeships (Delivered by EON employee)</li> <li>• Career of the week promoted across the Academy</li> </ul>
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• Work experience (Y12 – July)</li> <li>• East Midlands UCAS higher Education Fair – Year 12</li> <li>• Mock Interview process – Year 12</li> <li>• CV seminar – with feedback as part of the mock interview process</li> <li>• Y11 to Y12 transition trip to Lincoln University</li> <li>• Y12 to Y13 transition trip to Nottingham Trent University</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies from employers and professionals throughout the year</li> <li>• University: researching your options [Nottingham Trent University]</li> <li>• Apprenticeship Week assembly – delivered by Progress Careers</li> <li>• 1 to 1 independent careers advice</li> </ul>
<b>Manage career</b>	Pupils/students need to manage their career actively, make the most of opportunities and learn from setbacks	<b>3</b>	<ul style="list-style-type: none"> <li>• Careers and the future</li> <li>• Challenges and rewards of work</li> <li>• Evolving world of work</li> <li>• Employability skills</li> <li>• Taking control of your career journey</li> <li>• Careers guidance offered throughout the</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Adviser introduced in Assembly – benefits of discussions with them highlighted</li> <li>• Options Evening, where pupils can access impartial careers information, advice and guidance</li> <li>• Flexible and realistic thinking, hope and optimism, resilience</li> </ul>

			<p>GCSE options selection process</p> <ul style="list-style-type: none"> <li>• Reflection exercise at the start of the academic year, encouraging pupils to consider setbacks and future challenges and how these inform next steps</li> </ul>	<p>skills – lessons delivered as part of the EPC curriculum</p>
		<b>4</b>	<ul style="list-style-type: none"> <li>• Individual careers guidance from a Level 6 qualified Adviser</li> <li>• Careers and the future</li> <li>• Challenges and rewards of work</li> <li>• Employability skills</li> <li>• Reflection exercise at the start of the academic year, encouraging pupils to consider setbacks and future challenges and how these inform next steps</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Adviser introduced in Assembly – benefits of discussions with them highlighted</li> </ul>
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• Work experience (Y12 – July)</li> <li>• CV seminar – with feedback as part of the mock interview process</li> <li>• Mock interview process</li> <li>• Exploring pathway tools on Unifrog throughout the year</li> <li>• Clearing workshop – delivered by Nottingham Trent University</li> <li>• East Midlands UCAS higher Education Fair – Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• University: researching your options [Nottingham Trent University]</li> <li>• Opportunities for work placements regularly shared with students throughout the year</li> <li>• 1 to 1 meetings with tutors, recorded on Unifrog</li> <li>• 1 to 1 independent careers advice</li> <li>• Individual feedback on personal statement writing, from form tutor – Year 13</li> </ul>
<b>Create opportunities</b>	<p>Pupils/students need to create opportunities by being proactive and building positive relationships with others</p>	<b>3</b>	<ul style="list-style-type: none"> <li>• Year 7 induction programme facilitates new friendships</li> <li>• What does success mean to me?</li> <li>• How to find your passion</li> </ul>	<ul style="list-style-type: none"> <li>• Growth mindset assembly</li> <li>• Flexible and realistic thinking, from school to life and hope and optimism – lessons delivered as part of the EPC curriculum</li> </ul>

			<ul style="list-style-type: none"> <li>• Role models, entrepreneurship and initiative</li> <li>• Academy Council</li> <li>• Academy Eco Council</li> </ul>	
		<b>4</b>	<ul style="list-style-type: none"> <li>• Role models, entrepreneurship and initiative</li> <li>• Y10 pupils create a CV</li> <li>• Academy Council</li> <li>• Academy Eco Council</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have the opportunity to meet a wide range of employers and education pro</li> </ul>
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• East Midlands UCAS higher Education Fair – Year 12</li> <li>• Mock interview process – Year 12</li> <li>• Apprenticeship Week assembly – delivered by Progress Careers</li> <li>• Speed networking event – Y12</li> <li>• Sixth Form Student Council – Campaigns, applications and selection</li> <li>• HE+ programme – Year 12</li> <li>• Gold Duke of Edinburgh Award</li> </ul>	<ul style="list-style-type: none"> <li>• University: researching your options [Nottingham Trent University]</li> <li>• Opportunities for work placements regularly shared with students throughout the year</li> </ul>
<b>Balance life and work</b>	Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community	<b>3</b>	<ul style="list-style-type: none"> <li>• Wellbeing in the workplace</li> <li>• Role models, entrepreneurs, initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Week Assembly</li> <li>• Mental illness investigated – lessons delivered as part of the EPC curriculum</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>• Wellbeing in the workplace</li> <li>• Role models, entrepreneurs, initiative</li> <li>• In person, hybrid or remote: What works best?</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Week Assembly</li> </ul>
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• 1 to 1 independent careers advice</li> <li>• Student role programme, which focuses on the importance of volunteering within</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development sessions on wellbeing and mental health – October and June</li> <li>• Wellbeing and mental health resources</li> </ul>

			<p>school and the community – year 12</p> <ul style="list-style-type: none"> <li>• Thriving at University workshop – delivered by Nottingham Trent University</li> <li>• Mental Health – Accessing support: PSHE sessions – Year 13</li> <li>• Building a healthy lifestyle when leaving home – Year 13</li> </ul>	<p>signposted on Unifrog for use by tutors</p>
<b>See the big picture</b>	Pupils/students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career	<b>3</b>	<ul style="list-style-type: none"> <li>• Careers and the future – Explores how technology evolving is changing the world of work</li> <li>• Is artificial intelligence a threat to our jobs?</li> <li>• What is the labour market?</li> <li>• Newsround is shown weekly, which incorporates current democratic developments and the relationship between politics, the economy and future careers</li> </ul>	<ul style="list-style-type: none"> <li>• STEM curriculums highlight changes in science and technology industries over time</li> <li>• Influences of the media – lessons delivered as part of the EPC curriculum</li> </ul>
		<b>4</b>	<ul style="list-style-type: none"> <li>• Careers and the future – Explores how technology evolving is changing the world of work</li> <li>• Is artificial intelligence a threat to our jobs?</li> <li>• What is the labour market?</li> <li>• Newsround is shown weekly, which incorporates current democratic developments and the relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Careers Fair – Pupils appreciate the nature of real-world labour markets and how they've changed</li> <li>• STEM curriculums highlight changes in science and technology industries over time</li> </ul>

			<i>between politics, the economy and future careers</i>	
		<b>Post 16</b>	<ul style="list-style-type: none"> <li>• <i>East Midlands UCAS higher Education Fair – Year 12</i></li> <li>• <i>Mock interview process</i></li> <li>• <i>Student finance workshop – Year 13</i></li> <li>• <i>Thriving at University workshop – delivered by Nottingham Trent University</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Financial choices: working and earning – PSHE sessions – Year 13</i></li> </ul>

## Appendix G: Student Entitlement

### Investing in your Future

The careers education and guidance programme at a Delta Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at a Delta Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside a
- Delta Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- The Delta Academy website



## **Appendix H: Parents Entitlement.**

### **Investing in your Child's Future**

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact your Delta Academy if you need any more help or information.

## **Appendix I: Provider Entitlement.**

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

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact – *See named contact in Appendix A*

Telephone: *Please telephone the main academy number to make contact.*

### **Opportunities for access**

The Academy will arrange a Careers events and opportunities as part of the next step planning and setting the aspirations of our students. These days are integrated into the Academy careers programme and will offer providers an opportunity for all external providers to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Careers Cafes held at lunchtimes. These are based on Local Market Information and Employers and Provider (if appropriate to the LMI area) will be invited / request to attend these events also.

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

### **Premises and facilities**

The Academy will make space available for discussions between the provider and students, as appropriate to the activity. The Academy 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by our Careers Professionals. The Careers Hub is available to all students at lunch and break times.