

All Saints' Catholic Voluntary Academy

Policy Document

'And we know that for those who love God all things work together for good, for those who are called according to his purpose'. Romans 8:28

Policy: Careers and Work Experience Policy including Provider Access Policy Statement
Prepared for: All Saints' Catholic Voluntary Academy

Approval

Approved by	Approval date	Review Date
Governors	January 2022	January 2024
Governors	January 2024	January 2025

1. Introduction

All Saints' Catholic Voluntary Academy has high quality careers advice and guidance, to support our high achieving and ambitious students, always being supportive of their aspirations, strengths and skills. The focus of the support is linked to the Gatsby benchmarks and ensuring students have high aspirations. Within this policy, includes arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section Part VII of the 1997 Act encompassing Sections 43-46.

Aims and purpose

- Prepare students for the transition to life beyond secondary school (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.

2. Student entitlement

The careers provision at All Saints' Catholic Voluntary Academy is in line with the statutory guidance developed by the Department for Education: [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) and from the following document released in January 2023: **Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges.**

Students in years 7-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

3. Careers Provision at All Saints' Catholic Voluntary Academy

All students in Years 7-13 have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.
- Assemblies are delivered to all year about further and higher education to help student make informed decision about the next stage of their education.
- All students have access to the Unifrog ([Sign In - Unifrog](#)) - **Unifrog** will give you all the information you need to make important decisions about future careers and what subjects, courses and training you can do to reach your career destination) and careers section on the schools website.
- All students receive 1 x 4/5-week block through the PSCHE programme, covering CEIAG (Careers Education, information advice and guidance). Guidance on content has been taken from **The KS3 and KS4 learning outcomes from CDI (Career Development Institute) framework** which are detailed below. We use a range of resources and interactive lessons through Unifrog. The specific lesson content is evaluated and adapted annually.

Year 7 and 8

- **Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
- **Learning about careers and the world of work:** describe different explanations of what careers are and how they can be developed; give examples of different kinds of work and why people's satisfaction with their working lives can change; give examples of different business organisational structures.
- **Developing your career management and employability:** identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services; recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable; recognise when you are using

qualities and skills that entrepreneurs demonstrate and show that you can be positive, flexible and well-prepared at transition points in your life.

Year 9

- **Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
- **Learning about careers and the world of work:** be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.
- **Developing your career management and employability:** show that you can manage your own budget and contribute to household and school budgets; know how to prepare and present yourself well when going through a selection process; show that you can be positive, flexible and well-prepared at transition points in your life.

Year 10

- **Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
- **Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people's career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.
- **Developing your career management and employability:** build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services; show how you are developing the qualities and skills which will help you to improve your employability; show that you can be enterprising in the way you learn, work and manage your career; show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you;

Year 11

- **Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
- **Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people's career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.
- **Developing your career management and employability:** be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals; know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; know your rights and responsibilities in a selection process and strategies to use to improve your chances of success; review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.

Year 12

- CV writing, application process and preparing for interviews: recognising your skill set, what you have to offer, reflect on your achievements to date. Learn the differing application processes including UCAS and apprenticeships; consider your own careers choices and future pathways; be able to research further education institutions and courses, apprenticeship providers. Prepare a written personal statement. Demonstrate the ability to verbally discuss individual strengths and knowledge of chosen subject area; mini interview stations may require varied responses.

Year 13

- CV writing, application process and preparing for interviews: recognising your skill set, what you have to offer, reflect on your achievements to date. Learn the differing application processes including UCAS and apprenticeships; consider your own careers choices and future pathways; be able to research further education institutions and courses, apprenticeship providers. Prepare a written personal statement. Demonstrate the ability to verbally discuss individual strengths and knowledge of chosen subject area; mini interview stations may require varied responses.
- 4. Students with Special Educational Needs or Disabilities (SEND):**
- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
 - Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- 5. Students in receipt of Pupil Premium funding**
- Students in year 9 and 10 attend sessions with Nottingham Trent University, as a part of their outreach programme, covering, your skills – your future and your future – your choice.
 - Personalised support from the careers’ advisor where appropriate.
- 6. Progress Careers**
- All Saints’ Catholic Voluntary Academy work in partnership with Progress Careers, who work alongside the Year Progress Leader (YPL) with responsibility for careers. Progress Careers work with thousands of young people in the UK and deliver independent, impartial careers guidance.
 - The advisers are Level 6 Registered Career Development Professionals and regularly update their training and knowledge with continuous professional development and training. The Careers Advisor will work with the YPL to develop a Careers Development Plan annually for the school.
 - Every Year 11 student will receive at least 1 session. For students with Special Educational Needs or Disabilities (SEND) and/or are in receipt of Pupil Premium funding, where deemed necessary, they will receive additional meetings with the careers advisor through Year 9-11.
- 7. Work Experience and Mock Interview Provision at All Saints’ Catholic Voluntary Academy**
- The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.
 - All students in Year 10 and 12 are offered the opportunity to undertake a Work Experience placement for a minimum of 1 week.
 - This is not a compulsory part of the curriculum, but is undertaken by the majority of students. The students receive extensive application support with key opportunities advertised and CV and covering letter writing workshops.
 - Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
 - Unifrog is set up to allow for all stakeholders to make checks to ensure that the placement meets with the school requirements, the students will be treated fairly and they will undertake meaningful work.
 - All students on placement are covered by the employers’ insurance and places of work are asked to complete the appropriate documentation through Unifrog.
 - Students in Year 10 undertake a mock interview with an external provider. The students receive extensive application support through a variety of tutor time activities.

Policy statement on provider access

Introduction

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

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

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

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

- 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 pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

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

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

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Nottingham Trent University
- Woodhead Construction

Destinations of our pupils

From the Local Authority, October 2023.

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

Destination	Total (number and %)
Continued Education in School	74/188 = 39%
College of Further Education	95/188 = 51%
Employment with planned training	12/188 = 6%
Employment or Training	4/188 = 2%

Last year our year 13 pupils moved to range of providers in the local area after school:

Destination	Total (number and %)
Number of students in Y13	73
Students going to university	53 (5 after a GAP year) = 73%
% first place University choice	73%
Russell Group Universities	18/53 = 34%
None-Russell Group Universities	35/53 = 66%
College	0
Sustained employment	6/73 = 8%

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Helen Flint, Assistant Head Teacher, flint.h@allsaints.notts.sch.uk

Jenn Webley, Year Progress Leader, Webley.j@allsaints.notts.sch.uk

Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

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

**This programme is constantly being updated as new links are made with employers and institutions.*

	Autumn Term	Spring Term	Summer Term
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Year 8	Nottingham Trent University and Mansfield District Council. PSCHE lessons.		NTU Campus visit.
Year 9	ThinkCARECareers	West Notts College	PSCHE lessons.
Year 10		ASK Apprenticeships and Nottingham Trent University. Mock interviews. PSCHE lessons.	Work Experience 1 to 1 careers appointment
Year 11	1 to 1 careers appointment PSCHE lessons.	ASK Apprenticeships 1 to 1 careers appointment	1 to 1 careers appointment
Year 12	Managing your study time. Intro to HE. Medicine workshop and mini mock interviews.	Preparing for open days and Making the Most of Sixth Form. Careers talk from Amy Careers. PSCHE lessons.	Work Experience. Choosing your course and university. Apprenticeships QA. UCAS applications. Personal statements.
Year 13	Note making for revision. OXBRIDGE Interview prep workshop. Medicine workshop and mini mock interviews. Apprenticeship Application Workshop.	Careers talk from Amy Careers. Student Finance.	Preparing for HE/transition to HE.

Premises and facilities:

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

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the careers lead. The Resource Centre is available to all pupils at lunch and break times.

Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

The provider will be asked to complete – “PROTOCOL FOR EXTERNAL SPEAKERS “as set out by the Nottingham Roman Catholic Diocesan Education service (appendix 1).

Grounds for granting and refusing request for access:

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers. **Appendix 1 sets out** a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents/carers.

All Saints Catholic Voluntary Academy’s policy on safeguarding sets out the school’s approach to allowing providers into school as visitors to talk to our students.

APPENDIX 1

PROTOCOL FOR EXTERNAL SPEAKERS

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers. This is a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents/carers:

Name of Speaker		
Question	Answer	Actions needed/comment
Will the Speaker be supervised at all times during their visit?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.
Have you carried out safeguarding checks (if appropriate) for the Speaker? Please refer to CES guidance on: 1) DBS checks and 2) Disqualification	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.

<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> ▪ Be respectful towards Catholic teachings and ▪ Not be prejudicial or detrimental to the Catholic character of the school 	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Have you reviewed the resources/training materials that will be used by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Are there any other outstanding issues or concerns with the Speaker and/or their suitability?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>

If you have any concerns regarding the suitability of this Speaker, you should contact the Diocesan Education Service to seek further clarification.

Signed _____

Position _____

Date _____