



## Careers Education, Information Advice & Guidance (inc. Provider Access) Policy

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“Learning together, to be the best we can be”

# 1. Scope

- 1.1. This policy relates to all academies across Nexus MAT where provision is in place for Careers Education in Key Stages 3, 4 and 5 (inc. KS2 where appropriate).
- 1.2. Nexus schools may refer to this policy alongside their own local careers policy and provider access statement.

# 2. Context

- 2.1. This document sets out the Nexus Multi Academy Trust Careers policy including arrangements for managing careers programmes and the 'access' of providers to pupils in Trust schools.
- 2.2. This 'access' is for the purpose of giving pupils information about a provider's education, work or training offer.
- 2.3. This policy is based on the statutory guidance:  
[Careers guidance and access for education and training providers \(January 2023\)](#)
- 2.4. This guidance refers to:
  - 2.4.1. The Education Act 1997 (s45)
  - 2.4.2. The Education and Skills Act 2008
  - 2.4.3. The School Information (England) Regulations 2008
- 2.5. This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our academies must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see the individual Academy's provider access policy statement located on their website. At least two encounters must be provided during each of the following phases: Years 8–9, Years 10–11 and Years 12–13.
- 2.6. This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:
  - 2.6.1. Each of our academies must now secure independent careers guidance from year 7 (instead of from year 8, previously);

- 2.6.2. Our academies are required to provide and publish their careers education and guidance.
- 2.7. The above guidance requires that they publish information about their careers programme on their website.
- 2.8. Each academy will publish on its website details of its careers programme, provider access statement, named Careers Leader and information relating to careers education, in accordance with statutory guidance.
- 2.9. The Trust operates in line with its statutory duty under The Provider Access legislation, previously the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical.
- 2.10. In addition, to the Education Act (2002) (which places a statutory duty on academies to secure access for pupils to independent and impartial careers guidance) the Trust supports each of its academies in doing this by providing a Level 6 trained Careers Advisor that works with each school. This promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning.

## 3. Our strategic intent

### 3.1. The importance of careers education and guidance

- 3.1.1. High quality careers education and guidance is critical to all of our 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 work place skills they need to achieve positive employment destinations. This helps them choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

### 3.2. The Gatsby Benchmarks

- 3.2.1. The government expects all schools to use the internationally recognised Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a Careers Adviser, to engagement with employers, colleges, training providers and universities.

3.2.2. Although the benchmarks are non-statutory, Nexus MAT expects all its Headteachers to use the benchmarks for providing a framework around which they can develop their careers programme in line with their legal requirements including to provide independent careers guidance to pupils. Our schools are also expected to report against these benchmarks using an online evaluation tool (Compass+), used to self-assess their careers programme and track their improvements

3.2.3. Nexus MAT schools will support every pupil to realise and develop high aspirations *and* consider a broad and ambitious range of careers through a combination of direct/indirect experiences and learning opportunities.

3.2.4. At Nexus MAT the vision is that we are constantly “**Learning together; to be the best we can be.**”

3.2.5. In order to be the best and achieve meaningful lifelong outcomes for our pupils we put our energy into effective working partnerships, exemplified by part of our mission statement:

*Our employees and partners are passionate about being the best that they can be;*

3.2.6. We aim to inspire every pupil through ‘real-life’ contacts with the world of work as we know this can help them understand where different meaningful choices can take them in the future. Nexus MAT will work with a range of organisations, including with local authorities, to achieve this for the vulnerable young people placed within our schools.

3.2.7. Nexus MAT schools will measure the effectiveness of careers activity by considering both the attainment and the destinations of our pupils. Success will be reflected in more numbers progressing to work placements, apprenticeships, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

3.2.8. Nexus MAT schools will provide appropriate ‘Advice and Guidance’ via a qualified Careers Advisor as well as internal school staff as part of a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

3.2.9. Headteachers understand this ‘programme’ must take into account pupils’ potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

## 4. Training

- 4.1. Key staff in our schools will be identified and encouraged to access and complete appropriate levelled training as a Careers Leader. The designated course will be determined at a suitable level following forthcoming recommendations from both the Nexus MAT Careers Lead and the area Careers coordinators/Advisors.
- 4.2. Each academy will identify a named Careers Leader with responsibility for leading and coordinating the school's careers programme.

## 5. Role and Responsibilities

- 5.1. As the responsible authority, the MAT has a duty to ensure that statutory duties are being exercised effectively and that compliance with guidance is enabled and facilitated at a local academy level.
- 5.2. Each individual school Headteacher will secure and work directly with its allocated 'Careers Advisor' for expert guidance and advice. This advice and guidance may take many different forms, including planning meetings, networking, practice sharing events, information evenings, outside speakers in classes, general studies programmes, careers fairs meetings with mentors, transition meetings for pupils and advice given on work experience programmes as well as face-to-face interviews with an independent Advisor.
- 5.3. In order to provide for the real needs and circumstances of all our pupils, face-to-face interviews with independent Advisors may be provided for those pupils to whom the academy deems it to be the most suitable form of support. This will be in addition to or alongside interviews offered by the academy's own careers staff, where information will also be given in a differentiated, impartial way, in line with their communicative needs.
- 5.4. The individual school Headteacher will ensure the provision of information and verbal briefings on pupil profiles to help independent Advisors and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence in line with UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.
- 5.5. The individual school Headteacher will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with Advisors.

- 5.6. The individual school Headteacher will provide a range of careers activities, which may include work-related learning, work experience and provider accessed events.
- 5.7. The individual school Headteacher will work with a range of other schools/providers (Mainstream and Special designation), further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education.
- 5.8. The journey of education and lifelong learning can take many different turns and it will be each Headteachers' responsibility to achieve and sustain a person centred and responsive 'careers offer' throughout the pupil's time with them. As a reference to work to; the Headteacher will look to establish a person-centred pathway for each pupil, capturing the aspirational goals and planning needed to achieve their desired destination. This individual pathway plan - alongside a child's Education, Health & Care Plan (where they have one) - will form the key planning and reference tool for the team around the child and act as a reference to the multidisciplinary planning/support required by the pupil going forward.
- 5.9. Pupils will have access to on-line advice, including the National Careers Service website. Pupils will also be advised of the National Careers Service telephone helpline number. The Headteacher will evaluate its success in supporting pupils to take up education and training which offers good long-term prospects through analysis of internal destination measures.
- 5.10. This data will be shared with the local authority, parents and significant others in line with data protection.
- 5.11. Effective partnership links are set up with numerous organisations, businesses, training providers and enterprising bodies, some of these include:
- Students/ parents/ carers
  - Local SEND transition Officer
  - Staff at Annual Reviews and Transition Reviews
  - Further Education Colleges
  - Enterprise Advisor Network
  - Business Education South Yorkshire
  - School Governors
  - Children's' and Adult Disability Services
  - The Careers and Enterprise Company
  - Special Schools Employment Forum
  - LEAF –Local Employment Advisory Forum

- Job Centre Plus
- National Citizen Service
- The Gatsby Foundation

## 6. Expectations

6.1. Nexus Multi Academy Trust complies with the following requirements and expectations of its academies:

6.2. The Headteacher must ensure:

- The school complies with current duty and allow access to the **full range** of post 16 and 18 providers
- That visits are made available to **all students** in the applicable year group and the school must not do anything to limit pupils from attending.
- An up to date access statement is in existence and must be available on the school website. This statement, and wider careers programme, will need to be updated with information about how the school will meet the legal requirement to put on six provider encounters.
- The school continues to strive towards improving their performance against the Gatsby Benchmarks and all schools are **expected** to meet them fully.

6.3. The Headteacher is expected to ensure provision of effective careers information, education, advice and guidance (CIEAG), in line with the statutory 'Careers guidance and access for education and training providers', to encourage pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire.

6.4. In addition, year 7-13 pupil entitlement includes opportunities:

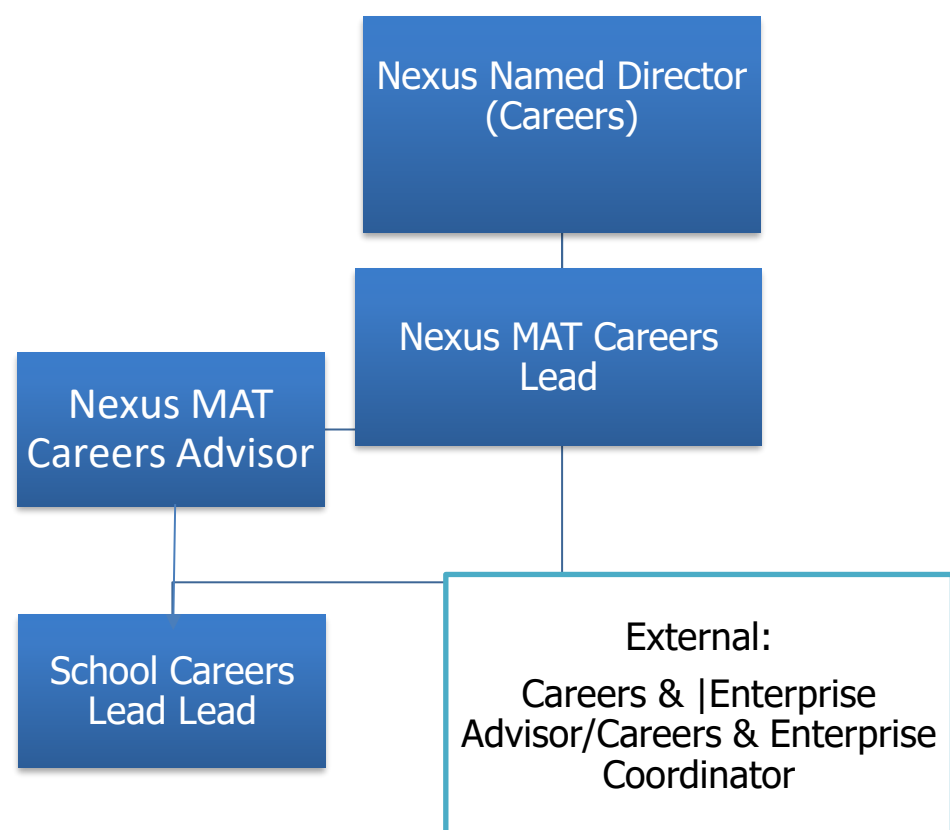
- to find out about education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education/training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including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

## 7. Management of provider access requests

- 7.1. A provider wishing to request access should contact the designated individual in each school. Information on this will be shown for the individual school via its own 'Provider Access Statement' on its website.

## 8. Nexus MAT Careers Education Governance structure

- 8.1. Nexus Multi Academy Trust will, through this policy and associated quality assurance systems, reaffirm their longstanding commitment to ensuring high quality careers guidance that promotes pupils' best interests and meets their real needs.



## 9. Premises and facilities

- 9.1. Headteachers will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

- 9.2. The Headteacher 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.
- 9.3. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the academy. This information will be made available to pupils at all times and should be adapted to meet the communicative needs of the pupil.