



CEIAG Policy and Provider Access Statement

Approved at SLT: 6 July 2021

Statement of Intent

The main aims of the careers provision at Moor Park are to:

- Deliver the school's mission statement, so that all pupils have the skills, knowledge and aspiration to access higher education
- Ensure the school has a stable careers programme that at least meets the statutory guidance enshrined in the Gatsby Benchmarks
- Provide opportunities for all our pupils to challenge careers stereotypes, develop an understanding of and experiences in the world of work, feel fully prepared to take their next steps and for life beyond our school and sixth form
- Provide experiences for our pupils that will ensure they have a competitive edge in the labour market

1. The Legal Framework

This policy, and our careers strategy and programme, has due regard to legislation and statutory guidance, including, but not limited to the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

2. A Stable Careers Programme

2.1 Our comprehensive careers programme begins in Year 7 and is coordinated by our Careers Leader. Each year, our careers strategy is reviewed to ensure that we are meeting the needs and demands of our current pupils and that we take into account local Labour Market Information (LMI). Our programme for the current academic year, including how we meet the Baker Clause, can be found on our website.

2.2. The school is committed to achieving all 8 Gatsby Benchmarks and these are the foundations of our school provision. We have used the Gatsby Benchmark Toolkit guidance on 'what good looks like' and the activities we undertake to ensure that our provision at least meets all 8 Benchmarks can be found in Appendix i.

2.3 To ensure we meet our statutory obligation for securing impartial information, advice and guidance (IAG) for pupils in Years 8-13, the school employs a fully qualified Careers Advisor who:

- Conducts face-to-face individual guidance interviews for pupils in Year 10, 11 and 12
- Produces an action plan that supports pupils to meet their goals
- Provides feedback to the school on pupil aspirations and goals so that our careers strategy can meet their needs and support them effectively

2.4 We deliver our careers programme by a variety of methods, including:

- Via our character and PDWB programme
- Through subject lessons, as mentioned in LTPs
- One-off events, talks, workshops from external speakers, including Moor Park alumni
- An annual FE/HE fair and visits to universities
- Assemblies
- Work experience/placements/visits

3. Use of Labour Market Information (LMI)

- 3.1** We ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 3.2** We ensure pupils and their parents understand the value of finding out about the labour market and support them in accessing this information. Pupils and their parents are provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 3.3** By the end of Year 9, all pupils will have accessed and used information about career paths and LMI, to support their options choices and decision making.

4. Addressing the Needs of Pupils

- 4.1** As per our annual careers programme (detailed on the school website) and we will ensure the needs of all pupils have been met by a variety of methods, including:
- Activities are tailored, dependent on the needs of the group
 - Working with the school SENDCO to ensure the needs of pupils with SEND are met. For pupils with an ECHP, this will be incorporated into their plan.
 - Informing pupils and parents/carers about the full range of work-related opportunities and post-16 pathways
 - Supporting pupils to arrange work experience/work placements that are appropriate, suitable, yet aspirational.

5. Embedding Careers within the Curriculum

- 5.1** The school's Long-Term Plans (LTPs) make specific links to careers and teachers will use lesson time, when appropriate, to inform pupils how the work they are completing in lesson links to specific careers or pathways.
- 5.2** Teachers from a range of subject areas (including English, Maths and Science) will either deliver or support the delivery of the school's drop-down days or one-off events linked to the annual careers programme, detailed on our school website.
- 5.3** Pupils across all year groups from Year 7-13 will receive an element of careers IAG within the tutor time character programme and the PDWB programme. See the annual careers programme for more information.
- 5.4** It is our belief that the curriculum is everything that a child/young person undertakes whilst they are with us, not just academic subjects. Pupils will therefore be supported to understand how the range of extra-curricular activities offered, and our curriculum drop-down days, enhance the development of their employability skills.

6. Meeting the Baker Clause

- 6.1** The school is committed to ensuring that all pupils in Year 8-13 learn about non-academic routes that are available to them. We ensure that pupils have access to up-to-date information about the routes available to them from our local FE and training providers, including T Levels and apprenticeship routes that are available from a range of local employers. We publish up-to-date information on the school website for parents, including useful guides to the various post-16 routes.
- 6.2** At KS4 and KS5 we work with our local ASK Project (apprenticeship support) and other providers of vocational/technical routes, to provide students with information on the range of apprenticeships and to meet apprenticeship champions who can speak about their own experiences in the workplace. For students wishing to apply for apprenticeships, we then offer further registration and application workshops for both school-leaver and degree level apprenticeships.
- 6.3** Our SENDCO will provide tailored support to pupils on the SEN register, including visits and introduction sessions with vocational providers where needed.

6.4 Elements of our annual careers programme that contribute to our duty under the Baker Clause are clearly identified on both our careers programme document and in 8.3 of the Provider Access Statement below.

7. Monitoring and Review

- 7.1 The governing board, in conjunction with the headteacher and Careers Leader and SLT, will review this policy on an annual basis
- 7.2 The annual careers programme will be agreed based on stakeholder feedback and LMI and will be published on the school website
- 7.3 The Careers Leader, and associated staff, will actively gain use feedback from pupils, parents and stakeholders to ensure that the strategy meets the needs of pupils year-on-year
- 7.4 Termly reviews of the careers programme will be published on the school website

8. Provider Access Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

8.1 What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g., technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

8.2 Who handles our access requests?

Any provider wishing to request access should contact our careers leader, **Miss Morgan**, on **01772 795428** or via email on: admin@moorpark.mp.

8.3 What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Events that external providers might wish to attend or support, are detailed below. **Events/activities highlighted in yellow contribute towards our duty under the Baker Clause.**

	Autumn	Spring	Summer
Year 7	<ul style="list-style-type: none"> • University Visit: Pollution Solution 	<ul style="list-style-type: none"> • University Visit: Forensic Investigation 	<ul style="list-style-type: none"> • Introduction to University • Charity Week • Breaking Stereotypes (careers panel) • KS5 masterclasses
Year 8	<ul style="list-style-type: none"> • FE/HE fair • LMI session 	<ul style="list-style-type: none"> • University Visit: Engineering and technology 	<ul style="list-style-type: none"> • University Visit: Fashion and creative design • Charity Week

	<ul style="list-style-type: none"> • Routes into Careers in Construction 		<ul style="list-style-type: none"> • KS5 Masterclasses
Year 9	<ul style="list-style-type: none"> • Speed Networking Event • FE/HE fair • University Visit: Health and Medicine 	<ul style="list-style-type: none"> • Post-16 Options Assembly • Careers Panel and workplace Visit • KS4 taster sessions • University visit: law and Business 	<ul style="list-style-type: none"> • T Level Assembly
Year 10	<ul style="list-style-type: none"> • Speed Networking Event • FE/HE fair 	<ul style="list-style-type: none"> • ASK Apprenticeship assembly • CV writing workshop • Careers at Westinghouse • University Visit: Life on Mars 	<ul style="list-style-type: none"> • Work Experience Week • T Level Assembly
Year 11	<ul style="list-style-type: none"> • FE/HE fair • Mock Interviews • University visits • 1-1 Careers Advisor meetings 	<ul style="list-style-type: none"> • ASK Apprenticeship Assembly • ASK apprenticeship application workshop • KS5 choices assembly 	
Year 12	<ul style="list-style-type: none"> • FE/HE fair • Mock interviews 	<ul style="list-style-type: none"> • Degree Apprenticeships session • Careers Insight Sessions • CV writing workshop 	<ul style="list-style-type: none"> • Work experience week • UCAS preparation sessions
Year 13	<ul style="list-style-type: none"> • FE/HE fair • Mock interviews • University application support • 1-1 Careers Advisor meetings 	<ul style="list-style-type: none"> • Degree Apprenticeships session • Apprenticeship application workshop • Careers Insight Sessions 	

8.4 Who should providers contact to discuss events and options?

Providers can speak to our Careers Leader, [Miss J Morgan](#) to discuss possible attendance at relevant events.

8.5 What are the rules for granting and refusing access requests?

We will grant access requests that meet the following criteria:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act.

8.6 Premises and facilities

We will make access to classrooms, meeting rooms, the school library or main hall as appropriate for each activity. We will facilitate the use of presentations, if providers are able to either access these remotely or email them through to the relevant member of school staff prior to the event. Logistics for all events are discussed in advance of the visit via either the Careers Leader or another member of staff and feedback on organisation of events is always sought.

8.7 Can providers leave prospectuses for pupils to read?

Providers are welcome to leave a copy of their prospectus and other relevant course literature with [P Dearden](#) at the [Learning resource centre](#).

Appendix i - Implementing the Gatsby Benchmarks

'What Good Looks Like' taken from the Careers and Enterprise Company Toolkit

	Gatsby Benchmark	What Good looks like	What we do
1	A Stable Careers Programme	<ul style="list-style-type: none"> ➤ Stable, structured careers programme ➤ Published on the school website ➤ Regularly evaluated with feedback 	<ul style="list-style-type: none"> • Annual careers strategy that is updated year-on-year to ensure it meets the needs of pupils • Careers activities build each year, so that skills/knowledge can be developed • The programme is published on the school website, along with links for useful resources / up-to-date information • A specific plan is devised each year for KS4/5 transition and KS5 transition to university/employment
2	Learning from Career and University (including labour market information)	<ul style="list-style-type: none"> ➤ By the age of 14, all students should have accessed and used information about careers paths and university. ➤ Parents should be encouraged to access and use information about how to support their children 	<ul style="list-style-type: none"> • Parents and pupils informed about career paths and HE as part of the Year 9 options process • All pupils attend the annual FE/HE fair • Website updated regularly with information and guidance for parents and pupils • Labour market information used to plan drop-down days and one-off events and our careers partners are all organisations from the local workforce
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> ➤ Actively seek to challenge stereotypical thinking and raise aspirations. ➤ Keep systematic records of the individual advice given to each student. ➤ Accurate data on destinations for at least 3 years. 	<ul style="list-style-type: none"> • Y7 "careers stereotypes" event in the Summer Term, to actively challenge stereotypes • Representation from a range of industries, with students coming into contact with at least 10 employers during their time in school • SENDCO supports those who are on the SEN register to move onto an appropriate destination at 16 or 18 • Tailored support provided for pupils who are at risk of becoming NEET • Accurate destinations data kept for both Y11 and Y13 leavers, which is used to make alterations to the careers programme • Systematic records of students' careers activities are kept using the Compass+ system • Pupils/students can access their careers record to support their own development
4			<ul style="list-style-type: none"> • At least one STEM-focussed event per year, as per the science faculty LTP and participation in the SUN project with our local university

	Linking careers to the curriculum	<ul style="list-style-type: none"> ➤ STEM subject teachers highlight the relevance of STEM subjects for a range of careers. ➤ By the age of 14, every pupil has the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers. ➤ All subject teachers emphasise the importance of succeeding in Maths and English. 	<ul style="list-style-type: none"> • LTPs detail how each subject area links to careers for all year groups • Teachers actively make links between topics studied in lesson and career paths/opportunities, using the Moor Park Symbols • English, Maths and Science staff involved in the delivery of drop-down events • Links with STEM ambassadors and STEM organisations forms part of annual careers strategy
5	Encounters with employers and employees	<ul style="list-style-type: none"> ➤ At least 1 meaningful encounter with an employer each year. ➤ Work with your LEP to align your work to the economic plan of the region. 	<ul style="list-style-type: none"> • Each year group will have meaningful contact with at least two employers per year, moving to at least 5 in sixth form. • Work experience/workplace visits in Year 10 and Year 12 • Member of the Young Chamber • Encounters are differentiated to ensure we meet the needs of all pupils, yet build aspirations • Partner organisations are selected due to being growth areas or priority sectors for Lancashire (NHS; Avanti; Westinghouse; Eric Wright; NatWest)
6	Experiences of workplaces	<ul style="list-style-type: none"> ➤ By the age of 16, every student should have had at least one experience of a workplace. ➤ By the age of 18, every student should have had a further experience. 	<ul style="list-style-type: none"> • Work experience week in Year 10 and Year 12 • Pupils are supported across the year to ensure they are preparing effectively for work experience and feel confident to speak/engage with employers • Monitoring and review of work experience programme every year, with feedback from pupils, parents and employers used to plan for the following year
7	Encounters with FE and HE	<ul style="list-style-type: none"> ➤ By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities. ➤ By the age of 18, all students who are considering applying to University should have had at least 2 visits to universities to meet staff and students. 	<ul style="list-style-type: none"> • Annual FE/HE fair for all pupils in Year 8-13 • Careers insight session for Year 9 has a specific apprenticeship focus • All pupils attend university in lower school as part of the UCLAN SUN project, again in Year 11 and there are further opportunities across Year 12 • All sixth form students have regular opportunities to engage with and visit a range of universities and apprenticeship providers • The sixth form enrichment programme is tailored each year to the needs of the students • Parents regularly informed about the process of applying to FE/HE and how we can help, particularly at Year 9, Year 11 and Year 13

8	Personal guidance	<p>➤ Every student should have at least one interview with a careers advisor by the age of 16 and a further interview by the age of 18.</p>	<ul style="list-style-type: none">• Independent careers advisor offers 1-1 interviews for all pupils in Years 10 and 11 and again in Year 12/Y13• Pupils provided with an action plan following the interview• Careers team liaise with adviser to ensure pupils who need additional support are fully supported in school
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