



Loving God - Caring for Each Other - Achieving Excellence

CEIAG (Futures) Policy

Approved Date: October 2024

Next review due by: October 2025



Careers Education, Information, Advice and Guidance (CEIAG) / Futures Policy

1. Rationale

At Crompton House we strive to achieve the best outcomes for all our learners by ensuring they get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.

A planned progressive programme of Futures (careers) activities supports students in choosing 14 to 19 pathways that suit their interests and abilities and help them to access and follow a career path, sustaining employability throughout their working lives.

2. Commitment

Crompton House endeavours to follow the statutory duty for governing bodies, school leaders and school staff laid out in the **Careers guidance and access for education and training providers - Statutory guidance for schools and guidance for further education colleges and sixth form colleges (DfE January 2023)**. Each year school leaders will review the latest guidance from DfE, Ofsted and QCA to ensure we are meeting our full statutory requirements. **See Appendix 6 for a summary of the key points within the Sept 2024 Ofsted Handbook & Career Guidance.**

Crompton House School is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in years 7 to 13. The school is pursuing this through participation in the Inspiring IAG Award that provides a framework for delivering quality CEIAG to meet national statutory requirements as well as support quality assurance processes.

3. Aims

Crompton House Schools CEIAG policy has the following aims:-

- to develop students' self-awareness, understanding themselves as learners and developing skills for effective learning and increasing motivation
- to focus students on their future aspirations, encourage and support career exploration, make and adjust plans, and prepare for changes and transitions
- to promote inclusion, equality of opportunity, challenge stereotyping and understanding of influences and opportunities
- to encourage participation in continued learning including further and higher education and to develop enterprise and employment skills
- to reduce drop out from, and course switching in, education and training
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate personalisation
- to involve parents and carers and all stake holders in careers guidance

4. Roles / Responsibilities and Accountability

The headteacher is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.

Crompton House School has dedicated SLT links for IAG:

Mr J. Banks: Assistant Head - Curriculum Initiatives and Personal Development

Mr R. Smith: Assistant Head – Head of Sixth Form



Also involved in the CEIAG Core group are the PSHE co-ordinator, Work Related Learning co-ordinator and the school Careers Manager (Adele Fraser). The CEIAG Core group is accountable to the school governing body, headteacher and school senior leadership team.

The Core group will lead on and oversee the management and delivery of CEIAG, ensure quality assurance processes are in place, promote effective CPD, facilitate impartial careers guidance interviews, ensure involvement of all relevant stakeholders (students, parents, governors, staff and community/business links). Administrative staff are assigned to support the SLT core group members in supporting IAG.

The KS3 careers programme is planned, monitored and evaluated by the Assistant Head in charge of Personal Development, the PSHE co-ordinator and other members of the core group. PSHE lessons are Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS4 careers programme is planned, monitored and evaluated by the Assistant Heads for Upper School and Personal Development plus other members of the core group. The careers programme is delivered through planned form time activities and further careers activities and drop-down days. The programme delivery is Quality Assured by the Assistant Head as part of the whole school Quality Assurance provision.

The KS5 careers programme is planned, monitored and evaluated by the Head of Sixth Form and other members of the core group. The programme delivery is Quality Assured by the Assistant Head in charge of Personal Development as part of the whole school Quality Assurance provision.

The Independent Careers advisor works across all key stages and works closely with core group members to target support and assist with careers development, communications and support for community members. This also includes keeping Core group members up to date with new initiatives and support strategies.

All staff contribute to CEIAG through their roles as tutors and subject teachers

The governing body will designate a link governor to liaise with and challenge the Core group – the current governor links are Cat O’Gara with Steve Wilcox

5. Student Entitlement

Careers Education, Information, Advice and Guidance (CEIAG) is an important component of the 14-19 Curriculum and at Crompton House School, we fully support the statutory requirement for a programme of careers education in Years 7 – 11. A statement of entitlement is posted on the school website.

For Student Entitlement document refer to Appendix 1

6. Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the Future Ready curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

The school ensures that careers (Futures) guidance is impartial through employing a dedicated careers guidance professional. Action plans demonstrate the Careers Manager is supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. The Careers Manager targets support to students at certain key strategic points during the school year to meet students’ needs (e.g. preparation for GCSE or A Level option subjects or offering advice regarding next steps). Core groups and those at risk of being Not in Education, Employment, or Training (NEET) are targeted for intensive support with the Inclusion team and the Independent Careers advisor. This is mirrored with our partnership agreement with Positive Steps.

See Appendix 2



7. Implementation of Careers (Futures) Education

Careers (Futures) Education is embedded in the curriculum across years 7-13 comprising: Form tutor time and 6th form mentoring; **work-related learning now occurs within PSHE in years 7-13**; Option pathways and guidance interviews; careers fairs; work experience; drop-down days and enterprise activities; leadership and skills/character development (e.g. DofE, EPQ); and independent careers advice provided by our careers manager.

All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about and develop the skills that can be applied in different jobs. All students can opt to study GCSE **& A Level Business Studies or A Level Economics** if desired.

Students with learning needs have access to appropriate courses of study including work skills, practical numeracy and communication studies.

All students have access to relevant and up-to-date information on further and higher education, **T-Levels, apprenticeships** and a wide breadth of career possibilities and information to support decision-making in the school Learning Zone and in the Sixth Form Centre.

We encourage independent learning skills across the curriculum through embedded use of Doodle learning.

See Appendix 4: CEIAG Map across the Curriculum

8. Parents and carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through school website, letters, newsletters, and at Futures fairs and open evenings. Parents are welcome at careers interviews and, where necessary, are invited. We further involve parental voice through the use of survey questionnaires and information evenings.

9. Partnerships

A partnership agreement is ongoing with Positive Steps (0.1) **who aid the Careers Manager with independent careers advice and vital information on students with potential for becoming NEETS (Not engaged in Education, Employment or Training)**, detailing the contributions to the programme that each will make. Positive Steps are used to collate and carry out Health & Safety checks on work experience placements.

For Positive Steps partnership agreement refer to Appendix 2 and Appendix 3 for Details of Partnerships with External Community

Other links with local 14-19 Providers are made when required. As are links with the **local Alliance for Education and Business**, Aim-Higher, Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings).

CH is a part of the local Career Network i.e. the Oldham Careers Cluster and participates in GMCA careers initiatives such as the Careers Maturity Model.

10. Staff Development



Staff are resourced and equipped for the delivery of work-related learning within the PSHE curriculum in years 7-11. Schemes of Work are developed by the PSHE co-ordinator, and also draw on expertise from the head of Business Studies and the pastoral team. Meeting time is given to this termly.

Members of the Core CEIAG group keep up to date with latest information and training provided online and through CPD opportunities and termly meetings. Attendance at events provided by the National Careers Service.

Regular conversations between the SLT lead, school Careers Manager and our GMCA Enterprise Advisor review school provision and explore all possible training opportunities.

Funding for staff training is made available through the school CPD budget that is managed by the Assistant headteacher for external CPD. The school will endeavour to meet training needs within a reasonable period of time and link to school priorities.

11. Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between careers provider(s) and students, 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 SLT Futures Leader or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the school Learning Zone Futures (Careers) Resources section, which is managed by the school librarian. The Learning Zone is available to all students at lunch and break times.

12. Links with other Policies

The CEIAG policy supports and is underpinned by key school policies including: Curriculum, Teaching and Learning, Assessment, Recording and Reporting Achievement, Citizenship, PSHE, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

Useful Links and Resources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

<http://www.goodcareerguidance.org.uk/evaluation-tool>

<https://www.careersandenterprise.co.uk/>

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

<http://www.outstandingcareers.co.uk/ofsted-inspection-handbook/>

<http://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

<https://www.education-ni.gov.uk/articles/careers-education>

Crompton House Church of England School



1. Policy Review

The policy will be reviewed annually by the CEIAG core group members and will encompass best practise from the Inspiring IAG framework and other national advice and guidance from the DfE, DCSF, Ofsted and QCA as it appears. Changes and improvements to the programme are entered into the Departmental Improvement Plan along with timescales for completion. It is also referenced in the school IAG action plan

Opportunity throughout the year will be made for staff, student and parent consultation on the provision of CEIAG and review of the CEIAG policy.

The CEIAG action plan will be aligned with the School Improvement Plan (SIP) to ensure that the Careers Education and the staff involved are fully supporting whole school aims.

The policy will be presented to the governing body annually for review and adoption.

CEIAG Policy last reviewed and adopted: October 2023

CEIAG Core group:	Mr J Banks	Assistant Head
	Mr R Smith	Assistant Head
	Mrs A. Fraser	Crompton House Careers Manager
	Mrs S. Ward	Head of PSHE

Document CSC-CEIAG October 2022/October 2023 adopted by Curriculum Committee

Date: February 2025

Signed (Chair).....J swift Print NameJonathan Swift.....

Date of next review.....October 2025



Statement of Entitlement

As students at Crompton House School you are entitled to receive a programme of careers education, advice, information and guidance

Your IAG programme will help you to:

- ✓ Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- ✓ Find out about different courses, what qualifications you might need and what opportunities there might be.
- ✓ Develop the skills you may need for working life.
- ✓ Make realistic, but ambitious, choices about courses and jobs.
- ✓ Develop a plan of action for the future.
- ✓ Understand the different routes after Year 11 including training, further and higher education and jobs.
- ✓ Be able to make effective applications for jobs, training and further and higher education.
- ✓ Develop your interview skills.
- ✓ Improve your confidence.

You will receive:

- ✓ Careers focussed lessons.
- ✓ Collapsed Year group activities.
- ✓ Guidance in form time.
- ✓ Access to the careers library – information is available in books, videos, leaflets and on computer – ask for help.
- ✓ Interviews with the Independent Careers Advisor and signposting to relevant information.
- ✓ Work experience.
- ✓ Other careers workshops, external visitors and signposting to future career pathways. You will also be given the opportunity to have taster lessons before option choices a careers fair as well a Post-16 A level tasters.

You can expect to be:

- ✓ Treated equally with others.
- ✓ Given careers information and advice that is up to date and impartial.
- ✓ Treated with respect by visitors to the school who are part of the careers programme.
- ✓ Given extra help if you require it.



Positive Steps Partnership Agreement (main sections now this is limited)

Crompton House retains a 0.1 allocation of Positive Steps input. This helps support the Careers Manager with PP/LAC and potential NEET students and data.

RESOURCE ALLOCATION

The Career Adviser provision at the Educational establishment is as follows:

Total FTE for Targeted Services (funded by LA)	Total FTE for Commissioned Services (purchased by establishment)	FTE for Targeted and Commissioned Services	Cost of Commissioned Services Total
0.1	0.1	0.1	Zero - Authority funded

Personal Development - Schools have access to a range of personal development opportunities for students as follows:

Activity Type	Frequency/Duration of activity	Unit Cost	School Buy In Request Total Cost
<p>Career Coach Career Advisers deliver Personal Guidance interviews supporting schools to meet Gatsby Benchmark 8. Career Coaches provide a range of career coaching and support services for young people. This could include support aligned to wider CEIAG activity and Gatsby Benchmarks and wider support for at risk of NEETs including one to one and groupwork. All activity would be agreed within the Operational Plan. The Career Coach will work closely with relevant Career Advisers and Youth Engagement Workers and develop innovative methods to engage and work with young people to help them to achieve positive outcomes</p>	To be agreed with the educational establishment	£160.50 (daily rate)	
<p>Youth Engagement Worker Engaging and working with young people to aid their personal development, build confidence,</p>	To be agreed with the educational establishment	£135.00 (daily rate)	



resilience, and motivation to support successful transition. The Youth Engagement worker will work closely with relevant Career Advisers and Career Coaches and develop innovative methods to engage and work with young people to help them to achieve positive outcomes.			
<p>The Quality in Careers Standard</p> <p>As a Licensed Awarding Body for the Award, Positive Steps uses the Inspiring IAG approach to support schools and colleges nationwide to achieve the Quality in Careers Standard. The award is fully mapped against the Gatsby Benchmarks, complies with statutory guidance and the DfE 'strongly recommends' that schools and colleges work towards achieving the award. The Inspiring IAG approach includes mentoring support from qualified and highly experienced careers practitioners at every stage</p> <p>Achievement of the award is also excellent evidence of good practice for OFSTED.</p>	Each stage is valid for 12 months before it expires/ The next stage must be completed within 12 months of completing the previous stage	<p>Stage 1, Stage 2 and Stage 3 (full award) £1660 (inclusive of mentoring and travel costs when applicable). The award can be paid for in stages, or at once depending on your preference.</p> <p>Annual Review x 2 (inclusive of mentoring) £300</p> <p>Re-accreditation £550 (inclusive of travel costs when applicable)</p>	
Work Experience	3 to 5 Days	<p>£28.00 per Self Placement</p> <p>£40.00 Positive Steps Placement</p>	
<p>Sector Visits</p> <p>A great way to provide an employer encounter for your students. Let us arrange a visit to a whole host of employers. Students will go along and learn about different sectors with opportunities to ask questions. This experience gives a clear and actual insight into job roles and qualifications.</p>	N/A	£195.00 + Transport cost Maximum 15 students	
<p>Virtual Sector Visits</p> <p>Great way to encounter employers virtually and learn about different sectors in a digital manner. This is managed by our partners SpeakerforSchools.</p>	1 Hour	£95.00	
<p>Positive Futures</p> <p>We are an AQA accredited Centre for Year 10/11 students. Our passionate team deliver a variety of practical sessions, in small groups to develop their life skills, confidence, and self-esteem. Positive Futures works in collaboration with schools to enhance the potential of year 10 students reintegrating back into school, with</p>	2 Hours	£50.00 per session	



<p>opportunities for Year 11's who are work ready to move onto a long-term work placements. We offer a host of activities that are meaningful and engaging, including: DIY – Hair Salon – Bike Maintenance – Art and Design – Upcycling – Outdoor Project with Northern Roots. All students are allocated a key worker who will conduct regular reviews and complete reports for the schools, to work together to unlock full potential</p>			
<p>Mock Interviews Let us take the hard work and time away from you and arrange mock interviews for your students, at your school/college with employers. They will be conducted by the employers from many sectors with a real passion for supporting young people. We will send you the application forms for your students to complete, arrange a timetable for each student, identify employers, organise the employer's timetable and attend on the day.</p>	<p>3 Hours</p>	<p>£10.00 per student Maximum 150 students</p>	
<p>Speed Networking</p>	<p>2 Hours</p>	<p>£7.50 per student Groups of 12, numbers based on employer's present – 1 to 5</p>	



Details of Partner Contributions

To help capture the breadth of involvement from partners please record the nature of the activities which your key partners are involved in. This could include input into the careers education programme, through talks; visits to employers, colleges, training providers, university; work experience, mock interviews, individual mentoring and support (where a number of partners are involved in a key activity e.g. work experience, it may not be appropriate to list everyone)

PARTNER NAME	BRIEF DESCRIPTION OF CONTRIBUTION TO CAREERS PROGRAMME	1:1 or group input	TICK WHERE THE PARTNER'S INPUT CONTRIBUTES TO ANY OF THE BELOW				YEAR GROUP/S
			Decision Making	Self Awareness	Career Exploration-including LMI	Employability Skills and Career Management Skills	
Positive Steps	Impartial careers advice and guidance	Both	•	•	•	•	8 – 13
Oldham College	Talks to students, taster days	Both	•	•	•		8 – 13
Hopwood Hall	"	Both	•	•	•		
Apprenticeship IAG team	Talks to students	Group	•		•	•	10 – 13
Skills Company	Talks about apprenticeship provision	Group	•		•	•	9 – 13
Apprenticeship Academy	Talks about apprenticeship provision	Group	•		•	•	9 – 13
Local employers (including parents and former students)	<ul style="list-style-type: none"> • Talks, • Options/careers fair, • Mock interviews, • Work experience 	Both	•	•	•	•	8 – 13
Cross curricular visits to employers	Visits, lessons in activities (eg Business Studies trip to Jaguar Landrover, visits to Law Courts for mock trial)	Group	•		•	•	7 - 13



CEIAG Map across the Curriculum

Year	PSHE Content	PSHE Content	How is it monitored?	Other CEIAG related activities
Year 7 1 lesson & 1 extended form time every 2 weeks	PSHE Living in the Wider World learning year 7 Outline of content Living in the Wider World: Skills and Opportunities for Life Working environments 1 Working environments 2 Living in the Wider World: Financial Decision Making Safe financial choices Saving and spending Ethical business practices		Whole school QA	<ul style="list-style-type: none"> • Student Council • Assemblies • Super Learning Day – employability skills
Year 8 1 lesson & 1 extended form time every 2 weeks	Living in the Wider World: Skills and Opportunities for Life Equal Opportunities to be Healthy Communication Skills Teamwork Skills Entrepreneurs Skills Part 1 Entrepreneurs Skills Part 2 Enterprise Project (TBC) Enterprise Project (TBC) What is the Equality Act? Work, the law and discrimination Valuing diversity in the workplace Living in the Wider World: Digital Literacy Online communication- personal vs professional Recognising biased/misleading communication Working within the media- careers Working within the media- ethics Where is my data?		Whole school QA	<ul style="list-style-type: none"> • Student Council • Assemblies • Super Learning Day – employability skills
Year 9	Living in the Wider World: Setting Goals for the Future Study Skills for KS4 Transferable skills, abilities, interests Pathways- KS4 Options Pathways- Post-16 Options Managing feelings about the future Setting meaningful future goals Living in the Wider World: Employability + Online Presence Employment rights/responsibilities			<ul style="list-style-type: none"> • GCSE Options guidance with SLT, HOY, AHOY, CTLs • Option pathways • Parents Information Evenings • Futures fair • Super Learning session – employability skills



	Skills for enterprise/employability How to act on/give constructive feedback Managing your 'brand' online/Reflection Identify/access support for concerns		
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Year	PSHE	
Year 10 & 11 Combined WRL and Personal Development Year 10 1 extended form period every 2 weeks	Living in the Wider World: Financial Literacy Managing Money Cost of Living Money Scams Pensions + Reflection Enterprise Project (TBC) Enterprise Project (TBC) Apprenticeship Assembly (KPE) Looking Beyond KS4 Work, Rights and the Equality Act	<ul style="list-style-type: none"> • Student Council • Enterprise activities • Assemblies • Super Learning Day – employability skills
Sixth Form – PSHE/WRL Links		
Year 12 & 13	<ul style="list-style-type: none"> • Form tutorials: Personalised and specialised mentoring and guidance for years 12 and 13 • Student Councils • EPQ and Leadership development • Year 12 2-week sabbatical + Work Experience • 1-1 interviews with Positive Steps link • Careers fair in Year 12 • Years 12 and 13 Higher Education days • Mock Interviews for Year 13 HE students • Year 12 and 13 Extended Project Qualification (EPQ) or the Leadership Project. • Independent careers advice and guidance provided through Positive Steps. • Mock results Day • Year 12 and 13 HE awareness days • Student finance assembly • University visits and Oxbridge support • Motivational speakers • Year 12 Medlink course at Manchester university • Year 12 Safe driving morning at Middleton Arena • Parents Information Evenings • Employability skills workshop • UCAS and Personal Statements morning 	



Summary of key points within:

'Careers guidance and access for education and training providers' (DfE, Sept 2022)

Evidence of a successful school careers guidance programme will be:

✓ **Successful implementation of the Gatsby Charitable Foundation's Benchmarks.**

These benchmarks must be fully implemented by the end of 2020. These 8 benchmarks are:

1. **A stable careers programme:** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. It must be published on the school website and regularly evaluated with feedback from all stakeholders.
2. **Learning from career and labour market information:** By the age of 14, every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each pupil:** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. **Linking the curriculum learning to careers:** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees:** Every student from year 7 to 13 should have at least one encounter with employers each year to learn from employers about work, employment and the skills that are valued in the workplace – some of these encounters should be with STEM employers. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces:** By the age of 16, every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. **Encounters with further and higher education:** By the age of 16, all students 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 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 student should have opportunities for guidance interviews with a career 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.



Each benchmark is explained and exemplified in greater detail on pages 14 to 38 of the DfE guidance document.

- ✓ **The appointment of a named Careers Leader** (a legal requirement from September 2018). They must be suitably trained and will be responsible for overseeing the delivery and publication of the school careers programme encompassing all 8 Gatsby benchmarks in coordination with external support and independent careers guidance. Legal requirements already in force include:
 - **As from September 2012:** Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
 - **As from January 2018:** Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
 - **As from January 2018:** Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- ‘Compass’ is a free self-evaluation tool for schools that is available for the Careers Leader to assess how the school career guidance performs against the Gatsby Benchmarks. This can be accessed via:
<http://www.goodcareerguidance.org.uk/evaluation-tool>
- ✓ **Higher numbers of pupils progressing to positive destinations** such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.

The role of the governing body:

- To ensure that all students in years 8-13 receive independent careers guidance in an impartial manner, including the range of education or training options, including apprenticeships and technical education routes.
- To ensure a policy statement is published that sets out the arrangements for careers advice and guidance.
- To provide clear advice and guidance to the head teacher on which the school can base a strategy for careers education and guidance that meets its legal obligation.
- To appoint a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

OFSTED HANDBOOK Updated 16 September 2024

Evaluating Personal Development

The school “supports readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully, including, for secondary schools, through careers information education, advice and guidance”.

‘Good’ criteria directly referencing careers provision.

Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.



Provider Access Statement

Introduction

This policy statement sets out the school's 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 42B of the Education Act 1997

Management of provider access requests

Opportunities for access

Our provision (see Appendix 4 CEIAG map) includes various opportunities for students to access a range of events. These are integrated into the schools careers programme and curriculum and are, therefore, delivered internally with contribution from external providers where appropriate.

Procedure

Local providers are invited to key relevant events e.g. Careers Fairs. External providers interested in coming into school should contact Mr J.Banks, Assistant Head (Curriculum & Personal Development) via email: j.banks@cromptonhouse.org to discuss the nature of the visit and identify the most suitable opportunity. The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature for display in our school Learning Zone – careers resources section. The Learning Zone is available to all students.