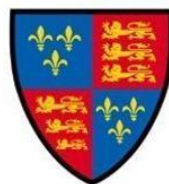




**KING EDWARD VI
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Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Careers and Higher Education Policy (including Provider Access Policy)	
<i>Responsible Board/ Committee</i>	Academy Trust Foundation Trust
<i>Policy Type</i>	KECHG Policy
<i>Foundation/Academy Policy Owner</i>	
<i>Statutory</i>	Yes
<i>Publish Online</i>	Yes
<i>Last Review Date</i>	May 2025
<i>Review Cycle</i>	Bi-annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
<i>Next Review Date</i>	May 2027
<i>Version</i>	1.0
<i>School</i>	King Edward VI Camp Hill School for Girls
<i>School Policy Owner</i>	Assistant Headteacher, Janet Rose
<i>ISGB/SGB Approval Date</i>	September 2025

Careers and Higher Education Policy (including Provider Access Policy)

This policy has been rewritten to ensure the current best practice and changes to the Gatsby benchmarks are taken into consideration; as such changes from previous policies are not identified. It is based on the model policy developed for school use and accessed from The Key for School Leaders.

Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme. It also outlines our commitment to delivering a robust careers programme that meets the needs of our students and helps them achieve their career aspirations.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

As the Gatsby Benchmarks evolve, our careers programme will adapt to incorporate any changes. We will stay informed about new developments and ensure our programme reflects best practices in careers education.

Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

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 school 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 our provider access policy statement, which you can find at the end of this document.

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:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

- As an academy in England, we're now required to provide and publish careers guidance information as well as key details about our careers programme on our website.

This policy includes key aspects of this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement (at the end of this document), which sets out how our school meets this duty.

Roles and responsibilities

All staff

The promotion of careers within the curriculum is the responsibility of all staff. Our role is to help students to overcome challenges so that they leave school prepared for life in modern Britain, and to take on the challenges of working in roles that may not yet exist. In helping this preparation schools should be "developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment."

The document contains a number of the features of high quality careers provision that the school is striving to achieve including:

- Having an embedded programme of career education and guidance that is known and understood by all stakeholders.
- Providing good quality information about future study options and labour market opportunities.
- Providing support from an informed adviser to enable all students to make the best use of the available information.
- Providing multiple opportunities for students to learn from employers about work, employment and the skills that are valued in the workplace.
- Allowing students to have first-hand experiences of work places.
- Providing students with the opportunity to understand the full range of learning opportunities available to them.

The school supports the above by

- Allowing and encouraging pupils to tackle real life challenges.
- Providing a range of activities that inspire young people.
- Offering students real life contacts with the world of work and higher education.
- Utilising inspirational role models, including alumni, from the careers to which the students aspire.
- Providing independent and face to face careers advice and guidance, through individual and drop-in sessions.
- Ensuring students have access to advice on the options available at key transition points in their education.
- Promoting a range of career choices in a variety of areas.
- Aiming to prevent stereotyping in higher education courses and careers.
- Developing entrepreneurial skills.
- Developing basic career management skills like CV writing and interview skills.

- Using a range of appropriate information.
- Raising students' awareness of other opportunities that could help them with their career aspirations such as the National Citizen Service and other voluntary and community activities.
- Providing access to Unifrog.

Careers leader

Our careers leader is Dr Janet Rose, and they can be contacted by phoning the main school number (0121 444 2150) or emailing (j.rose@chg.kevibham.org.uk). Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Regularly review our school's provider access policy statement

Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships

- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

Careers lessons and enrichment lessons as part of the timetable commitment for all students in the school. There are a wide range of people within the school for whom careers forms part of their remit, and a number of external organisations who provide services, whether regularly or on an ad-hoc basis. These include ex-students, parents, universities, local employers and professional organisations.

Use of resources and information which are located in the library and can be accessed by students throughout the school day. Similarly, resources are also available in the Sixth Form block. There are a range of books, magazines, leaflets and information packs as well as multiple PCs which provide access to internet based materials. Students are shown and reminded of the information available. There are also displays around the school focussing on careers.

Use of the careers platform Unifrog which can be accessed by all staff and students at any time via any internet enabled device, both at school and at home

Other sources of information come from:

- Careers lunches where alumni and other visitors provide information and advice.
- Careers and Higher Education days in Key Stage 4 and 5.
- STEM lessons in Year 7 and Year 8

- Year 10 visit to a local university in Enrichment week.
- Electronic messages to students on opportunities as they come up.
- University Open Day visits for Year 12 students.
- Talks by visiting speakers, on job roles, apprenticeships, finance, scholarship and other opportunities in the world of work.
- Regular promotion of online/web based resources/activities for students to access.

Our programme is updated regularly and published on the school website

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects.

In Years 7 and 8, the programme is prepared and delivered by the Heads of Years. This programme focuses on enabling the students to develop key skills as they adapt to secondary school in terms of working with new people, developing resilience and perseverance as well as working in teams. In addition to the PSHE programme, aspects of careers in the STEM industries are introduced through STEM lessons, and competition entries. Students will also have the opportunity to hear about apprentices, courses on offer at other Post-16 providers and visit workplaces as part of their curriculum enrichment programme. In Year 9, several lessons in the PSHE programme are allocated for careers based learning. The programme is prepared and delivered by the Head of Year 9 and focuses on GCSE options. Students also research possible future job roles. A GCSE Options Evening is held annually for parents and students in the Spring to support the process of choosing GCSE options. Students in Year 9 have a formal opportunity for a group careers conversation with an external provider.

All Key Stage 3 students have the opportunity to discuss any careers related questions with their tutors, Heads of Year or the Career Coach at drop in sessions.

Students will develop workplace skills through their curriculum lessons as appropriate eg team working, use of IT systems, presentation skills and learn about careers using these skills.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training; with a focus for the majority of our students on A levels. All students will also be given the opportunity to meet current apprentices, and hear from an alternative post-16 provider. They will also have the opportunity to consider the benefits of a university education. Year 11 students are invited to the Careers Fair which takes place annually as part of the Post-18 Day in March for Year 12 students.

Year 10 and 11 students follow a programme delivered by the Heads of Year with a focus on individual action plans, where/how to find out information and the different types of qualifications and career paths open to them. After mock examinations have taken place there are interviews for every Year 11 student led by the Senior Leadership Team and Heads of Year to discuss post-16 plans and choices. Tutors also play a key role in supporting their tutees' future plans. The students learn about employability skills, writing a CV and job application letters and how to conduct themselves in an interview, as well as how to make alternative post-16 applications as necessary. All Key Stage 4 students have the opportunity for at least one individual Careers Interview with an external provider.

We promote a wide range of online work experience placements to our students. These are becoming more popular and can often be done in the student's own time and/or in the holidays. Some parents arrange work experience for their children through their own or family contacts. Where this is not possible, school contacts can sometimes help the students make contact with appropriate organisations. The school does not give permission for students in Year 10 or below to take time out of school for individually organised Work Experience. Year 11 students are strongly encouraged to undertake a week of Work Experience after they have completed their GCSE examinations; this can take place between the end of June and the beginning of term in September.

The students are given information about GCSE results day via a joint letter from the Head of Year and the Exams Officer. All key members of staff are present in school on results day to offer advice to students and parents who need it, either by e-mail, telephone or in person. Destinations data is collected for the students who choose to undertake their Post-16 studies elsewhere.

Key Stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways.

As with Key Stage 4, Sixth Form students follow a programme delivered by the Heads of Year: this includes information about the range of Post 18 options available, where/how to find out information and the application processes. Thereafter, the tutors take a significant role in providing advice to the students, particularly in the application process and reference writing for Higher Education courses and/or employment. The Head of Year knows the students well through their delivery of the programme, and if necessary they offer one to one advice and guidance where needed.

Sixth Form students are regular attendees at careers lunches, medicine discussion groups and university open days. After Christmas in Year 12, through to June, there is an emphasis on the variety of education, training and career paths both in the UK and abroad. There is a Post-18 Careers day which takes place in March in which speakers from universities and our alumni provide information to the students. Students also have the opportunity to join a workshop on assessment centres. In addition to the support offered to the students in the curriculum time, we recognise that it is important for students to visit universities and colleges which are of genuine interest to the student, care will be needed not to miss too many lessons, particularly on the same days. During the Sixth Form students are allowed five school days to visit universities they are particularly interested in, permission must be requested in advance for these visits.

Sixth Form students may also arrange work experience; this can either take place in curriculum time on a Wednesday afternoon, or alternatively during Enrichment Week at the end of June. If a student wishes to undertake a placement at an alternative time, this can only be done with the permission of the Head of Year. Any Work Experience at other times should be arranged so that no exams are missed and the number of school commitments and lessons missed is kept to a minimum; leave of absence will only be granted if appropriate.

By the end of Year 12, the tutors will have had regular conversations with their tutees about their post-18 plans and will provide such information to the Head of Year. This information can sometimes be used to inform planning for future speakers. PSHE lessons are also given over for this purpose and include advice on personal statements (compiled by the students), completing the UCAS form, choosing universities, gap year options, degree apprenticeships, student finance, life at university and confirmation/clearing procedures. Those who are

aiming for the mid-October UCAS deadline (Oxbridge, medicine, etc.) start to plan their personal statement in the June of Year 12 and need to complete it by mid-September. Most other students also start work on their personal statements in the summer term and should aim to complete their applications by October half term. Some students apply outside of the UCAS system and deadlines are variable.

The tutors & teachers write the student references for higher education following guidance which is updated annually. For all other references (work experience, volunteering, internships, gap years, employment), where students ask staff to act as a reference, students are advised to put the Head of Year or the Headteacher as the referee. References are held on file for future use. Historic references (longer than two years) would normally be brief and factual whilst stressing the lack of recent knowledge beyond school. If a student has kept contact with a particular teacher beyond school, then it is up to that individual whether they wish to be a referee but if they are doing this, it should be clear that this is a personal reference and not an official one from the school.

In the Autumn Term of Year 13, a series of mock interviews are provided for those students who are applying to competitive courses where interviews are required such as Oxbridge and Medicine. Students additionally receive advice and stage peer mock interviews in PSHE sessions. The support process continues in the Spring Term of Year 13 with advice on student finance, accepting offers and alternative options for students who have yet to receive offers at university.

The students are given information about A-level results day in August via a joint letter from the Head of Year and the Exams Officer. All key members of staff are present in school on results day to offer advice to students and parents who need it, either by e-mail, telephone or in person. This might be because expectations have been exceeded or otherwise. Contact is maintained with those who need it until the end of August when offers need to be confirmed, with clearing being the main query needing to be dealt with. Those students who had applied, withdrew from the application cycle or could not find a place are advised to contact the Head of Year 13 in September at least a month before submitting an application for the next cycle.

Alumni

Our alumni students are supported by the school with their post-18 plans for at least 2 years after leaving school. They, in turn, support the school as they are contacted each year to invite them to come back to school to share their university and/or working life experiences. These events are often open to students in all year groups, although in reality those from Years 10-13 attend more often. These conversations often involve career paths, qualifications and experiences in different employment sectors. On occasion, they are invited to give a more formal presentation about their experiences of higher education or employment. These might take place in assemblies, enrichment lessons or form part of the higher education/careers days in the Sixth Form. There is also a section on our website, celebrating the successes of some former students.

Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed. SEND students may have additional guidance conversations with our independent advisor.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents, teachers and employers can access information about the careers programme.

in addition to the website information, contact with parents is maintained in a variety of ways, including:

- Letters from school giving advice and information about vital issues such as careers interviews, student finance and higher education choices.
- The Careers Lead being available at key Parents' Evenings and the Sixth Form Open Evening.
- Presentations to Year 12 parents in the Spring Term on university applications and for Y13 parents on student finance.
- Response to ad-hoc requests for advice and information, including appointments in school.

Pupils, parents, teachers and employers can also request any additional information about the careers programme by contacting Dr Janet Rose (j.rose@chg.kevibham.org.uk).

Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Gaining feedback from students about the events they have participated in
- Collation of student destinations, and using these to determine the programme of support offered
- Regular review of our programme against the Gatsby benchmarks and the development of new activities

Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to students at 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.

It sets out

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13 (see more detail below).

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our school complies with these requirements.

The 6 encounters schools must offer to all pupils in years 8 to 13

Schools must offer:

- 2 encounters for pupils during the 'first key phase' (year 8 or 9)
 - All pupils must attend
 - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for pupils during the 'second key phase' (year 10 or 11)
 - All pupils must attend
 - Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for pupils during the 'third key phase' (year 12 or 13)
 - Pupils can choose to attend
 - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

Our school is committed to providing meaningful encounters to all pupils; an encounter is defined as a meeting/session between pupils and a single provider. We are able to facilitate live online encounters. These encounters must happen for a reasonable period of time during the standard school day. Schools can continue

to provide complementary experiences, but encounters outside of school hours won't count towards these requirements.

Schools must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from pupils

Pupil entitlement

All pupils in years 8-13 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;
- 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;
- understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Some of these are identified below.

Key Stage 3

The school offers annual assemblies for students; these may be from a provider eg Hall Green College or alumni. In addition to this, students in Year 8 all participate in an employer encounter day during our annual enrichment week in June; this may be in the form of a speed dating exercise with an employer or an employer challenge with the support of apprentices.

Key Stage 4

We will also continue to offer assemblies e.g. those provided by Ask Apprenticeships as well as visits by providers of post-18 options to our Careers Fair for our Post-18 Higher Education Day which takes place annually in early March. Year 11 students are invited to this event. Year 10 also has a career focussed day as part of our annual enrichment week which takes place in June. We regularly use companies with local bases eg Mondelez, and our alumni to support this day. This year we also have some sessions being supported by Lloyds Bank.

Key Stage 5

All Year 12 students have a range of encounters as part of our Post-18 Higher Education Day which takes place annually in early March. Other opportunities are signposted to students which they can participate in as appropriate to their post-18 plans; these regularly include support for apprenticeships in the financial industries.

Management of provider access requests

Opportunities for access

If you are interested in working with us, please speak to our Careers Leader (Dr Janet Rose, j.rose@chg.kevibham.org, 0121 444 2150) to identify the most suitable opportunity for you.

In general, we will accept requests for events that

- could take place during lunchtimes

- coincide with Enrichment Week (end of June, but planned in September)
- take place during assembly (9.00 - 9.15 am)
- fit into subject lessons - if agreed with the subject staff
- coincide with our Post-18 day in March

All other requests will be considered on an individual basis.

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Visitors will be asked to bring a DBS certificate (if they have one), or will be accompanied at all times whilst on site.

Premises and facilities

The school will make the main hall, classroom or private meeting room available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio-visual 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 the most appropriate member of staff.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with Dr Rose who will arrange for it to be available to students in the Library which is open to all students at lunch and break.

Pupil destinations

As an 11-18 school, the majority of our Y11 students remain with us in the sixth form. A few move to other local providers for alternative courses. The destinations for our Y13 students can be found on our website - <https://www.kechg.org.uk/sixth-form/post-18-support>

Complaints

Any complaints related to provider access can be raised by emailing the enquiries@chg.kevibham.org email address. Should the concern be of a confidential nature, please mark the email header as 'Private and Confidential'. Your concern will then be forwarded to the appropriate member of staff.

The school follows the Academy Trust Complaints Policy which provides the formal complaints procedure if an informal resolution is not possible.

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to pupils are monitored by Dr Janet Rose.