



RISEDALE
SCHOOL

A family of learners

MISSION STATEMENT:

The Risedale family is committed to a positive future for all through a personalised learning journey.

AIMS:

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape curriculum to discover, explore and build aspiration

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Statutory Duty

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on a range of education or training options, including apprenticeships and technical education routes;
- is that the guidance that is given, will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017, 42B came into force from January 2018. This new law requires the proprietor of all schools and academies to 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. (See Appendix 1).

Aim

Our aim is to enable pupils to develop the skills, attitudes and gain the knowledge that will help them to make career and other decisions wisely throughout their lives. Our careers programme incorporates guidelines from the Gatsby Benchmarks (see Appendix 2 below) and the Career Development Institute (see Appendix 3 below), Department of Education, Careers and Enterprise Company and Ofsted recommendations (see Appendix 4 below).

Provision

The Careers Education, Information, Advice and Guidance (CEIAG) programme is a vital part of every pupil's education. The programme is delivered through Social Study lessons, is also linked to subject lessons, the morning tutorial sessions and assemblies. Professional careers guidance is available through an impartial Careers Adviser, available to all pupils and parents. Pupils are also encouraged to learn from experiences of work, other projects and the reviewing and recording of achievement in developing the skills they need for their future career choice and development.

Principle Guidelines

The Careers Leader is responsible for consulting with the other partners in the development, delivery and Quality Assurance of CEIAG in the school, for ensuring the programme is up-to-date, impartial, and appropriate for the age and wide range of aspirations & abilities of the pupils. The Careers Leader also ensures that parents and pupils are informed of their entitlement (see Appendix 5 below).

As a school, we have a responsibility to raise the aspirations of, and prepare pupils for the time they enter the wider community, either through employment or into further training and education. A key element of this preparation must come from the delivery of a coherent Careers Education, Information and Guidance (CEIAG) programme. The delivery of this programme must not only support the central aims of the school, but should reflect the growing awareness amongst parents, pupils, staff, colleagues in the support agencies, employers and the wider community. The years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work, awareness of transferable skills and lifelong learning.

The CEIAG programme and aims are to develop the foundation skills, through a progressive programme that complies with all the school’s policies, from Year 7 to Year 11 of:

- Grow throughout life** – by learning and reflecting on yourself, your background, and your strengths.
- Explore possibilities** – explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- Manage career** – manage your career actively, make the most of opportunities and learn from setbacks
- Create opportunities** – by being proactive and building positive relationships with others
- Balance life and work** – balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- See the big picture – by paying attention to how the economy, politics and society connect with your own life and career.

The provision and support for pupils will have a particular focus at specific time points, relevant to choices and decisions that will need to be made throughout the academic year. The Senior Manager responsible for CEIAG is the Deputy Head Teacher for Curriculum, Teaching and Learning who is responsible for ensuring that this policy is implemented, that adequate resources are available and that the tasks identified in the development plan for CEIAG are completed along with a link Governor representing the Governing Body on matters relating to CEIAG.

The school regularly seeks feedback from parents and pupils generally and CEIAG forms part of this evaluation. The results are reported to Governors as well as Senior Management and the Careers Leader.

The school is committed to delivering a high quality CEIAG programme and offers training to staff on a regular basis as they prepare to deliver key components of the programme.

CEIAG information is available to all pupils on open access in the Library and other dedicated rooms, via the school’s computer network and Google classroom. Risedale School has invested in a careers platform called Unifrog, available to all pupil’s and parents.

CEIAG updates

- Careers Development Institute (CDI) framework – updated April 2021 (appendix 3)
- Statutory Guidance Department of Education – Careers Guidance and access for education and training providers – September 2022 – emailed to all Governors October 2022
- Ofsted Inspection framework – Careers Paragraphs 256-259 – updated September 2021. (Appendix 3)
- Amendment to the Skills bill – Provider Access Legislation – January 2023

Policy Review Dates

Review Date	Changes made (Y/N)	Person Responsible	Approved by Governors	Next Review Date
September 2024	Y	H Porritt.		March 2025

RISEDALE SCHOOL PROVIDER ACCESS POLICY

Reference – Department of Education – Careers Guidance and access for education and training providers – Statutory guidance for governing bodies, school leavers and school staff.

Introduction

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

Pupil entitlement

All pupils in year 7 -13 are entitled:

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

Management of provider access requests

The provider wishing to request access should contact;

Mrs. H. Porritt

Careers Leader

Tel:- 01748 833501

Email – porritt.h@risedale.org.uk

Opportunities for access

A number of events, integrated into the schools careers programme, will offer providers an opportunity to come into school to speak to pupils and /or their parents/carers. Please speak to Mrs H Porritt, Careers Leader, to identify the most suitable opportunity for you.

Premises and facilities

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

Providers are welcome to leave a copy of their prospectus or any other relevant literature for the attention of Mrs H Porritt – Careers Leader, who will ensure that it is accessible to all relevant parties.

Approval and review

Approved (date).....

Next Review: March 2025

Signed: Chair of Governors

Signed:Head Teacher

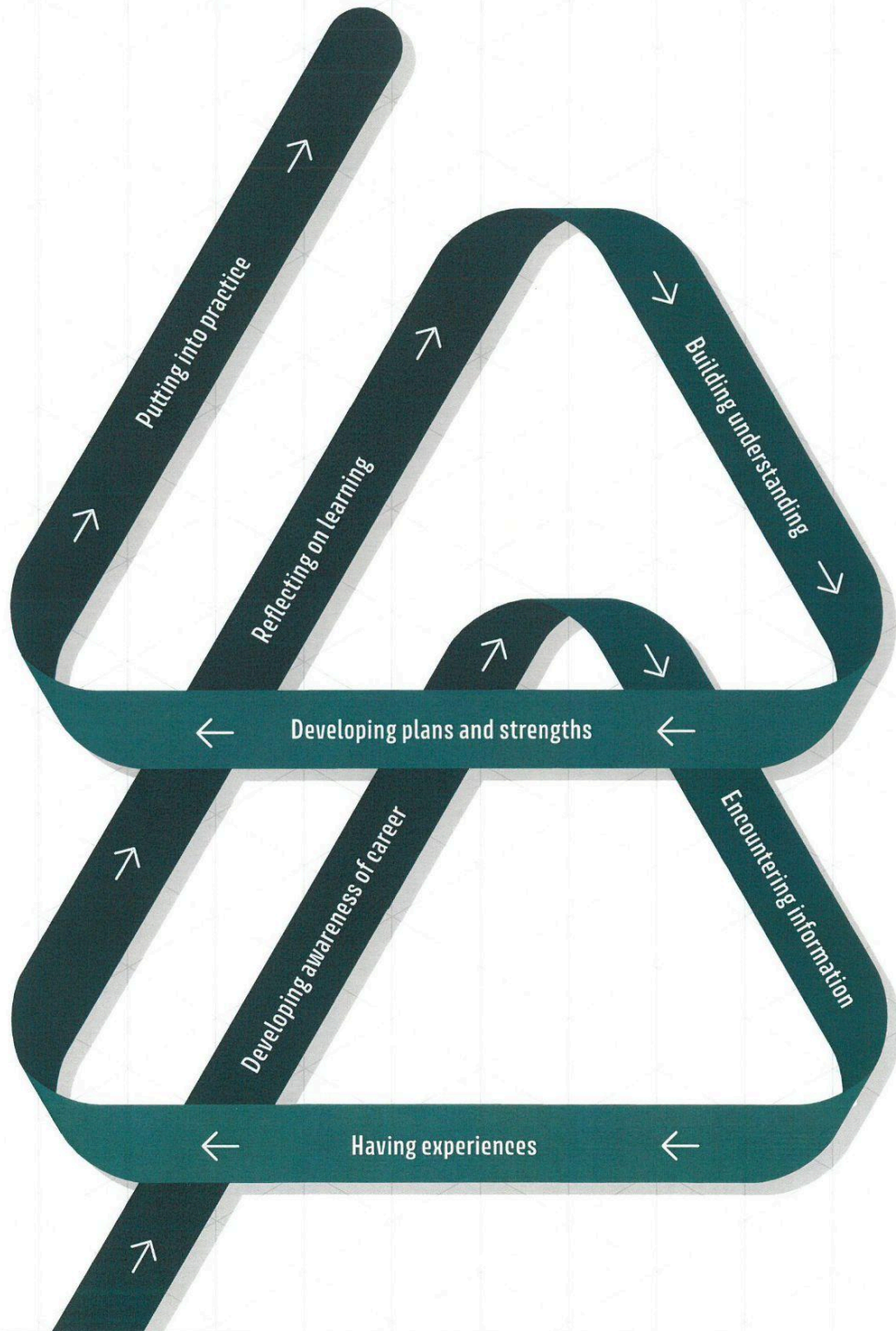
THE GATSBY BENCHMARKS

1	A Stable Careers Programme	Every School and College should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2	Learning from Career and Labour Market Information	Every pupil, and their parent 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	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking 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 pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help with their exploration of career opportunities, and expand their networks.
7	Encounters with Further and Higher Education	All pupils 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, university and the workplace.
8	Personal Guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

THE CAREERS DEVELOPMENT INSTITUTE FRAMEWORK (APRIL 2021)

 <p>Grow throughout life</p>	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values 	<ul style="list-style-type: none"> • responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> • actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> • developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges 	<ul style="list-style-type: none"> • recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> • being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
 <p>Balance life and work</p>	<ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
 <p>See the big picture</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy

The career development learning spiral (Figure 2)



Ofsted's School inspection handbook from September 2024 identifies the following requirements:

Careers provision on graded inspections

352. All schools providing secondary education are expected to provide effective CEIAG, 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.

353. As part of this, it is important that schools understand and meet the requirements of section 42B of the Education Act 1997 (referred to in DfE guidance as 'provider access legislation'), which came into force in January 2018. Both maintained schools and academies are required by law to:

- provide opportunities for a range of education and training providers to speak to pupils in Years 8 to 13 to inform them about technical education qualifications and apprenticeships
- publish a policy statement setting out the arrangements the school has in place for pupils to access education and training providers
- make sure the policy statement is followed so that all pupils in Years 8 to 13 receive information about the full range of education and training options

354. In assessing a secondary school's personal development offer, inspectors will assess the quality of careers provision and how well it benefits pupils in choosing and deciding on their next steps. This will include looking at:

- the quality of the unbiased careers advice and guidance provided to pupils
- the school's implementation of the provider access arrangements to enable a range of education and training providers to speak to pupils in Years 8 to 13
- how the school provides good-quality, meaningful opportunities for pupils to encounter the world of work
- the school's use of the [Gatsby Benchmarks](#)
- the school's published information about its careers provision (as required by the School Information Regulations) and the school's statement on its provider access arrangements (as required by section 42B of the Education Act 1997)

355. If a school is not meeting the requirements of section 42B of the Education Act 1997, inspectors will state this in the inspection report. They will consider what impact this has on the quality of careers provision and the subsequent judgement for personal development.

PUPIL ENTITLEMENT



PUPIL ENTITLEMENT STATEMENT FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE AT RISEDALE SCHOOL

By the time you have completed Year 7 you will have:

- Had opportunities to reflect on your personal qualities and the way you relate to your peers.
- Begun to identify your strengths, and how you can make the best use of them
- Started finding out about different career areas and qualification routes that might interest you in the future
- Taken part in activities to improve your career related skills
- Be able to identify a range of different job sectors and occupations
- Had access to impartial, information, advice and guidance supplied by the Careers Adviser and Careers Leader
- Had two encounters with providers of approved technical education qualifications or apprenticeships
- Completed Careers tasks on Unifrog

By the time you have completed Year 8 you will have:

- Built upon the self-development skills you worked on in Year 7
- Started to develop your financial management skills, including budgeting and banking and learnt about rights and responsibilities at work, discrimination, stereotyping and equality.
- Used your developing knowledge of yourself and various career pathways to help you choose GCSE Options
- Had access to impartial information, advice and guidance supplied by the Careers Adviser and Careers Leader.
- Had two encounters with providers of approved technical education qualifications or apprenticeships
- Completed Careers tasks on Unifrog

By the time you have completed Year 9 you will have:

- Continued with your career exploration and self-development by taking part in careers sessions and tutorials. Particular sessions will focus on developing transferable skills, choosing a career, recognising what is important to you in a career and rights and responsibilities at work.
- Developed an understanding of Entrepreneurs, Enterprise, self – employment and full time work.
- Explored career ideas that might be of interest to you.
- Have an understanding of the qualifications system in education and the different education routes available to you.
- Completed the Options process ready for Key Stage 4
- Had access to impartial, information, advice and guidance supplied by the Careers Adviser and Careers Leader
- Had a 1;1 interview with the Careers Adviser
- Completed 2 days as a Pupil receptionist

- _ Had two encounters with providers of approved technical education qualifications or apprenticeships
- _ Completed Careers tasks on Unifrog

By the time you have completed Year 10 you will have:

- _ Taken part in workshops with local employers. This will help you to understand the world of work and develop your employability skills such as problem solving, team work, working with budgets, creativity and innovation, presentation skills and working to deadlines.
- _ Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics including apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- _ Had two encounters with providers of approved technical education qualifications or apprenticeships
- _ Used the Unifrog website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- _ You have attended a 1; 1 interview with the Careers Adviser as part of your entitlement to receive impartial information, advice and guidance. This will continue in year 11.
- _ Received a written Student Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- _ Completed a Work Experience programme with a local employer.
- _ Had additional optional access to impartial information, advice and guidance from the Careers Adviser and Careers Leader
- _ Access to extra careers support if you have additional needs
- _ Researched and discussed possible careers areas that might interest you

By the time you have completed Year 11 you will have:

- _ Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics.
- _ Used the Unifrog website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- _ Produced a CV and cover letter that focuses on your skills and qualities
- _ Had instruction on how to complete application forms for courses and vacancies.
- _ Been made aware of all the Post-16 Choices available to you, through presentations in assembly, webinars and virtual tours, college open evenings
- _ Been informed about the different levels of apprenticeships including the benefits of Higher and Degree Level Apprenticeships.
- _ Had an individual 1; 1 interview with the Careers Adviser as part of your entitlement to receive impartial information, advice and guidance.
- _ Received a written Student Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- _ Made your applications for Post-16 courses
- _ Had additional optional access to impartial information, advice and guidance from the Careers Adviser and Careers Leader
- _ Access to extra careers support if you have additional needs
- _ Had two encounters with providers of approved technical education qualifications or apprenticeships