'*Live, love and learn* together in the light of Christ'

THE ACADEMY OF ST FRANCIS OF ASSISI

Careers Education, Information, Advice and Guidance Policy

Review Period:	**Annually**
Date Policy Last Reviewed:	
Person Responsible for Policy:	**Headteacher**
Date of Local Academy Council Approval:	**September 2026**
Date for Review:	**September 2027**

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11

Pride Respect Ambition

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Students are entitled to a comprehensive programme of CEIAG and impartial advice and guidance which empowers young people to plan and manage their futures and raises aspirations.

Approved by the Local Academy Council: Date 01.09.26

Review Period: 2 Years
Review Date: Date 1.09.28

The Academy of St Francis of Assisi

1.0 School Vision

The Academy of St Francis of Assisi seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. This policy and programme of CEIAG makes direct reference to developing:

'Knowledge, skills, and attributes students need to lead successful and happy lives'.

2.0 Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Years 7 – 11.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment, or training. Though not necessarily in school regularly and attending lessons in July and august of Year 11, the policy is still applicable.

The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders, and school staff.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in all Secondary Key Stages for students in Year 7 – 13 and these events will impact upon all students at the school.

All members of staff at The Academy of St Francis of Assisi are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leads.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Aims

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme which empowers young people to plan and manage their futures and raises aspirations.
- To enable all students to learn from information provided by the career and labour market.
- The CEIAG programme should be individual and respond to the needs of each learner.
- To link the curriculum learning to careers learning.

- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education.
- To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school are entitled to receive impartial careers advice in Years 7 to 11

This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education, or work option.

This advice must cover a range of education or training options.

This guidance must be in the best interests of the pupil.

There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 in order to inform them about approved technical qualifications or apprenticeships. See Provider Access Policy

The school must have a clear policy setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published on the school website.

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

The Academy of St Francis of Assisi believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

Good CEIAG widens pupils' horizons, challenges stereotypes, and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted)

Entitlement Statements

5.0 Student entitlement

Teachers in the academy and qualified career professionals will support students' career development in a number of ways including linking curriculum learning to careers.

Students will have the opportunity to engage with guest speakers and take part in bespoke activities which promote careers related learning.

Students will have access to impartial advice and guidance, particularly at transition points.

6.0 Parent / Carer Entitlement.

Parents can access careers support for their child in a variety of ways including individual meetings with school careers staff and a fully qualified Career Advisor on request.

7.0 Monitoring and tracking of young people.

The Academy of St Francis of Assisi tracks:

- Intended destinations and works closely with the local authority to ensure timely returns of destination data.
- Offers individual support to students at risk of being NEET.
- Tracks students' interactions and engagement with careers activities via Arbor and Unifrog.

Work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents, and the wider community.

8.0 Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers, and support staff. Specialist careers education sessions are delivered by teaching staff through a multidimensional PSHE and Form time programme.

All Heads of Departments and teaching staff are responsible for ensuring that their Schemes of Work make explicit links between curriculum learning and careers. To achieve this, we aim to:

·Involve employers in the design and delivery of our subjects.

·Embed work placement opportunities into learning where possible.

·Incorporate CEIAG into a programme of personal development for all students.

·Ask Teachers to consider how CEIAG can be taught in the classroom as part of each subject/department.

Resources

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. A number of suitable external providers of CEIAG may be employed to deliver a range of services to ensure statuary requirements are met and students receive the best possible support where applicable.

9.0 Local Academy Council Responsibilities

The local academy council will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy:

Makes reference to the eight Gatsby Benchmarks. See 11.0

Meets the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

10.0 Equality and Diversity

The careers education and guidance delivery satisfy the requirements of the Academy Equal Opportunities Policy ensuring equality of opportunity for all students/carers/associated persons, staff, local academy council members and visitors. We believe that all people are of equal value and by encouraging their progression we will promote equality of opportunity, celebrate diversity and challenge stereotypes. The Careers programme is designed to meet the needs of all learners. CEIAG activities are differentiated to ensure all students progress in their career learning and development helping to raise their aspirations and attainment at the academy.

11.0 Meeting the Gatsby Benchmarks

The Academy of St Francis of Assisi will use the Gatsby Charitable Foundation's Benchmarks to develop, assess and improve their careers provision.

Compass or Compass+ an online self-evaluation tool, will be used to assess how their careers provision compares against the Gatsby Benchmarks and the results will be used as a baseline to help the school to consider the opportunities to improve the school's CEIAG provision.

The Gatsby 8 Benchmarks are defined below:

- Benchmark 1: A stable careers programme
- Benchmark 2: Learning from career and labour market information
- Benchmark 3: Addressing the needs of each pupil
- Benchmark 4: Linking curriculum learning to careers

• Benchmark 5: Encounters with employers and employees

• Benchmark 6: Experiences of workplaces

• Benchmark 7: Encounters with further and higher education

• Benchmark 8: Personal guidance

Benchmark 1: A stable careers programme

The Academy will have its own careers programme in place which meets the requirements of the Gatsby Benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.

The Academy will designate a named individual with appropriate skills and experience to ensure the leadership and co-ordination of a high-quality careers programme. The careers leader may be a teaching or non-teaching member of staff but should have influence across the school and buy-in from the local academy council and senior leadership team.

The Academy will publish the name and contact details of their careers leader on their website.

The Academy will publish details of their careers programme so that it is known and understood by pupils, parents/carers, teachers, local academy council and employers. This will also include a policy statement on provider access.

The Academy will invite feedback on the plan from these groups as part of a regular evaluation and impact of the careers programme.

The programme will demonstrate how the school is responding to meeting the Gatsby Benchmarks.

The Academy where appropriate may seek support from organisations such as The Careers and Enterprise Company and will utilise and develop industry links who can contribute to the development and operation of the Careers Programme and meeting the Gatsby benchmarks.

Benchmark 2: Learning from career and labour market information

Every pupil, and their parents/carers, will have access to good quality information about future study options and labour market opportunities. The National Careers Service offers information and professional advice about education, training and work to adults and young people aged 13 years and over. Pupils and their parents/carers can access support via a website helpline and web chat.

Labour market information (LMI) will be used to help young people and their parents/carers to understand the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.

The Academy will seek to ensure that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options.

The Academy will explain the value of finding out about the labour market and support young people and their parents/carers to access and understand this information.

LMI will be accessed from a range of sources including 'LMI for All' which is used by a number of providers, including the National Careers Service.

Good career and labour market information will be used to support social mobility by raising pupil's aspirations and tackling stereotypical assumptions that certain jobs are 'not for people like me'.

The Academy will use a number of interventions to tackle gender stereotypes, for example by arranging for pupils to talk to men and women who work in non-stereotypical jobs and raising awareness of the range of careers that STEM qualifications offer.

Benchmark 3: Addressing the needs of each pupil

The Academy careers programme will raise the aspirations of all pupils by tailoring it to individual need.

They will consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, are able to consider the widest possible range of careers.

The Academy will seek to develop and keep comprehensive tracking methods to support the career and enterprise development of pupils to ensure an effective means of maintaining consistent advice and helping pupils, parents/carers and advisers to keep track of agreed actions and next steps.

The Academy will assess their success in supporting their pupils to take up education or training which offers good long-term prospects through:

• the use of destination data provided by the school and the Department for Education

•improving on the collection and analysis of destination data to see how well the school is countering stereotypes, and raising aspirations whilst maintaining alumni networks with employers and further/higher education

Destination figures are produced and published by the Department for Education using existing data collections and are based on sustained participation. They show: the percentage of a school's former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET)

The local authority has a range of duties to support pupils to participate in education or training which are set out in statutory guidance on the participation of young people.

The Academy will work in partnership with their local authority to ensure that 16- and 17-year-olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September guarantee', and that they are assisted to take up a place.

The Academy will work with the local authority, particularly children's social care, to identify pupils who are in need of targeted support or who are at risk of not participating post-16. This includes: pupils with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as children in need (including those who are on child protection plans or who are looked after)

• pupils with additional needs, such as special educational needs and disabilities

• pupils who may leave care between the ages of 16 and 18

The Academy will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the pupil, such as social workers.

Pupils in alternative provision will require targeted support to help them achieve their full potential. The Academy staff will work in partnership with the alternative provider and the local authority to provide support and advice on transitional pathways into further education or training.

The Academy will support pupils to liaise with the education or training provider they are intending to study with post 16 – this may be a school, academy, sixth form college, or general FE institution - to find out more information.

The Academy may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation as at risk of NEET, where additional targeted services are available.

Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers leader will engage with the school's designated teacher for looked after and previously looked after children to:

• ensure they know which pupils are in care or who are care leavers

• understand their additional support needs

• ensure that, for looked after children, their personal education plan can help inform careers advice. For these pupils, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant virtual school head or personal adviser to ensure a joined-up approach to identifying and supporting their career ambitions.

Information sharing

The Academy will be required to provide relevant information about all pupils to local authority support services. This includes:

basic information such as the pupil's name, address and date of birth

other information that the local authority needs in order to support the pupil to participate in education or training and to track their progress. This includes for example:

the pupil's contact details including phone numbers

information to help identify those at risk of becoming NEET post-16 , the pupil's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education

The Academy will only provide the basic information, and not this additional information, if a pupil aged 16 or over, or the parent/carer of a pupil aged under 16, has instructed the school not to share information of this kind with the local authority. The school's privacy notice will be the means of offering pupils and their parents/carers the opportunity to ask for personal information not to be shared.

The Academy will notify the local authority whenever a 16- or 17-year-old leaves an education or training programme before completion. This notification will be made at the earliest possible opportunity to enable the local authority to support the pupil to find an alternative place. The Academy and local authority will agree local arrangements for ensuring these duties are met.

Careers guidance for pupils with special educational needs or disabilities

The Academy will ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach.

The Academy will ensure every pupil, whatever their level or type of need, is supported to fulfil their potential. The overwhelming majority of pupils with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support.

All staff working with them should share that presumption and should help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers.

The Academy will work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child.

Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. The school will put the individual with SEND at the centre, working with the family, to start transition planning early, and supporting encounters with the workplace and work experience.

Careers guidance for pupils with SEND will take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with education health and care plans (EHC)), or routes into higher education.

The Academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden pupils' horizons.

The Academy will facilitate encounters with employers for pupils with SEND, particularly hands on experience in the workplace.

The Academy will prepare pupils well for workplace experiences, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.

The Academy will ensure that careers guidance for pupils does not simply focus on finding a post 16 destination to meet their immediate needs. Support will focus on the pupil's career aspirations, and the post-16 options which are most likely to give the pupil a pathway into employment, or higher education, and give them the support they need to progress and succeed.

The Academy will make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews will, from Year 9 at the latest, include a focus on adulthood, including employment. The school will ensure these reviews are informed by good careers guidance.

The Academy will co-operate with the local authority, who has an important role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the 0-25 Special Educational Needs and Disability Code of Practice.

Benchmark 4: Linking curriculum learning to careers

Subject teachers will support the Academy's approach to careers education and guidance.

The curriculum will offer excellent opportunities for developing the knowledge and skills that employers need. Subject teachers will be powerful role models to attract students towards their subject and the careers that flow from it.

The Academy will ask all teachers to support the career development of students in their tutorial role and through their subject teaching.

The Academy will deliver careers, employability and enterprise lessons through:

• the curriculum as part of their commitment to personal, social, health and economic (PSHE) education;

• weaving careers education and guidance in to subjects across the curriculum, including PSHE / Curriculum for Life.

The Academy will ensure that, as early as possible, students understand that good mathematics skills are a necessary element of citizenship, and that studying mathematics and science can lead to a wide range of career choices.

The Academy will endeavour to ensure that, by the age of 14, every student is exposed to the world of work. This will include meeting a range of professionals from occupations which require maths and science qualifications, as well as highlighting the importance of maths to all jobs. These meetings will emphasise the opportunities created for students who choose mathematics and science subjects at school and college. The Academy will be aware of the need to do this for girls, in particular, who are statistically much more likely than boys to lack confidence in their own ability in mathematics and science and be put off studying those subjects at an early age.

The Academy will make clear to students that if they do not achieve a grade 4 or better in GCSE mathematics and English by the end of key stage 4, they will be required to continue working towards this aim as part of their 16-19 study programme. For some, this may mean taking steppingstone qualifications in order to support them as they work towards a GCSE. There are exemptions for some students with education, health and care plans who may not be able to take any of these qualifications, although all students will continue to study Maths and English at an appropriate level. This is because of the vital importance and powerful labour market value of securing a good standard in Maths and English.

Benchmark 5: Encounters with employers and employees

The Academy will engage with employers on students' future prospects and earnings in adult life through careers talks with external speakers.

The Academy will place a clear focus on the enterprise and employability skills, experience and qualifications that employers want in order to support students preparation for work.

The Academy will help pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This will include the opportunity for students to develop entrepreneurial skills for self-employment.

The Academy will engage fully with local employers, businesses and professional networks to ensure real-world connections with employers lie at the heart of the careers strategy. Visiting speakers can include junior employees, or apprentices, particularly alumni, with whom pupils can readily identify.

Every year from the age of 11, students will participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 13. Different encounters will work for different students, but it may mean in practice:

• careers events such as careers talks

• careers carousels and careers fairs

• transitions skills workshops such as CV workshops and mock interviews

• mentoring and / or e-mentoring

• employer delivered employability workshops

• business games and enterprise competitions

Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, the Academy will endeavour to ensure students have 2-way encounters with employers and employees from STEM sectors within this provision.

The Academy will continue to work toward new legislation, requesting that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18.

The Academy will pay particular attention to work placements for students with SEND. Some students with SEND may find work placements particularly helpful, especially where they find it difficult to imagine a work context, or to counter low aspirations.

When arranging work placements for those with SEND, the Academy will carefully match the placement to the abilities, needs and aspirations of the student. They will consider whether students with SEND need additional support in the work placement to ensure it is a valuable and positive experience, and secure that support where needed, working with the employer.

High quality and meaningful work experience forms a required part of 16-19 study programmes.

A more flexible approach can be adopted for younger students and does not necessarily have to involve a traditional placement. Options could include:

• workplace visits

• work experience

• job shadowing

• career-related volunteering and social action

Benchmark 7: Encounters with further and higher education

The Academy will encourage students to consider what career options different educational choices open up and close down. Under raising the participation age (RPA) requirements, all young people in England are required to continue in education or training until at least their 18th birthday. The Academy will ensure that young pupils are clear about this requirement and what it means for them. In particular, they must be clear that students are not required to stay in school.

They can choose how to participate which might be through:

• full time study in a school, college or training provider

• an apprenticeship, traineeship or supported internship

• full time work or volunteering (20 hours or more) combined with part time accredited study

Students will receive a range of information and opportunities to learn about education, training and career paths throughout their school life to avoid them making rushed decisions and becoming overwhelmed.

The Academy will encourage students to use information tools such as websites and apps which display information about opportunities.

The Academy will exploit the information available on the full range of education and training opportunities via a national course directory on the National Careers Service website which can be presented on careers information websites and apps to help young people make choices effectively.

They will support their Year 11 pupils in particular to use these information tools as part of their careers education and guidance. In consultation with a careers professional, the Academy may recommend good quality websites and apps, whether national or local in scope, that present the full range of opportunities in an objective way, that will help students make good choices about post-16 options.

Legal Duty: Access to providers of technical education and apprenticeships

The Academy will comply with Provider Access Legislation to ensure that there is an opportunity for a range of education and training providers to access all students for the purpose of informing them about approved technical education qualifications and apprenticeships. This means in practice:

• each provider having access to all students in Years 8 to 13 to inform them about the varied career options open to them and courses and qualifications they offer and what each option entails

• students can consider how the opportunity to study or train in different ways, and in different environments, might suit their skills, interests and aptitudes

• by hearing directly from providers about alternatives to academic and school-based routes, students can build up a full picture of the options available to them at important transition points. This will lead to better-informed choices and help to reduce the risk of dropping out of courses

The Academy will make provider visits available to all students in the relevant year group. The school should not do anything which might limit the ability of pupils to attend. Unacceptable behaviour would include restricting invitations to selected groups of students or holding events outside of normal school hours.

The Academy will also provide a range of opportunities for providers offering other options, including sixth form colleges and higher education institutions, to visit the school to talk to students.

This will help all students to develop a comprehensive picture of the education and training options available beyond the school.

Arrangements for provider access will include:

• any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed

• grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding and child protection policy

• details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit

By considering carefully the frequency and scale of opportunities to offer to providers, the school may minimise the burden of dealing with unsolicited requests. For example, the school may decide:

• to arrange an annual assembly for a whole year group and invite multiple providers

• to work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area

• to allow a university technical college or an apprenticeship provider to bring a key employer with them on a provider visit. The school should consider such requests. Consent cannot be withheld unreasonably

Each event should give each provider the chance to present meaningfully to the pupils. programme, which also provides this service for Years 8 to 13.

The school will publish a provider access policy/statement on its website.

Benchmark 8: Personal Guidance

Every student will have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help to asses students ability to self-manage their careers options and choices, locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements.

Every student will have access to at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The Academy will integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the heads of year, pastoral tutors , sixth form tutors or their equivalent. The personal guidance will be clearly connected with the wider careers programme.

Careers advisers working with pupils with special educational needs or disabilities should use the outcome and aspirations in the education, health and care plan, where they have one, to focus the discussion.

Careers advisers, when working with looked after children or care leavers, should use their personal education plan or pathway plan to help focus the discussion. These students will have a named adviser who can build a relationship with them and better understand their individual needs.

The Academy will use a qualified careers professional, who can be an appropriately trained member of school staff, to provide personal guidance interviews. (Such advisors should hold a Level 6 qualification in Guidance and Development)

12.0 Provider Access

Introduction - This section of the policy 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.

All pupils in years 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.

The Provider Access Policy will be published on the Academy website and show the way in which education and training providers should get in touch in order to gain access to pupils and/or parents to inform them about further opportunities.

The school will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

12.0 Monitoring, Evaluation and Review

The Headteacher will ensure that:

The work of the Careers team and CEIAG events are supported and monitored.

A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

Feedback from stakeholders is collected and informs planning and development.

There is provision for pupil and parent voice.

The Local Academy Council of The Academy of St Francis of Assisi will review this policy every two years.

Key Personnel

Headteacher: Mrs T Bleasdale
School Leads for CEIAG: Mr D Fox and Miss C Swarbrick
Link Local Academy Council member: George Osborn

The Gatsby Benchmarks **Appendix 1**

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.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2.Learning from career and labour market information	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.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	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.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for

		each pupil on their education, training or employment destinations.
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.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student 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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	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 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 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	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 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 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.

		*A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2: The Academy of St Francis of Assisi Careers Year Plan

Gatsby Benchmarks	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
1. A Stable Careers Programme-	Goal setting (7th Oct PSHE) Form time weekly career focus National Careers week activities (Spring term) Unifrog platform	Form time weekly career focus National Careers week activities (Spring term) Unifrog platform	Form time weekly career focus (Autumn term) Form time weekly career focus National Careers week activities (Spring term) Unifrog platform	Careers and future choices (4th Nov PSHE) Form time weekly career focus (Spring term) National Careers week activities (Spring term) Unifrog platform	Importance of volunteering (PSHE 7th Oct) National Careers week activities (Spring term) Unifrog platform
2. Learning from Career and Labour Market Information-	Weekly form time focus on one career BBC bitesize careers roadshow (Autumn term) Industry day careers fair (Spring term) Unifrog platform	Weekly form time focus on one career Exploring career interests and personal strengths (4th Nov PSHE) Difference between a job and career. Ambitions for next year (PSHE14th Jul) BBC bitesize careers roadshow (Autumn term)	Weekly form time focus on one career Types of employment (11th Nov PSHE) The industry sectors and growth sectors (18th Nov) Employment rights and responsibilities (PSHE 25th Nov) BBC bitesize	Weekly form time focus on one career Labour markets and growth sectors in the local economy (PSHE 13th Jan) Tax and National Insurance and government money (10th Feb) BBC bitesize careers roadshow (Autumn term)	Industry day careers fair (Spring term) Form time Unifrog program (once a week)

Gatsby Benchmarks	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
		Industry day careers fair (Spring term) Unifrog platform	careers roadshow (Autumn term) Industry day careers fair (Spring term) Unifrog platform	Industry day careers fair (Spring term) Unifrog platform	
3. Addressing the Needs of Each Pupil-	Unifrog platform	Unifrog platform	Gender stereotypes within the workplace (PSHE 9th Dec) Unifrog platform	Guidance meetings BAME mentoring Student leadership interview process (Summer term) Unifrog platform Form teacher guidance-work experience	Guidance meetings Targeted animal care programme with Myerscough College (Autumn term) Unifrog platform Form teacher guidance- next steps
4. Linking Curriculum Learning to Careers-	Enterprise skills- critical thinking (PSHE 14th Oct) Enterprise skills- problem solving (PSHE 21st Oct)	National Careers week subject activities (Spring term) National Apprenticeships	National Careers week subject activities (Spring term) National Apprenticeships	National Careers week subject activities (Spring term) National Apprenticeships	National Careers week subject activities (Spring term) National Apprenticeships

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11
	National Careers week subject activities (Spring term) National Apprenticeships week subject activities (Spring term) Careers links built into all curriculum maps and units of work Unifrog platform	week subject activities (Spring term) Careers links built into all curriculum maps and units of work Unifrog platform	week subject activities (Spring term) Careers links built into all curriculum maps and units of work Unifrog platform	week subject activities (Spring term) Careers links built into all curriculum maps and units of work Unifrog platform	week subject activities (Spring term) Careers links built into all curriculum maps and units of work Unifrog platform
5. Encounters with Employers and Employees	Meet the professionals program of events and talks. NHS assemblies (Autumn term) Industry day careers fair (Spring term)	Meet the professionals program of events and talks. Barclays life skills (Autumn term) NHS assemblies (Autumn term) Barclays life skills (Spring term)	Meet the professionals program of events and talks. NHS assemblies (Autumn term) Industry day careers fair (Spring term)	Meet the professionals program of events and talks. The law factor (Autumn term) RISE project (Autumn term) Merseyside Police Cadets	Meet the professionals assembly- NHS Assembly: the Importance of interviews (Autumn term) Mock Interviews with employers and professionals (Autumn term) Industry day

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11
		Industry day careers fair (Spring term)		assembly (Autumn term) The law factor (Spring term) Industry day careers fair (Spring term) National apprenticeship and education event, Aintree (Spring term)	careers fair (Spring term)
6. Experiences of Workplaces		Barclays life skills	NHS Safari trip (Autumn term) Work experience launch and assembly (Summer term)	Thinking about work experience and volunteering (PSHE 20th Jan) Work experience launch (Autumn term) Assembly: the importance of work experience (Spring term) BIBA young brokers trip (Summer term) Women in	

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11
				aviation trip (Summer term) Work Experience and employability week (Summer term)	
7. Encounters with Further and Higher Education-	National Apprenticeships week activities (Spring term) Industry day careers fair (Spring term)	National Apprenticeships week activities (Spring term) Industry day careers fair (Spring term)	Options and next steps assembly (Autumn term) National Apprenticeships week activities (Spring term) Industry day careers fair (Spring term)	Various sixth form/colleges and apprenticeship assemblies (Autumn term) Various sixth form/colleges and apprenticeship assemblies (Spring term) National Apprenticeships week activities (Spring term) Industry day careers fair (Spring term)	Weekly form time focus on post 16 options and applications Next Steps- T Levels (9th Sep PSHE) Next Steps- Apprenticeships (16th Sep PSHE) Next Steps- A Levels (23rd Sep PSHE) Next steps- Vocation courses (30th Sep PSHE) Form teacher meetings-next steps (Autumn term) Various sixth form/colleges and

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11
					apprenticeship assemblies (Autumn term) St Margarets sixth form trip (Autumn term) Form teacher meetings-next steps (Spring term) Various sixth form/colleges and apprenticeship assemblies (Spring term) All Saints sixth form trip (Spring term) National Apprenticeships week activities (Spring term) Industry day careers fair (Spring term)

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11
8. Personal Guidance-	Unifrog platform	Unifrog platform	Unifrog platform Options evening- individual meetings with SLT to discuss future careers and appropriate options.	Form teacher guidance during work experience applications. Unifrog platform Career guidance interviews (Summer term)	Form teacher guidance- next steps. Career guidance interviews (Autumn term) Next steps- applications (14th & 21st Oct PSHE) Next steps- writing a personal statement (4th & 11th Nov PSHE) Next Steps- writing a CV (18th & 25th Nov PSHE) Interview preparations (2nd & 9th Dec PSHE)

Appendix 3: Application for Provider Access

Introduction

This document 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.

See Provider Access Policy

Student entitlement

All pupils in years 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

Procedure

A provider wishing to request access should contact Mr D Fox

Telephone: 0151 260 7600

Email: foxd1@asfa.allsaintsmat.org

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the school website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Career Lead or a member of their team.

Appendix 4 Useful links / resources and external organisations

• Gatsby Good Career Guidance. A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks. The Gatsby Foundation | A charitable trust founded by David Sainsbury

• State of the Nation 2025. State of the Nation 2025: The evolving story of social mobility in the UK - GOV.UK

• Careers & Enterprise Company. The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. Educators | CEC Corporate Web

• National Careers Service. The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers. Careers advice - job profiles, information and resources | National Careers Service

• Amazing Apprenticeships. A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships. Amazing Apprenticeships | Explore Technical Education & Apprenticeship Opportunities

• Baker Dearing Educational Trust. Information on University Technical Colleges. Baker Dearing Educational Trust

• Career Development Institute. The Career Development Institute is the single UKwide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate. Home - Career Development Institute

• Career Development Institute Framework for careers, employability and enterprise education. A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people. CDI Framework - Career Development Institute

• Find an Apprenticeship. Search and apply for an apprenticeship in England. Search apprenticeship – Find an apprenticeship – GOV.UK

• Nomis statistics related to population, society and the labour market at national, regional and local levels. Nomis - Official Census and Labour Market Statistics

• STEM Ambassadors. A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings STEM Learning

• Unistats. The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students. Discover Uni Home | Discover Uni