



Department  
for Education

# **Careers guidance and access for education and training providers**

**Statutory guidance for governing bodies,  
school leaders and school staff**

**January 2018**

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# Summary

## About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to independent careers guidance and provider access to schools. We use the term ‘must’ when the person in question is legally required to do something and ‘should’ when advice is being offered.

## Expiry or review date

This statutory guidance replaces the version issued in March 2015 (and re-issued in April 2017 with a minor update). This statutory guidance will be reviewed annually and updated if necessary.

## What legislation does this guidance refer to?

- Sections 42A<sup>1</sup>, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008

## Who is this guidance for?

This is statutory guidance for:

- governing bodies, proprietors, school leaders, careers leaders and school staff in maintained schools<sup>2</sup>, academies and free schools (including alternative provision academies and free schools)<sup>3</sup> that provide secondary education;
- local authorities that maintain pupil referral units that provide secondary education.

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<sup>1</sup> Subsection (6) of section 42A was amended by the Careers Guidance in Schools Regulations 2013

<sup>2</sup> For the purposes of this statutory guidance, references to ‘maintained school’ or ‘school’ means a community, foundation or voluntary school, community or foundation special school (other than one established in a hospital) that provides secondary education. It also includes pupil referral units. References to a ‘governing body’ or ‘proprietor’ include a local authority that maintains a pupil referral unit.

<sup>3</sup> All academies and free schools are subject to the new duty to provide pupils with access to a range of education and training providers. Many academies and free schools are subject to the duty to provide independent careers guidance through their funding agreements, including those which opened from September 2012 and those which have moved to the updated funding agreement. Academies without the requirement are encouraged to follow the guidance in any case as a statement of good practice.

## Main points

- The Government's careers strategy<sup>4</sup>, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks<sup>5</sup> to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.
- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self-evaluation tool<sup>6</sup> for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.
- The Careers & Enterprise Company (CEC) will provide external support to schools. In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme

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<sup>4</sup> <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

<sup>5</sup> Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

<sup>6</sup> <http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks.

- The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available.
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework<sup>7</sup> and School Inspection Handbook.<sup>8</sup> A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk<sup>9</sup>, meaning that they are becoming an established part of the accountability system.

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<sup>7</sup> <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>

<sup>8</sup> <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<sup>9</sup> <https://www.gov.uk/school-performance-tables>

## The Gatsby Benchmarks<sup>10</sup>

<b>1. A stable careers programme</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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<sup>10</sup> Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

<b>5.Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*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.</p>
<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



## Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> <li>Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.</li> </ul>
From January 2018 (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> <li>Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.</li> <li>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.</li> </ul>
From January 2018 to end 2020	<ul style="list-style-type: none"> <li>Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.</li> <li>For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.</li> </ul>
From September 2018	<ul style="list-style-type: none"> <li>Every school should appoint a named person to the role of Careers Leader to lead the careers programme.</li> </ul>
From September 2018	<ul style="list-style-type: none"> <li>Every school will be expected to publish details of their careers programme for young people and their parents.</li> </ul>

## Support for schools

Timing	Action
From September 2018	<ul style="list-style-type: none"> <li>Job specification and standards for Careers Leaders developed and started to be used by schools.</li> </ul>
From September 2018	<ul style="list-style-type: none"> <li>The Careers &amp; Enterprise Company will take on a broader role across all the Gatsby Benchmarks.</li> </ul>
During 2018 and 2019	<ul style="list-style-type: none"> <li>CEC will provide tools to help schools meet the Gatsby Benchmarks.</li> </ul>
During 2018 and 2019	<ul style="list-style-type: none"> <li>Careers Leaders training funded for 500 schools and colleges.</li> </ul>
By end 2020	<ul style="list-style-type: none"> <li>All schools will have access to an Enterprise Adviser.</li> </ul>

## Statutory duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent<sup>11</sup> careers guidance<sup>12</sup> from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. 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 the range of education or training options, including apprenticeships and technical education routes;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 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<sup>13</sup> or apprenticeships<sup>14</sup>.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
  - any procedural requirement in relation to requests for access;
  - grounds for granting and refusing requests for access;
  - details of premises or facilities to be provided to a person who is given access.
5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement.

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<sup>11</sup> Independent is defined as external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

<sup>12</sup> Careers guidance is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

<sup>13</sup> "Approved technical education qualification" means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009

<sup>14</sup> An apprenticeship is a paid job with training, lasting a minimum of twelve months. Further information for schools can be found at [Amazing Apprenticeships](#).

## What is the governing body expected to do?

6. The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.
7. The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.
8. The governance handbook<sup>15</sup> provides information on governors' other legal duties.

## Compliance with the duties and statutory guidance

9. In the event of suspected non-compliance with the duties and statutory guidance, our approach is for the parties involved to try to resolve the matter locally. This might include resolving a complaint in line with the school's published complaints procedure. If a complaint remains unresolved, the DfE School Complaints Unit will consider whether the school's statutory policies meet current education legislation and whether they have been adhered to. If the Department finds fault with a school's policies following a complaint, then remedial action could be taken. This could include an official or a Minister from the Department for Education writing to the school and, ultimately, the legal powers of intervention available to the Secretary of State for Education may be enforced<sup>16</sup>.

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<sup>15</sup> <https://www.gov.uk/government/publications/governance-handbook>

<sup>16</sup> Section 496 and 497 of the Education Act 1996

## Responsibilities of schools

10. The careers strategy explains that good careers guidance 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 careers guidance 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.
11. The Government has set a clear expectation that the quality of careers education and guidance should be raised in all schools. The statutory framework requires every school to secure independent careers guidance for all year 8 to 13 pupils. This makes sure that all pupils have access to external sources of information on the full range of education and training options.
12. The Government wants to go beyond the statutory duties and introduce a framework around which schools can develop and improve their entire careers programme. This will help to promote a shared understanding of what excellent careers provision looks like and a consistent approach to achieving it. The Government expects all schools to use the Gatsby Benchmarks to improve their careers provision. The Gatsby Charitable Foundation's 'Good Career Guidance' report brought together the best national and international research to look at what practical actions could improve careers guidance in England. It identifies eight Gatsby Benchmarks that define a world-class standard of excellent careers guidance. The research provides a clear and consistent message that a good careers programme means achieving all eight Gatsby Benchmarks with every pupil.
13. Benchmark 7 recognises the importance of every pupil meeting education and training providers to understand the full range of educational opportunities that are available to them. Schools are already responding to this, recognising that technical options can give young people opportunities to access inspiring careers, whatever their interests, strengths or aspirations. The Government wants to go further. Currently, only 59.5% of schools are providing pupils with encounters with general further education providers and only 44.1% are providing them with encounters with independent training providers<sup>17</sup>. A new duty on schools to allow access to providers of technical education and apprenticeships will make sure that every pupil is well-informed about their future options at every stage. The duty will help pupils to make

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<sup>17</sup> The Careers & Enterprise Company. (2017) [State of the Nation 2017: Careers and Enterprise Provision in England's Schools](#). London: The Careers & Enterprise Company.

an informed choice about an academic option for those interested in going to university, and a technical route, including T levels or an apprenticeship, for those seeking to progress to the highest levels of skilled employment or technical education and training at levels 4, 5 and 6. Progression options will include higher and degree level apprenticeships or higher technical education, including technical degrees.

14. The Gatsby Foundation and The Careers & Enterprise Company have launched Compass<sup>18</sup>, an online self-evaluation tool for schools. Compass works by asking schools to answer a series of questions about what careers provision they offer. On completing the questions, the school will receive a confidential report showing how they compare to the Gatsby Benchmarks. Over time a school can return to the tool, see their previous results and repeat the assessment as provision develops. The Compass report is confidential, but schools may choose to share it with governors, parents/carers, colleagues, and Ofsted. Using the Gatsby Benchmarks to develop and improve careers provision, and putting in place a clear plan that is based around meeting them, will also help schools to ensure they are complying with their legal duties.
15. We recognise that the eight Benchmarks represent a demanding but achievable standard. The most recent analysis of the Compass data<sup>19</sup> found that the overwhelming majority of schools (79.4%) achieve at least one Benchmark and most (51%) achieve at least two. While only a small number of schools report excellent provision, many schools are partially meeting the Benchmarks. On average schools are meeting around 50% of the indicators that make up the Benchmarks and manage to achieve or partially achieve 6.4 out of 8 Benchmarks. The analysis suggests that careers leadership, clear strategy and resourcing are all key to achieving the Benchmarks. The Government's expectation is that all schools begin working towards the Benchmarks now, and meet them all by the end of 2020.

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<sup>18</sup> <http://www.careersandenterprise.co.uk/schools-colleges/about-compass>

<sup>19</sup> The Careers & Enterprise Company. (2017) [State of the Nation 2017: Careers and Enterprise Provision in England's Schools](#). London: The Careers & Enterprise Company.

# Meeting the Gatsby Benchmarks

## Benchmark 1: A stable careers programme

16. Every school should have their own careers programme in place which meets the requirements of the other seven Benchmarks, showing how they come together into a coherent strategy that is embedded in school structures.
17. The presence of a named individual in each school with appropriate skills and experience (a Careers Leader) is important to ensure the leadership and co-ordination of a high quality careers programme. This role is distinct from the careers adviser, who provides careers guidance to pupils. 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 Governors and Senior Leadership team. From September 2018, every school should appoint a named person to this role. A programme of engagement with schools will be carried out to set out the benefits of the role and ensure appropriate training and support is developed. Further details will be made available by September 2018, including a clear description of the roles and responsibilities of a Careers Leader. Schools should publish the name and contact details of their Careers Leader on their website.
18. Schools should also publish details of their careers programme so that it is known and understood by pupils, parents/carers, teachers, governors and employers. The school should invite feedback on the plan from these groups as part of a regular evaluation of the careers programme. The plan should demonstrate how the school is responding to meeting the Gatsby Benchmarks. From September 2018, we will expect schools to publish a plan on their website. The plan could incorporate the policy statement on provider access that schools are required to publish.
19. The Careers & Enterprise Company has built a national network of Enterprise Coordinators co-funded with the Local Enterprise Partnerships (LEPs). Enterprise Coordinators are trained people who work with school leadership teams to build careers and employer engagement plans. In addition, each school is supported by an Enterprise Adviser – a senior volunteer from business – who helps unlock relationships with other local businesses<sup>20</sup>. The network is now operating in over half of schools and colleges and all schools will have access to an Enterprise Adviser by 2020.

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<sup>20</sup> Information about how to sign up to the Enterprise Adviser Network is available at <https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school>.

20. Schools can gain formal accreditation of their careers programme through the Quality in Careers Standard<sup>21</sup> - the national quality award for careers education, information, advice and guidance. The Standard offers an opportunity for schools to undergo an external evaluation of their careers programme and so is distinct from the Compass self-assessment. Work is continuing to align the Standard more fully to the Benchmarks and to incorporate Compass into its processes, so those schools achieving the Standard meet all eight Benchmarks. We strongly recommend that all schools work towards the updated Quality in Careers Standard, incorporating Compass, to support the development of their careers programme.

## **Benchmark 2: Learning from career and labour market information**

21. Every pupil, and their parents/carers, should 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<sup>22</sup>, helpline<sup>23</sup> and web chat.

22. There is a significant mismatch between the careers that young people want to pursue and the opportunities available. Labour market information (LMI) can 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. Schools should make sure 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. Schools should explain the value of finding out about the labour market and support young people and their parents/carers to access and understand this information.

23. LMI can be accessed from a range of sources. The government funds a high quality LMI service called LMI for All which is used by a number of providers, including the National Careers Service<sup>24</sup>.

24. DWP, through the Jobcentre Plus 'Support for Schools' programme, provides presentations and workshops to schools on the local labour market and employer

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<sup>21</sup> <http://www.qualityincareers.org.uk>

<sup>22</sup> <https://nationalcareersservice.direct.gov.uk>

<sup>23</sup> 0800 100 900

<sup>24</sup> <http://www.lmiforall.org.uk/>

expectations. In many areas Local Enterprise Partnerships<sup>25</sup> are drawing together labour market information and schools may find it helpful to make use of this.

25. Good career and labour market information can also support social mobility by raising pupil's aspirations and tackling stereotypical assumptions that certain jobs are 'not for people like me'. Career choices for girls, particularly around STEM, are affected in a range of ways. Schools may 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**

26. The school careers programme should raise the aspirations of all pupils but also be tailored to individual need. Schools should 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, consider the widest possible range of careers.
27. Schools should keep comprehensive and accurate records to support the career and enterprise development of pupils. They are an effective means of maintaining consistent advice and helping pupils, parents/carers and advisers to keep track of agreed actions and next steps. It can also help young people to showcase their skills to employers.
28. Schools should assess their success in supporting their pupils to take up education or training which offers good long term prospects. One way of doing this is through the use of destination data. Collection and analysis of destination data can help schools to see how well they are doing in countering stereotypes and raising aspirations (Benchmark 3). It can also help schools build and maintain alumni networks which will be valuable for giving pupils encounters with employers and employees (Benchmark 5) and encounters with further and higher education (Benchmark 7). Government will provide more detail on destinations data, including best practice examples of how schools can make the most of this data, in the September statutory guidance.
29. [Destination measures](#) are produced and published by the Department for Education using existing data collections and are based on sustained participation<sup>26</sup>. They show the percentage of a school's former pupils who continued their education or training

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<sup>25</sup> Schools can identify their Local Enterprise Partnership at <https://www.lepnetwork.net/the-network-of-leps/> or <https://www.lepnetwork.net/find-your-nearest-lep/>

<sup>26</sup> The destination measures are based on activity in all of the first two terms (defined as October to March) of the year after the young person left KS4 or took A level or other level 3 qualifications.



(including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data are broken down by a range of pupil characteristics, including special educational needs, eligibility for free school meals in year 11 and, at key stage 4, disadvantaged pupils who would have attracted the pupil premium. These measures will help schools to be held to account locally as well as feeding into inspection evidence gathered by Ofsted.

## Targeted support for vulnerable and disadvantaged young people

30. Local authorities<sup>27</sup> have a range of duties to support young people to participate in education or training which are set out in [statutory guidance](#) on the participation of young people. Local authorities should have arrangements in place 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.
31. Schools should continue to work with local authorities, particularly children’s social care, to identify young people who are in need of targeted support or who are at risk of not participating post-16. This includes young people 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). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Schools 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 young person, such as social workers.
32. Pupils in Alternative Provision are some of the most vulnerable in the education sector who may require targeted support to help them achieve their full potential. All pupil referral units, Alternative Provision academies and free schools should have high aspirations for these pupils. They should work in partnership with their commissioning schools and local authorities to provide support and advice on transitional pathways into further education or training. In doing so, they should consider the particular needs of the pupil in Alternative Provision and what different or additional support they may need to succeed on leaving school.
33. Pupil Referral Units and special schools may also find it helpful to work with Jobcentre Plus under their ‘Support for Schools’ programme, which is aimed particularly at those

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<sup>27</sup> For the purpose of this guidance, local authorities includes services subcontracted by the local authority to deliver services to support young people’s participation as set out in the Education and Skills Act 2008.

young people in danger of becoming NEET or who are otherwise disadvantaged in the labour market.

34. Schools should ensure that young people understand the programmes available to support them with the costs associated with staying in post-16 further education. The [16 to 19 Bursary Fund](#) is available to support young people in defined vulnerable groups, who may receive yearly bursaries of up to £1,200 and/or discretionary payments to help those who are also in financial hardship. Young people should speak to 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.
35. Schools 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 costs, such as care leavers or those on Free School Meals.
36. 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 lead should engage with the school's designated teacher for looked after and previously looked after children to 1) ensure they know which pupils are in care or who are care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. For these young people, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant Virtual School Head<sup>28</sup> or personal adviser to ensure a joined up approach to identifying and supporting their career ambitions.

## Information sharing

37. All schools (including academies and other state-funded educational institutions) must continue to provide relevant information about all pupils to local authority support services<sup>29</sup>. This includes:
  - i) basic information such as the pupil's name, address and date of birth;
  - ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This

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<sup>28</sup> All local authorities must appoint a Virtual School Head for the purpose of discharging their duty to promote the education of looked after and certain previously looked after children's education. For looked after children, the VSH of authority which looks after them is responsible for promoting their education. For previously looked after children (those who have left care through adoption, special guardianship or child arrangement orders or were adopted from state care abroad) the relevant VSH will be the one serving the area where the child is educated.

<sup>29</sup> Section 72 of the Education and Skills Act 2008

includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must 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 them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.

38. Schools (including academies and other state-funded educational institutions) must also notify local authorities whenever a 16 or 17 year old leaves an education or training programme before completion<sup>30</sup>. This notification must be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place. It is for schools and local authorities to agree local arrangements for ensuring these duties are met.

## **Careers guidance for pupils with special educational needs or disabilities**

39. Schools should 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<sup>31</sup>. Schools should ensure every pupil, whatever their level or type of need, is supported to fulfil their potential. The overwhelming majority of young people 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. Schools should also work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child.

40. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. Research by The Careers & Enterprise Company highlights the need to put the individual with SEND at the centre, working with the

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<sup>30</sup> Section 13 of the Education and Skills Act 2008

<sup>31</sup> It is worth noting that a high proportion of looked after children have SEND, therefore guidance on careers advice for pupils with SEND *may* also be relevant to this group.

family, to start transition planning early, and the value of supported encounters with the workplace and work experience<sup>32</sup>.

41. Careers guidance for pupils with SEND should 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) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. supported employment, ways in which jobs can be “carved” to fit a person’s abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. micro-enterprise) may also be relevant.
42. Schools should build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil’s horizons. Encounters with employers can be transformational for pupils with SEND, particularly hands on experience in the workplace, and schools should facilitate this. The opportunity to experience lots of different work sectors can be particularly helpful. Schools should prepare pupils well for these experiences, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.
43. Schools should ensure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support should focus on the pupil’s career aspirations, and the post-16 options which are most likely to give the young person a pathway into employment, or higher education, and give them the support they need to progress and succeed.
44. Schools should make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. Schools should ensure these reviews are informed by good careers guidance. Schools must co-operate with local authorities, who have 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](#).

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<sup>32</sup> Hanson, J., Cordina, G. and Neary, S. (2017) Transition Programmes for Young Adults with SEND. What Works? London: The Careers & Enterprise Company.  
<https://www.careersandenterprise.co.uk/research/transition-programmes-young-adults-send-what-works>

## Benchmark 4: Linking curriculum learning to careers

45. Subject teachers should also support the school's approach to careers education and guidance. The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers can be powerful role models to attract pupils towards their subject and the careers that flow from it. Schools should ask all teachers to support the career development of young people in their tutorial role and through their subject teaching<sup>33</sup>. Many schools currently deliver careers, employability and enterprise lessons through the curriculum as part of their commitment to Personal, Social, Health and Economic (PSHE) education. Schools should work towards weaving careers education and guidance in to subjects across the curriculum, including PSHE<sup>34</sup>.
46. Schools should ensure that, as early as possible, pupils understand that good maths skills are a necessary element of citizenship, and that studying maths and science can lead to a wide range of career choices. Schools should ensure that, by the age of 14, every pupil is exposed to the world of work. This should 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 should emphasise the opportunities created for young people who choose maths and science subjects at school and college. Schools should 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 maths and science and be put off studying those subjects at an early age.
47. Schools should ensure that pupils study the core academic subjects at GCSE – English, maths, science, history, geography and a language – the English Baccalaureate (EBacc). Schools should support pupils to understand that these are the subjects which provide a sound basis for a variety of careers beyond the age of 16, and can also enrich pupils' studies and give them a broad general knowledge that will enable them to participate in and contribute to society.
48. Schools should make clear to pupils that if they do not achieve a grade 4 or better in GCSE maths 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 - we have made this requirement a condition of funding. For some students this can mean taking stepping stone 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

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<sup>33</sup> Hooley, T., Watts, A.G., and Andrews, D. (2015) [Teachers and Careers: The Role Of School Teachers in Delivering Career and Employability Learning](#). Derby: International Centre for Guidance Studies, University of Derby.

<sup>34</sup> Collins, J. and Barnes, A. (2017) *Careers in the Curriculum. What Works?* London: The Careers & Enterprise Company.

able to take any of these qualifications, although all students must 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**

49. There is strong research evidence about the impact of employer engagement on pupils' future prospects and earnings in adult life. A study conducted by the Education and Employers Taskforce<sup>35</sup> found that where there were higher levels of employer contacts, in the form of careers talks with outside speakers, this was linked to higher returns to individuals in the labour market.
50. A clear focus on the enterprise and employability skills, experience and qualifications that employers want can support preparation for work. Schools should 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 should include the opportunity for pupils to develop entrepreneurial skills for self-employment. Schools should 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 quite junior employees, or apprentices, particularly alumni, with whom pupils can readily identify.
51. Schools should work with The Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the school<sup>36</sup>. An Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market.
52. Every year from the age of 11, pupils should 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 schools and pupils, but it could mean in practice:
  - careers events such as careers talks, careers carousels and careers fairs;<sup>37</sup>

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<sup>35</sup> Mann, A. et al. (2017) Contemporary Transitions: Young people reflect on life after secondary school and college

<sup>36</sup> Connect via the Careers & Enterprise Company website at <https://www.careersandenterprise.co.uk/schools-colleges/sign-your-school>

<sup>37</sup> Rehill, J., Kashefpakdel, E. and Mann, A. (2017) Careers Events. What Works. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/business-games-and-enterprise-competitions-what-works>

- transitions skills workshops such as CV workshops and mock interviews;<sup>38</sup>
- mentoring and e-mentoring;<sup>39</sup>
- employer delivered employability workshops;
- business games and enterprise competitions.<sup>40</sup>

53. Because of the high returns to STEM careers, and the increasing need for many jobs to have greater quantitative skills in future, schools should make sure one of the encounters their pupils experience before year 11 is with a STEM employer or workplace, or one of their careers events is focused around STEM.

54. Jobcentre Plus can play a role in facilitating links between schools and employers through the 'Support for Schools' programme. Jobcentre Plus works with many employers that are keen to engage with schools, deliver presentations, provide employability workshops, support careers fairs, or provide work experience or work taster opportunities.

## Benchmark 6: Experiences of workplaces

55. In addition to school-based encounters with employers, pupils should have first-hand experience of the workplace. There is evidence that work experience gives pupils a more realistic idea of the expectations and realities of the workplace<sup>41</sup>. This is particularly valuable for pupils from disadvantaged backgrounds who may not have access to a diverse range of role models.

56. Schools should ensure 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. Schools should pay particular attention to work placements for pupils with SEND. Some pupils with SEND may find work placements particularly helpful, especially where pupils find it difficult to imagine a work context, or to counter low aspirations. When arranging work

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<sup>38</sup> Rehill, J., Kashefpakdel, E. and Mann, A. (2017) Transition Skills (Mock Interviews and CV Workshops). What Works? London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/transition-skills-mock-interviews-and-cv-workshops-what-works>

<sup>39</sup> Hooley, T. (2016) Effective Employer Mentoring. Lessons from the Evidence. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/publications/effective-employer-mentoring>

<sup>40</sup> Hanson, J., Hooley, T. and Cox, A. (2017) Business Games and Enterprise Competitions. What Works? London: The Careers & Enterprise Company <https://www.careersandenterprise.co.uk/research/business-games-and-enterprise-competitions-what-works>

<sup>41</sup> Buzzeo, J. and Cifci, M. (2017) Work Experience, Job Shadowing and Workplace Visits. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/work-experience-job-shadowing-and-workplace-visits-what-works>

placements for pupils with SEND, schools should carefully match the placement to the abilities, needs and aspirations of the pupil. Schools should consider whether pupils 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<sup>42</sup>.

57. High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include:

- workplace visits;
- work experience (1-2 weeks);
- job shadowing;
- career-related volunteering and social action.

## **Benchmark 7: Encounters with further and higher education**

58. Most pupils will be more immediately concerned with the next stage of their study and choosing the right post-16 and post-18 options rather than choosing the right occupation. It is important that young people realise that all of their educational choices have implications for their longer term career. Schools should encourage young people 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. Schools must ensure that young people are clear about this requirement and what it means for them. In particular, they must be clear that young people 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.

59. The Moments of Choice research<sup>43</sup> commissioned by The Careers & Enterprise Company suggests that leaving decision-making to the last minute results in young

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<sup>42</sup> Hanson, J., Codina, G. and Neary, S. (2017) Transition Programmes for Young Adults with SEND. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/transition-programmes-young-adults-send-what-works>

<sup>43</sup> The Careers & Enterprise Company. (2016) Moments of Choice. London: The Careers & Enterprise Company. <https://www.careersandenterprise.co.uk/research/moments-choice>



people becoming overwhelmed. Young people should receive a range of information and opportunities to learn about education, training and career paths throughout their school life.

60. Schools should encourage pupils to use information tools such as websites and apps which display information about opportunities. The Government has made available information 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. Schools may 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, schools 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 pupils make good choices about post-16 options.

### **New legal duty: access to providers of technical education and apprenticeships**

61. The Government has introduced a new legal duty, from 2 January 2018, which requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships. In practice this will mean every school allowing each provider access to all pupils 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. This will allow pupils to 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, every pupil 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.
62. The school must ensure that there are opportunities<sup>44</sup> for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. We would expect the opportunities to include<sup>45</sup> a visit from a Studio School to inform key stage 4 choices; a visit from a University Technical College to inform key stage 4 and key stage 5 choices; and visits from a range of

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<sup>44</sup> 'Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.

<sup>45</sup> Except where there is no such provider in the area that pupils could reasonably be expected to consider attending in future, due to the travelling distance involved.

providers of apprenticeships and technical options, including an FE college to inform key stage 4, key stage 5 and post-18 choices.

63. The school must make provider visits available to all pupils 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 pupils, or holding events outside of normal school hours.
64. The school should 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 pupils. This will help all pupils to develop a comprehensive picture of the education and training options available beyond the school.
65. Every school should review their arrangements for provider access and must set out those arrangements in a policy statement. The school may revise the policy statement from time to time and we recommend that this is done annually. The policy statement must be published and should be made available on the school website. The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. The policy statement must 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 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.
66. Beyond these requirements, the school can design the policy statement in a way which best suits their needs. For example, it could be incorporated into a wider careers plan. What is most important is that the document includes details of the opportunities for providers to visit the school to talk directly to pupils and the process for providers to request access. An example of a suitable policy statement is at Annex A.
67. By considering carefully the frequency and scale of opportunities to offer to providers, the school can 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, or work with a group of providers to deliver one presentation covering multiple further education or apprenticeship opportunities in the local area. Each event should give each provider the chance to present meaningfully to the pupils.
68. Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the

options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit. The school should consider such requests and consent cannot be withheld unreasonably<sup>46</sup>.

69. The apprenticeship training provider base is particularly large and diverse. It can include private training providers, further education colleges, higher education institutions, sixth form colleges, and employers. Schools may wish to consult the [Amazing Apprenticeships](#) resource<sup>47</sup> as well as the register of apprenticeship training providers<sup>48</sup> to inform decisions about whom to invite in. They may wish to enlist locally available support, for example the apprenticeship support and knowledge for schools (ASK) project which delivers free traineeship and apprenticeship information and activities to young people in years 10 to 13, or the Jobcentre Plus Support for Schools programme, which also provides this service for years 8 to 13.

## Benchmark 8: Personal guidance

70. Every pupil should have opportunities for personal guidance interviews with a qualified careers adviser whenever significant study or career choices are being made. Careers advisers can help pupils to locate ambitious education and career options, by identifying opportunities and assessing pupils' abilities, interests and achievements. The Government's expectation is that 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. The school should integrate this guidance within the pastoral system so that personal careers interviews can be followed up by the form tutors or their equivalent. The personal guidance should be clearly connected with the wider careers programme.

71. Careers advisers working with young people 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. Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs.

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<sup>46</sup> Schools and colleges are not entitled to require a Disclosure and Barring Service (DBS) check for a visitor who is in the school for a "one-off" visit. However, head teachers and principals should decide on the appropriate level of supervision for the duration of the visit.

<sup>47</sup> <http://amazingapprenticeships.com/>

<sup>48</sup> Organisations that are approved to deliver apprenticeship training are listed on the register of apprenticeship training providers (RoATP): <https://www.gov.uk/guidance/register-of-apprenticeship-training-providers>.

72. The school should use a qualified careers professional, who could be an appropriately trained member of school staff, to provide personal guidance interviews<sup>49</sup>. The Career Development Institute (CDI) has developed a set of professional standards for careers advisers which includes a Professional Register of advisers holding Level 6 or higher qualifications and guidelines on how advisers can develop their own skills and gain higher qualifications. Registration shows that a careers adviser is professionally qualified and abides by the CDI Code of Ethics, which includes impartiality and updates their skills and knowledge by undertaking 25 hours CPD each year. Adherence to these criteria is monitored by the CDI. We encourage schools to view the Professional Register<sup>50</sup> to search for a career development professional who can deliver a particular service or activity.
73. Organisations that meet the matrix Standard, including all contractors engaged in delivering the National Careers Service, have undergone an assessment of their delivery of advice and support services on careers, training and work. Schools that want to commission face-to-face support from an organisation which holds the matrix Standard can access an online register of accredited organisations<sup>51</sup>.

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<sup>49</sup> The main qualifications for careers professionals are the Qualification in Career Development (QCD) (which replaces the earlier Qualification in Career Guidance (QCG) and Diploma in Career Guidance) and the Level 6 Diploma in Career Guidance and Development.

<sup>50</sup> <http://www.thecdi.net/Professional-Register->

<sup>51</sup> <http://matrixstandard.com/>

# Annex A: Example of a policy statement on provider access<sup>52</sup>

## ***[School Name]: Provider Access Policy***

### **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 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;
- 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 *[Name]*, *[Job title]*,  
Telephone: *[Telephone Number]*; Email: *[Email address]*

### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

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<sup>52</sup> This could be integrated into a wider careers plan or strategy for the school.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8	Event for University Technical Colleges	Life Skills – assembly and tutor group opportunities	Life Skills – assembly and tutor group opportunities
Year 9	Event for University Technical Colleges	KS4 options event	
Year 10	Life Skills – work experience preparation sessions		Life skills – assembly and tutor group opportunities
Year 11	Life Skills – assembly on opportunities at 16  Event for University Technical Colleges	Post-16 evening  Post-16 taster sessions	
Year 12	Higher Education Fair  Post-18 assembly - apprenticeships	Small group sessions: future education, training and employment options	Small group sessions: future education, training and employment options
Year 13	Workshops – HE and higher apprenticeship applications		

Please speak to our 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 students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

### **Approval and review**

Approved *[date]* by Governors at Curriculum and Standards Committee

Next review: *[date]*

Signed: *[name]* Chair of Governors

*[name]* Head teacher

## Further information

### Useful resources and external organisations

- [Gatsby Good Career Guidance](#). A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.
- [Gatsby Good Practice](#). A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.
- [Compass](#). A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.
- [State of the Nation 2017](#). A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.
- [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.
- [Careers & Enterprise Company: Schools and Colleges](#). Connects schools to businesses volunteers and careers activity programmes.
- [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.
- [Amazing Apprenticeships](#). A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.
- [Apprenticeships Support and Knowledge for Schools \(ASK\)](#). A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.
- [Baker Dearing Educational Trust](#). Information on University Technical Colleges.
- [Career Development Institute](#). The Career Development Institute is the single UK-wide 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.

- [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.
- [UK Register of Career Development Professionals](#). The single national point of reference for ensuring and promoting the professional status of career practitioners.
- [Quality in Careers Standard](#). The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance.
- [Find an Apprenticeship](#). Search and apply for an apprenticeship in England.
- [LMI for All](#). An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.
- [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
- [Studio Schools Trust](#). The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.
- [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.
- [Your Daughter's Future](#). A careers toolkit for parents.
- [Your Life app](#). Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.

## Other relevant departmental advice and statutory guidance

- [Governance handbook](#). Guidance outlining the roles and duties of school governors and academy trusts.
- [Special educational needs and disability code of practice: 0 to 25 years](#). A statutory code which explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under Part 3 of the Children and Families Act 2014.



- [Participation of young people: education, employment or training](#). Statutory guidance for local authorities on their duties relating to the participation of young people in education, employment or training.

## Other departmental resources

- [Careers strategy: making the most of everyone's skills and talents](#). Government's plan for raising the quality of careers provision in England.
- [Post-16 technical education reforms: T level action plan](#). Government's progress on the reforms to technical education set out in 'Post-16 skills plan', confirms next steps and opportunities for engagement by interested parties.



Department  
for Education

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