

# **CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG)**

And

# **PROVIDER ACCESS POLICY (PAL)**

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## 1 The Policy Statement

### 1.1 Purpose

The statutory *Careers guidance and access for education and training September 2022* is the government's career strategy aiming to build a world-class system that will help young people choose the career that is right for them.

It is expected that:

- Maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.
- Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- There will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

### 1.2 Aims

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

## 2 Entitlement Statements

### 2.1 Student entitlement

Teachers in the academies and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.

- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition. Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

## **2.2 Parent/Carer entitlement**

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days
- Careers information and computer-based careers programmes, such as the Portal and National Careers Service website.
- Information and updates on the academies' website and Twitter

## **2.3 Provider Access Policy (PAL) & Provider Entitlement**

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer

### **Opportunities for access**

The Academy offers four/six provider encounters (as detailed below) required by law and a number of additional events, integrated into the careers programme, such as

- Careers Cafes – promote particular employment sectors and the routes into those industries
- Careers & Aspirations Fairs – large events where all providers can access parents and students
- Key Stage 3, 4 and 5 Options Evenings – focused next step curriculum and career pathway events for choices at GCSE, A Level and beyond.
- CEIAG Step Up Days – Whole school careers themed events

The careers contact on the Academy website should be used to arrange access.

We will offer providers an opportunity to come into school to speak to students or their parents or carers.

### **Pupil Entitlement**

All students have access to CEIAG from year 7. In years 8 to 13 are entitled:

- to find out information about the provider and the approved technical education qualifications or apprenticeships that the provider offers available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like

- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

### **1st key phase -Year 8 or 9**

- Two encounters for students that are mandatory for all to attend

### **2nd key phase Year 10 or 11**

- Two encounters for students that are mandatory for all to attend

### **3rd key phase Year 12 or 13 (if there is a sixth form)**

- Two encounters that are mandatory for the school to put on but optional for students to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. We will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, online sessions within the curriculum, including live events, careers engagement events and parents evenings

### **Management of provider access requests**

All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session. In the first instance, requests by providers should be sent to the careers lead identified at the start of this policy

## **Granting Requests and Refusal of Requests**

Once your request has been submitted, the Academy Careers Leader will respond to you within 10 working days. All requests will be given due consideration from the designated Careers Leader and Senior Leadership Team. Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- opportunities you offer including technical education, courses and entry requirements
- Summary of what is learning like with your institution
- How do you prepare students for their next steps
- How you use LMI and recent positive destinations of students who have completed their learning with you

### **Requests will be considered against:**

- If there are any clashes
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the academy safeguarding policy.

A log will keep a log of all provider requests for access and the outcomes and record on Compass Plus to support the delivery and evaluation of the careers programme

If a provider has reason to make a complaint in relation to this statement please email the Academy who will investigate further

## **2.4 Equality and Diversity**

The careers education and guidance delivery satisfies the requirements of the Academy Equal Opportunities Policy ensuring equality of opportunity for all students/carers/associated persons, staff, governors 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.

## **3 Delivery of the CEIAG provision**

### **3.1 Place within the Curriculum and Tutorial Support system**

The careers curriculum has been devised following the CDI Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals. CPD is delivered by John Whitgift Academy trained level 7 Careers Manager and partners from Progress

Delta Careers Education, Information & Guidance Policy – CEIAG  
Careers/Careers & Enterprise Company advisors.

- On drop-down days a wide variety of companies and apprenticeship providers may also attend offering advice and guidance.
- Academies may also organize specific events for parents/carers and students to provide specialist support. Level 6 advisors from Progress careers attend all KS 4 parents evenings.

### **3.2 Monitoring and tracking of young people**

Delta Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

## **4 Management of CEIAG Provision**

### **4.1 Management**

The CEIAG Programme and 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. This area is supported by a nominated link member of the Academy Advisory Board.

### **4.2 Staffing**

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Learning Managers and Careers Professionals. Staff training is provided on a regular basis and updates are given in briefing or circulated via the VLE. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the Progress Careers Portal which includes specific information and resources.

### **4.3 Provision of external and Independent careers guidance**

Delta Academies Trust have formed a partnership with Progress Careers Ltd – an external, matrix accredited, independent and impartial careers guidance service, to work in partnership across the trust but at an individual, localised academy level. Providing personalised guidance and wider support to the academy careers team to support students to aim high in their career goals and aspirations.

In addition to Independent and impartial careers advice and guidance provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites are used alongside links with businesses and training providers. Students are also encouraged to access the National Careers Service and Progress Careers portal via a link on the academy website.

### **4.4 Other formal and informal partnerships**

The Academy has a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE and Training Providers.

#### **4.5 Information resources**

A range of careers information, in a variety of formats, is provided in the Careers Hub and the Learning Resource Centre so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The Progress Careers Portal also provides quality assured information, links to other approved websites and online resources are also signposted.

#### **4.6 Budget**

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

#### **4.7 Staff development**

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Career specific CPD is also allocated to the Careers Leader and to attend networking events Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

#### **4.8 Monitoring, review and evaluation**

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.



**Appendix A: Leadership & Management**

<b>Position</b>	<b>Name</b>	<b>Title</b>
AAB Member	Stephen Ryder	AAB Lead member for CEIAG
Named Contact Academy Leadership	Matthew White	Assistant Principal
Operational Leader	Paul Tuffnell	Humanities Teacher Lead CEIAG

**Appendix B: Staffing**

All staff contribute to CEIAG through their roles as tutors, subject teachers or learning managers or curriculum leaders. Staff training is provided on a regular basis and updates are given in briefing. Staff are provided with guidance sheets, tutor handouts and option booklets. All staff have access to the bespoke website which includes specific staff information and resources on the Academy website.

**Appendix C: Provision of External and Independent Careers Guidance**

Independent and impartial careers advice and guidance is provided in partnership with Progress Careers Ltd — an external, matrix accredited, independent and impartial careers guidance company, commissioned on behalf of Delta Academies Trust. Students are also encouraged to access the National Careers Service and the National Apprenticeship site via the Academy website careers section.

<b>Organisation</b>	<b>Name</b>	<b>Title</b>
Progress Careers Ltd	Katie Tune, Katharine Atkinson and Judy Turner	Careers Advisor

**Appendix D: Other Formal & Informal Partnerships**

The Academy has a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE and Training Providers.

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<b>Organisation</b>	<b>Name</b>	<b>Title</b>
Humberside Outreach Programme	Amy Liddle	NCOP Regional Lead
Lincolnshire housing project	Lauren Perks	Enterprise Advisor
NELC YPSS Careers	Eleanor Stone	Careers Advisor
Equans (marketing and communication)	Christina Cook	Enterprise Advisor
PRAX (human resources)	Brad Greenwood	Enterprise Advisor
I:A Education	Craig Foster	Engagement Officer
RES Group	Corrine Barry	Business Development Manager
John Leggott College	Ellie McIntyre	Recruitment
Grimsby Institute	Rebekah Suddaby	Student recruitment and Engagement Officer
Bishop Burton College	Tracey Bourne	Schools Liaison Coordinator
Franklin 6 <sup>th</sup> Form College	Gavin Lofts/Abi Fuller	Schools Liaison Coordinator
Access Creative College	Vincent Ramsey	Engagement Officer
Grimsby Town Sports and Educational trust	Jo Schofield	CEO (GT SET)
Risholme College	Tracey Bourne	Schools Liaison Coordinator
Hull University	Amy Liddle	Schools Liaison Officer
Sheffield University	Lauren & Clare	Student recruitment and Engagement Officer
Bishop Grosseteste University	Tracey Bourne	Head of Marketing
Lincoln University	Ben Carter	Schools Engagement and Marketing Coordinator
Grimsby Institute HE University centre	Rebekah Suddaby	Apprenticeships
North Lindsey College	Emma Turner	
HETA	Lucy Jessop	Careers Advisor
Doncaster GTA	Neil Corfield/Anne-Marie Paterson	Admissions and recruitment Officer
Positive Approach Hair Academy	Cherry Gerry	
National College High Speed Rail	Emma Nettleship	Admissions
Merchant Navy – Humber Maritime College	Julie Loveson	Careers
B G Solicitors	Joanne Moorhouse	
British Army	British Army Careers Team	
Royal Air Force	Royal Air Force Recruitment Team	
Royal Navy	Royal Navy Recruitment Team	
Humberside Police	Insp Tom Stevens	Grimsby Neighbourhood Policing area team
Careers and Enterprise Company	Debbie Boon	CEC Greater Lincolnshire Lead
Humber LEP and H&SC	Sharon Stead	Employability Services Manager
Avant Partnership	Lucy Campbell	Schools Engagement Officer
North Lincs & Goole NHS	Victoria Wilkins	Project Manager
CATCH	Caitlin Brewitt	Schools Engagement Coordinator
British Aerospace	Stephanie Brooksbank	Education programme Team
CITB	Joanne Abraham	Customer Engagement Advisor
Lincs2 (NELC)	Elizabeth Wild	Prospectus Development Advisor

## Appendix E: Information Resources

A range of careers information, in a variety of formats, is provided in the Learning Resource Centre Library of each academy so that it is accessible to all students. Resources are managed in each academy to ensure that they are up to date and meet the needs of all students. The bespoke website also provides quality assured information and access to other approved websites and online resources.

Organisation	Resource	Location
Progress Careers.	Online Portal	Academy Website
Careers Hub / Library	Books, handouts, prospectuses	Learning Centre Library
Noticeboards	Displays on apprenticeships, different careers and	Various locations around the academy and classrooms
Electronic Display Screens	Electronic displays on different careers, apprenticeship opportunities and open	Various locations around the academy

## Appendix F: Careers Education Plan

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

Outcome	Learning Aim	Key stage	Careers Education Activities	Information Advice & Guidance
<b>Grow throughout life</b>	Pupils/students need to understand that they need to grow throughout life by learning and reflecting on themselves, their background, and their strengths	<b>3</b>	Raise awareness of available support. Gain knowledge to support reasons behind learning, skills, and qualifications. Identify self-challenge including trying new things and recording achievements. Introduction to EPC and how it links to life skills.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Step Up Days.
		<b>4</b>	Consideration of their next steps and pathways to pursue. Using their experience of reflection of learning, experiences, and achievements to engage well and achieve their individual outcomes.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support. Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days.
		<b>Post 16</b>	N/A	N/A

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<b>Explore possibilities</b>	Pupils/students need to explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces	<b>3</b>	LMI information and global opportunities. Information about pathways including university, college, apprenticeships/traineeships. How recruitment starts and develops in organisations	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Step Up Days.
		<b>4</b>	Understand the pathways open to them and changing circumstances. Look forward to post16 destinations and understand what their interests are and how they can be linked to their choices. Research qualifications needed and LMI information regarding chosen pathways. Understand what is required to succeed at a recruitment event.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support. Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days.
		<b>Post 16</b>	N/A	N/A
<b>Manage career</b>	Pupils/students need to manage their career actively, make the most of opportunities and learn from setbacks	<b>3</b>	Raise awareness of the whole life journey including education and employment. An insight into the future and all opportunities open for them with careers. Understanding that there are challenges and rewards within careers, how to deal and learn from these. Helping to support with choices when selecting Options in year 9.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Information leading up to year 9 options. Pastoral support.
		<b>4</b>	Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces. Reflecting on the different ways in which people balance their work and life including both physical and mental health. Understanding the financial implications that can influence decisions both in life and career choices. Knowledge of different stages in life and how these can be managed. How to challenge, influence and guide those around them to make positive choices around prejudice,	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support. Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days. 1-2-1 and/or group CEIAG meetings during the academic year.

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			discrimination and stereotyping.	Step Up Days.
		<b>Post 16</b>	N/A	N/A
Create opportunities	Pupils/students need to create opportunities by being proactive and building positive relationships with others	<b>3</b>	How to develop their skills and realise these will be essential throughout life including education and work. Identify role models and opportunities to lead from the front setting examples to others around them.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Information leading up to year 9 options. Pastoral support and engagement.
		<b>4</b>	Starting to take responsibility for making things happen in their career. Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them. Being willing to speak up for themselves and others. Understand their career choices and discuss role models and self-leadership. An understanding on how to set up and create opportunities for self-employment.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support. Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days.
		<b>Post 16</b>	N/A	N/A
Balance life and work	Pupils/students need to balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community	<b>3</b>	Importance of balance, challenge of others and the rights/responsibilities in the society. Local and family issues and how to be involved with them. Financial structures and how to manage them.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners. Pastoral support and engagement. Extra curriculum activities.
		<b>4</b>	Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces. Reflecting on the different ways in which people balance their work and life including both physical and mental health. Understanding the financial implications that can influence decisions both in life and career choices.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support.

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			Knowledge of different stages in life and how these can be managed. How to challenge, influence and guide those around them to make positive choices around prejudice, discrimination and stereotyping.	Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days.
		<b>Post 16</b>	N/A	N/A
See the big picture	Pupils/students need to see the big picture by paying attention to how the economy, politics and society connect with their own life and career	<b>3</b>	LMI information Open awareness of links between careers and natural environments, society, politics, and economy. How these work together locally, nationally, and globally. How technology and science have implications for careers and are ever changing.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners. STEM events.
		<b>4</b>	Expanding and understanding in depth about how relationships between the environment, politics, society, economy and community are built into career choices and decisions. Understanding and being able to evaluate different political, media and viewpoints coming to appropriate and balanced conclusions. Having a clear understanding of the LMI, National and Global markets trends. Alongside this understanding the changing careers available.	During curriculum-based lessons. During Tutor time Assemblies and career fairs. Engagement with visiting academy partners and opportunities with academy trips. Extra curriculum intervention and support. Attending partner organisation open events. 1-2-1 and/or group CEIAG meetings during the academic year. Step Up Days.
		<b>Post 16</b>	N/A	N/A

## Appendix G: Student Entitlement

### Investing in your Future

The careers education and guidance programme at a Delta Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at a Delta Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside a

- Delta Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- The Delta Academy website

## **Appendix H: Parents Entitlement.**

### **Investing in your Son/ Daughter's Future**

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact your Delta Academy if you need any more help or information.

## **Appendix I: Provider Entitlement.**

This appendix sets out the Academy's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact – *See named contact in Appendix A*

Telephone: *Please telephone the main academy number to make contact.*



### **Opportunities for access**

The Academy will arrange a Careers events and opportunities as part of the next step planning and setting the aspirations of our students. These days are integrated into the Academy careers programme and will offer providers an opportunity for all external providers to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Careers Cafes held at lunchtimes. These are based on Local Market Information and Employers and Provider (if appropriate to the LMI area) will be invited / request to attend these events also.

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

### **Premises and facilities**

The Academy will make space available for discussions between the provider and students, as appropriate to the activity. The Academy 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 Hub, which is managed by our Careers Professionals. The Careers Hub is available to all students at lunch and break times.