



## Statement on Provider Access

### Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. The Hayesbrook School is committed to providing a planned programme of careers education, information, advice and guidance (CEIAG) for all students in Years 8 to 13. CEIAG will be an integrated part of all subject areas. This includes skills for life such as self-awareness, decision-making, opportunity awareness and transition skills. The school is also committed to developing employability skills and ensuring students are well equipped for the current and future labour market. All staff at The Hayesbrook School will play an active role in preparing students for their next steps and future employment through tutor time, subject lessons and a structured careers programme.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within the school; how they will affect their options after school; and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school, whichever path they choose.

The school's CEIAG Plan sets out how the school intends to provide a structured careers programme over the next two years, within the available resources, which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

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

### Gatsby Benchmarks

There are eight recognised Gatsby benchmarks that our careers provision aims to meet.

**A stable careers programme** - Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

**Learning from career and labour market information** - Every pupil, 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.

**Addressing the needs of each pupil** - Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

**Linking curriculum learning to careers** - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

**Encounters with employers and employees** - Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

**Experiences of workplaces** - Every pupil 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.

**Encounters with further and higher education** - All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

**Personal guidance** - Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## Student Entitlement

Students in Years 8-13 are entitled to:

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

## Management of Provider Access Requests

### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers the opportunity to come into school to speak to pupils and/or their parents. These aspects will also be addressed through the curriculum below. It should be noted that this curriculum communicates the majority of opportunities available to students but that it is not exhaustive and does not include other opportunities that are timetabled throughout the academic year.

	Autumn Term	Spring Term	Summer Term
<b>Year 8</b>	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  University visit ( Brighton)  PSHCE programme 2 lessons per fortnight  Access to specific STEM subject guidance	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  Hayesbrook careers fair  PSHCE programme 2 lessons per fortnight	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  PSHCE programme 2 lessons per fortnight  Work shadowing day

	Autumn Term	Spring Term	Summer Term
<b>Year 9</b>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>Access to specific STEM subject guidance</p> <p>PSHCE programme 2 lessons per fortnight</p>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>PSHCE programme 2 lessons per fortnight</p> <p>Fast Tomato careers guidance package</p> <p>Apprenticeship evening (Runway training)</p> <p>Hayesbrook careers fair</p>	<p>PSHCE programme 2 lessons per fortnight</p>
<b>Year 10</b>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>WK Careers fair (Skillsfest)</p> <p>Access to specific STEM subject guidance</p> <p>Skills and employability programme (enrichment)</p>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>Hayesbrook careers fair</p> <p>Apprenticeship evening with guidance</p> <p>National apprenticeship show attendance</p> <p>Skills and employability programme (enrichment)</p>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>Skills and employability programme (enrichment)</p> <p>Work shadowing day</p>
<b>Year 11</b>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>Apprenticeship evening with guidance</p> <p>One to one interviews on post 16 destinations</p> <p>UCAS progress</p> <p>Access to specific STEM subject guidance</p> <p>Post 16 guidance evening</p>	<p>Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies</p> <p>Hayesbrook careers fair</p> <p>UCAS progress support and interventions</p> <p>Skills and employability programme</p> <p>1 to 1 interviews for selected college applicants</p>	<p>UCAS progress and final support and interventions</p>

	Autumn Term	Spring Term	Summer Term
<b>Year 12</b>	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies Pathway CTM presentation  Wells Fargo CV workshops  Volunteering	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  Hayesbrook careers fair  Apprenticeship evening (Runway Training and KATO)  Mock interviews with Tonbridge Rotary Club  Emirates careers fair  Local MP's apprenticeship event  Wells Fargo CV workshops  Volunteering	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  Work experience week  University of Kent – applying to university advice  University fair visit  Use of HEAN resources  FSB 30/30 event  Volunteering
<b>Year 13</b>	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  Pathway CTM presentation highlighting work experience opportunities and open days  Student finance presentation  Wells Fargo CV workshops  Volunteering	Tutor group programme (CEAIG / LORIC / PIXL EDGE) and themed cohort assemblies  Hayesbrook careers fair  Apprenticeship evening (Runway Training and KATO)  Emirates careers fair  Local MP's apprenticeship event  Wells Fargo CV workshops  Volunteering	FSB 30/30 event  Volunteering

The Gatsby Compass Careers Benchmark Tool is used to evaluate the success of the overarching Careers Plan and impact on pupils will be measured through annual student and staff evaluations and by working towards the eight Gatsby benchmarks between now and 2020/2021. A full review of our CEIAG programme, using the Compass Tool, will be completed every July (the next review will take place in July 2019).

## Management of provider access requests Procedure

Providers wishing to request access should contact **Mr Steven Reader, Careers Leader** via:

Telephone: 01732 500 600

Email: [reader@hayesbrook.kent.sch.uk](mailto:reader@hayesbrook.kent.sch.uk)



Providers should make contact with Mr Reader at least four weeks prior to any planned event. The school will endeavour to give access at the time requested, however the school's calendar will be considered and advice given on suitable timings and dates.

The school's policy on safeguarding sets out our approach to allowing providers into school as visitors to talk to our students. Any provider that does not meet the necessary requirements will not be given access. Our safeguarding policy can be found here: <https://www.hayesbrook.kent.sch.uk/policies>

## **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 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 Learning Resource Centre, which is managed by the school librarian. The Learning Resource Centre is available to all students at lunch and break times.