

CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG)

And

PROVIDER ACCESS POLICY

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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.
- 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.

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
- the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- individualised support to those students who are at risk of becoming NEET or become NEET.
- 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

Independent and impartial careers guidance is provided by CDI accredited professional advisor Helen Green, who will support students to aim high in their career goals and aspirations, who works in partnership across the trust but at an individual, localised academy level. Providing personalised guidance and wider support to the academy careers team.

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 purchasing 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

Position	Name	Title
AAB Member	Sarah Ward	AAB Careers Lead
Named Contact Academy Leadership	Ryan Land	Director of Careers
Operational Leader	Ryan Land	Career Lead
EPC Curriculum Leader	Elisha Williamson	EPC Curriculum Lead

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.

Organisation	Name	Title
Delta Academies trust	Helen Green	Guidance Professional

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.

Organisation	Name	Title
CEC	Julie Hussey	Careers and Enterprise Coordinator
HeppSY	Charlotte Rodbourne	Schools Programme Manager
Hepp	Katie Fairhurst	Regional Activities Coordinator
St Ledger Homes	Kevin Butler	Career Start Coordinator
YMCA	Sally Briggs	Progression & Employability Coordinator
ASK Apprenticeships	Emma Mellor	Business & Education Executive

Doncaster College	Ian Taylor	Careers Advisor
New College Doncaster	Bev O'Sullivan	Events Coordinator
Ridgewood Academy	Jodie Gregory	Head of Sixth Form

Appendix E: Information Resources

A range of careers information, in a variety of formats, is provided in the Reading Hub 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	Reading Hub
Noticeboards	Displays on apprenticeships,	Located on the bottom corridor
Electronic Display Screens	Electronic displays on different careers,	Located in dining room and reception

Appendix F: Careers Education Plan

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

Grow throughout life – students grow throughout life by learning and reflecting on their selves, background and their strengths.

Explore possibilities – Students explore the full range of possibilities open to them. They learn about recruitment processes and the culture of different workplaces.

Manage Careers – They manage their careers actively, making the most of opportunities and learn from setbacks.

Create opportunities – Students create opportunities by being proactive and building positive relationships with others.

Balance life and work – Students balance their life with wellbeing, other interests and involvement with family and community.

See the big picture. - Students pay attention to how the economy, politics and society connects with their own life and career.

Each year group from Year 7 to 10 will take part in 3 careers 'Step Up Days'. The lessons and activities for these themes can be found below.

Year 7

Year	Theme	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
7	All about me	skills. Students will understand how these link to their career dreams and aspirations. Students will understand the employability skills employers are looking for	Grow throughout Life	4. Linking Curriculum Learning To Careers
	START	To become aware of using the START PROFILE and be able to navigate through the programme	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Transition points in your life	transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future	Manage career	4. Linking Curriculum Learning To Careers
	Stereotypes in the Workplace	choices. To identify ways people can experience stereotyping in the workplace	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Careers and your future	To understand the meaning of the word career To be aware of how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices	See the big picture	4. Linking Curriculum Learning To Careers
	HEPP - Benefits of higher education	Understand what university/higher education is and the different reasons why people choose to go.	Create opportunities	6. Encounters with Further Education and Higher Education Providers
	BAE Systems STEM Roadshow. With RAF and the Royal Navy	To change the perception of STEM subjects and encourage	Explore possibilities	5. Encounters with Employer and Employees
	Careers Roadmap	To be able to explore LMI and use that information to identify the top employers in Doncaster.	Explore possibilities	2. Labour Market Information
	Job or Career	a career. To explain the features of a career and students identify what they would look for in a career and how this might change over time.	Manage career	4. Linking Curriculum Learning To Careers
	Finding careers information	To know where to look for careers information To be able to select suitable sources of careers information that are fit for purpose	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Enterprise Activity (Full Day)	To work effectively as part of a team and come up with solutions to a problem. Students deliver an effective presentation to their peers.	Create opportunities	4. Linking Curriculum Learning To Careers

Year 8

Year	Theme	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
8	Career Stereotypes	To understand the meaning of the terms equality, diversity and stereotyping To be aware of my attitudes and how they impact on others. To explore the inequalities that	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Career Interests & Jobs	focus on my interests and preferences To be aware that understanding myself and my interests will help shape my choices about KS4 Options and future career ideas	Manage career	4. Linking Curriculum Learning To Careers
	Decision Making & You	Understand a decision-making model Recognise who can help you with information and advice	Create opportunities	4. Linking Curriculum Learning To Careers
	HEPP - Benefits of higher education	Understand the key differences between school and university/higher education (including that unlike school, university is not free)	Create opportunities	6. Encounters with Further Education and Higher Education Providers
	Exploring Careers	variety of jobs To evaluate the different qualifications, starting salaries and duties of a wide range of jobs	Grow throughout Life	4. Linking Curriculum Learning To Careers
	BAE Systems STEM Roadshow. With RAF and the Royal Navy	To change the perception of STEM subjects and encourage	Explore possibilities	5. Encounters with Employers and Employees
	Skills & Qualities	employability qualities and transferable skills employers look for from school leavers To understand that awareness of my personal qualities and skills will shape my	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Labour Market Information	and how it can be useful to you To be able to start using LMI to get a realistic picture of the labour market which I will use to help me make decisions about future careers	Explore possibilities	2. Labour Market Information
	Fake News	information relevant to field of interests. Know where to go to for careers information.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Money: Need V Want	To understand the importance of work. To be able to understand the difference between a want and a need and how this is impacted by the income we receive. To be	See the big picture	4. Linking Curriculum Learning To Careers
	Enterprise Activity (Full Day Activity)	To work effectively as part of a team and come up with solutions to a problem. Students deliver an effective presentation to their peers.	Create opportunities	4. Linking Curriculum Learning To Careers

Year 9

Year	Theme	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
9	Qualifications Explained	qualifications To be aware of the learning and progression pathways available	Explore possibilities	7. Encounters with Further and Higher Education
	Hepp - Benefits of Higher Education	Understand that there are academic, social, financial and career benefits of going to higher education.	See the big picture	7. Encounters with Further and Higher Education
	Understanding the work place	people work To be able to explain what workplace values are and which are most important to you	See the big picture	4. Linking Curriculum Learning To Careers
	Why should somebody employ me?	To explore qualities you need in order to get a job. Be able to sell yourself to make you employable	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Employment Rights	responsibilities in the UK To understand different issues related to employee rights To explore the gender pay gap	Manage career	4. Linking Curriculum Learning To Careers
	Choosing a career	influencing factors when choosing a sustainable career. To be able to understand the influencing factors when	Manage career	4. Linking Curriculum Learning To Careers
	Skills Audit	explore transferable skills and they skills they need to develop.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Jobs and Occupations	and occupations To understand the three different industries in the UK and how they link to different occupations To understand the importance of	See the big picture	4. Linking Curriculum Learning To Careers
	Talent foundry Session - The Big Idea	community and the way that technology can be used for the greater good.	Create opportunities	5. Encounters with Employers and Employees
	Careers of the future (Hepp)	Describe how the world of work is changing – how this impacts on job satisfaction, what are the growth sectors	See the big picture	7. Encounters with Further and Higher Education
	Explore qualification options	able to explore and know where to research the best progression pathway. To start to decide what post 14	Explore possibilities	4. Linking Curriculum Learning To Careers
	Money Personalities	To understand what the common features of a payslip are To be able to work out using calculations Gross Pay and	Manage career	4. Linking Curriculum Learning To Careers
	Career Pioneer	To explore awareness of own skills and strengths and career personality.	Manage career	4. Linking Curriculum Learning To Careers
	Equality & stereotypes in the workplace	To understand the meaning of the terms equality, diversity and stereotyping To be aware of my attitudes and how they impact on others To explore the inequalities that exist	See the big picture	4. Linking Curriculum Learning To Careers
	Apprenticeships	To understand the different apprenticeships available and the different pathways	Explore possibilities	4. Linking Curriculum Learning To Careers
	Enterprise Activity (MyPath)	Students will gain knowledge of what entrepreneurs are and the skills which are required to support this role.	Create opportunities	4. Linking Curriculum Learning To Careers
	Finance	Students will know the different types of bank accounts the	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Savings	Students will understand the value of savings and how this	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Preparing for a job interview	needed for an interview. Students will also have the opportunity to have a 'mock' interview.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Careers	how to meet these. Students will also look at a variety of common careers and what is needed for these job roles and how this links with their own pathways.	Manage career	4. Linking Curriculum Learning To Careers

Year 10

Year	Theme	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
10	Which way, Options at 16	To describe the different options available and plan a career pathway to getting the correct qualifications. To understand the different options available post 16 and qualifications needed for entry.	Manage career	7. Encounters with Further and Higher Education
	Importance of saving money	To define a variety of banking and financial key terms To understand the importance of saving money and the different methods of storing it To be able to identify the difference between essential and non- essential expenditure	Balance life and work	4. Linking Curriculum Learning To Careers
	Money & Me	To be able to explain why we are taxed, the different kinds of pensions you can have in the future and the	Balance life and work	4. Linking Curriculum Learning To Careers
	Creating confidence & resilience HeppSY	To understand why confidence and resilience are important	Grow throughout Life	7. Encounters with Further and Higher Education
	Personal Branding	To understand what personal branding is To understand why and how to build a personal brand To understand my	Explore possibilities	4. Linking Curriculum Learning To Careers
	Making Decisions (HeppSY)	To explain choices will you need to make in education & how might you be able to successfully make these.	Manage career	7. Encounters with Further and Higher Education
	DWP Skills Workshop	To explore employability skills	Manage career	5. Encounters with Employers and Employees
	Making Applications	To understand the application process To identify the skills needed for a successful application process To	Explore possibilities	4. Linking Curriculum Learning To Careers
	CV Writing -C	To understand the purpose of a CV To understand how to create a clear and concise CV	Explore possibilities	4. Linking Curriculum Learning To Careers
	Study Skills (Sheff Hallam)	To explore different methods students can use to study	Grow throughout Life	7. Encounters with Further and Higher Education
	Interview Skills	To understand how to prepare for an interview To understand the do's and don'ts during an interview To	Explore possibilities	4. Linking Curriculum Learning To Careers
	Preparing for the future	To define my own skills, qualities an interests To be able to make plans and decisions about post 16 education To	Manage career	4. Linking Curriculum Learning To Careers
	Student Finance basics - HeppSY	To explore the cost of university and to look and the benefits and drawbacks.	See the big picture	7. Encounters with Further and Higher Education
	Mock Interview	To experience interview situations and improve interview techniques	Grow throughout Life	5. Encounters with Employers and Employees
	Discover your employability Skills (Army skills workshop & careers session)	To help me know myself better. To explore the employability qualities and transferable skills employers look for from school leavers. To understand that awareness of my personal qualities and skills will shape my choices and help me make decisions about KS4. To identify a range of careers and pthways in the army	Grow throughout Life	5. Encounters with Employers and Employees
	Prejudice & Discrimination	Students are to know what prejudice and discrimination are and understand why these actions happen. Students will also explore protected characteristics and the law on this.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Equality Act	Students will know what the Equality Act is and how protected characteristics link to this.	Grow throughout Life	4. Linking Curriculum Learning To Careers

Year 11

Year	Theme	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
11	Action Planning (HeppSY)	To define my own skills, qualities an interests To be able to make plans and decisions about post 16 education To evaluate what support I need and be able to set Targets	Manage career	7. Encounters with Further and Higher Education
	Understanding the range of student experiences in HE (HeppSY)	Students can explore the range of experiences on offer within HE	Manage career	7. Encounters with Further and Higher Education
	Payslips	Students will be able to define key terms used in payslips and explain their meaning Students should be able to calculate total pay from gross pay and explain key terms	Manage career	4. Linking Curriculum Learning To Careers
	Budgeting	Students will have an understanding of the cost of things in moden life and how this alligns with common job roles and affordability. Students will have oppurtunities to	Manage career	4. Linking Curriculum Learning To Careers
	Student Finance	Students will know what student finance is for, including the loan and grant elements. Students will have an	Manage career	4. Linking Curriculum Learning To Careers
	Access a range of post 16 providers	Students will gain an understanding of the range of options and requirements for these options. Access to impartial advice and guidance.	Explore possibilities	7. Encounters with Further and Higher Education

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.