**Careers Policy**

**Version: 1.0**

**Date: 21/12/23**

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| Title | Careers Policy – DRAFT |
| Supersedes | Previous Version No. N/A |
| Owner | P. Symonds / K. Harries |
| Circulation/Distribution | Manor Academy Sale - Website |
| Review Period | Annually |

**Document Control**

**Version History**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Next Review Date | | 12/2024 |  |  |
| Version | Date | Amendments | Author | Status |
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# 1.0 Purpose

This document sets out the careers activities provided at Manor Academy throughout all year groups, for all pupils.

# 2.0 Vision & Values

This policy is underpinned by our long-term vision and core values. We are committed for all learners to receive impartial careers advice with the opportunity to engage with local employers and to experience a wide range of opportunities.

We promote a personalised, bespoke approach to careers planning, starting discussion with young people and their families about their long-term aspirations from an early age.

Manor Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance. Appendix 1 includes the glossary of terms.

# 3.0 Aims

The aims of our policy are to ensure that throughout the school curriculum pupils are prepared for adulthood, ready to face the world with pride and confidence and the future with enthusiasm and commitment.

The Gatsby Benchmark principles are implemented throughout:

* To ensure that all students at the school receive a stable careers programme;
* To enable all students to learn from information provided by the career and labour market;
* The CEIAG programme should be individual and address the needs of each student;
* To link the curriculum learning to careers learning;
* To provide students with a series of encounters with employers and employees;
* To provide students with experiences of workplace(s);
* To ensure that students have a series of encounters with further and higher education;
* To provide each student with the opportunity to receive personal guidance.

The objectives for the careers programme are as follows:

* Helping pupils to have an understanding of the world of work;
* Facilitating meaningful encounters with employers for all pupils;
* Supporting positive transitions post-16 and post-19;
* Supporting pupils to develop the essential skills, attitudes and qualities to make a successful transition into the world of work;
* Supporting pupils that want to participate in continued learning, including further and higher education and apprenticeships;
* Supporting inclusion, challenging stereotyping and promoting equality of opportunity.

# 4.0 Procedures and Practice

Manor Academy are committed to fulfilling its statutory duties in relation to all national requirements & expectations.

The updated statutory guidance for governing bodies, school leaders and school staff expands on the aims set out in the Government’s Careers Strategy (2017) to ensure that all young people in secondary education receive stable, structured and well-delivered career learning. The statutory guidance has been restructured around the Gatsby Benchmarks which helps ensure that schools are fulfilling their legal duties. From January 2019, every secondary school should be using the Eight Gatsby Benchmarks of Good Careers Guidance to meet the targets set out by 2020.

The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

In addition, from September 2018, every school must publish details of their careers programme for young people and their parents and should appoint a Careers Leader.

Careers guidance must be presented in an impartial manner, include information on the range of education or training options (including apprenticeship and vocational options) and must take into consideration the best interests of the pupils to whom it is given.

External support and advice to schools will be provided by the Careers & Enterprise Company, which will also be responsible for ‘Compass’ – an online self-evaluation tool for schools to assess their career support again the Gatsby Benchmarks.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

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

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

# 5.0 Pupil entitlement

The school has a series of statutory duties:

* All registered pupils at the school must receive independent careers advice in Years 7 to 14;
* This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option;
* This advice must cover a range of education or training options;
* This guidance must be in the best interests of the pupil;
* There must be an opportunity for education and training providers to access pupils in Year 7 – Year 14 in order to inform them about approved technical qualifications or apprenticeships;
* The school must have a clear policy setting out the manner in which providers will be given access to pupils.

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 2.

Manor Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

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

# 6.0 Parental / Carer Involvement

Young people do not make career decisions in isolation and parents / carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

# 7.0 Delivery of the Careers Programme

Manor Academy has an allocated Careers Senior Leadership Lead and Middle Careers Lead.

The school is supported by external organisations in the implementation of our careers programme by:

* Connexions;
* United Response;
* Bridge GM – Enterprise Co-ordinator and Enterprise Advisor;
* Local Employers.

# 8.0 Roles & Responsibilities

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

* based on the eight Gatsby Benchmarks;
* meeting the school’s legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.

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

# 9.0 Provider Access

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

All pupils in years 7-14 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.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

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

# 10.0 Staff Development

At Manor Academy all staff are introduced to the concepts & aims of the programme during INSET days, Pastoral and Curriculum meetings.

The Careers Lead is responsible for keeping up to date with best practice and legislation.

# 11.0 Funding and Resources

Manor Academy is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

# 12.0 Teaching, Learning & Assessment

We recognise the importance of basing our approach to teaching, learning & assessment on evidence of what works in career education and guidance.

Manor Academy focus primarily on first-hand experiences throughout the curriculum, such as employer and workplace visits.

# 13.0 Information, Advice & Guidance

All pupils have access to a Connexions advisor providing independent and impartial careers advice.

# 14.0 Monitoring, Reviewing, Evaluating & Reporting

The Headteacher will ensure that:

* the work of the Careers Advisor and CEIAG events are supported and monitored;
* a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

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

* Feedback from stakeholders through mechanisms such as parent survey;
* feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
* the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Manor Academy will review this policy every three years.

# 15.0 Collaborative Working

Manor Academy work collaboratively with the following partners:

* Local colleges;
* Local employers;
* Supported Internship providers;
* Bridging the Gap.

Our principles of engagement with our external partners are to seek potential career & employment pathways for pupils to support them on their employability journey.

# Appendices

Appendix 1: Glossary of definitions of careers terms

Appendix 2: Gatsby Benchmark Summary Grid

Appendix 3: Application for Provider Access

**Appendix 1**

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| Academies | State maintained but independently-run schools established with help from business, faith or voluntary group sponsors. Funding comes directly from the Department for Education, rather than through the Local Authority. |
| Apprenticeship | Qualifications that involve a combination of work and study. There are a variety of apprenticeship grades, some being the equivalent of A levels or degree qualifications. There is currently low awareness of the opportunities and progression routes apprenticeships offer. |
| ARB | Area Resource Base. Small bases are hosted by twenty primary and secondary schools. ARBs support pupils with more complex special educational needs (SEN) than children and young people with SEN who generally attend mainstream schools. |
| Articles of Association | The Articles of Association sets out regulations for academies including the composition of the governing body. |
| Attainment 8 | A student’s average achievement across 8 key subjects at GCSE. |
| Attainment Targets | These establish what pupils of differing abilities should be expected to know and be able to do by the end of each Key Stage of the curriculum. |
| BEIS | Department for Business, Energy, Innovation and Skills is a government department responsible for business, industrial strategy, science research and innovation, energy and clean growth, and climate change. |
| BTEC | The Business and Technology Education Council (BTEC) First Diploma is a vocational qualification taken in England, Wales and Northern Ireland by young people aged 14 and over and by adults. |
| CEC | The Careers & Enterprise Company. |
| CEIAG | Careers Education, Information, Advice and Guidance. An effective careers education programme will ensure that young people gain the necessary skills and information to make impartial and effective decisions regarding careers and professional development. |
| CL | Careers Leader. The named lead person in a school who develops the careers provision. |
| Collaborative Converter Chain | Groups of academies that are governed individually and that each have their own funding agreement but which agree to work together through a collaborative partnership. |
| Community Governor | A governor representing community and local businesses chosen by members of a governing board. |
| Compass | A tool developed by the CEC to enable schools to conduct a self-evaluation of their careers provision against the Gatsby Benchmarks. |
| Compass Plus | An enhanced version of Compass launched in September 2019. Allows schools to benchmark, manage, track and report on their careers programme at an individual student level. |
| Cornerstone Employer | Cornerstone Employers work together with their networks, the wider business community and the local Enterprise Coordinator or Hub Lead, to ensure all young people in an area have the opportunities they need to be prepared and inspired for the world of work. |
| Destination Measures Data | Destination Measures Data is produced and published by the Department for Education. It shows the percentage of a school’s former pupils who continued their education or training (including through an apprenticeship), went into employment, and those who were not in education, employment or training (NEET). The data is 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. |
| DfE | Department for Education is the government department responsible for education policy. |
| Directed Time | Time when a teacher must be available to carry out duties, including attending staff and parent meetings. |
| EA | Enterprise Adviser. Drawn from business, volunteers work directly with the leadership of individual schools to develop an effective employer engagement programme, to inform a careers and enterprise whole school strategy. |
| EAAG | Acronym for Enterprise Adviser Advisory Group set up by CEC consists of EAs to provide feedback. |
| EAG | Acronym for Employer Advisory Group set up by The Careers & Enterprise Company consists of business organisations. |
| EAL | English as an Additional Language. Refers to students whose first language is not English. |
| EAN | Enterprise Adviser Network is the national network connecting schools and colleges with employers and providers. |
| EBacc | The English Baccalaureate is a school performance indicator. It measures the percentage of students who achieve 5+ A\*– C grades in English, Maths, Science, a foreign language and either History or Geography. |
| EBD | Emotional and Behavioural Difficulties. |
| EBP | Education Business Partnership. Their main aim is to build sustainable links with employers. Previously sponsored by the government, EBPs now charge schools for their services but also secure corporate sponsorship and tenders on behalf of schools/colleges to deliver employer led activities. Main services include Work Experience, Work Related Learning, Enterprise Education and Careers Education, Information and Guidance (CEIAG). |
| EC | Enterprise Coordinator. Joint funded by the CEC and the LEP, they work with a cluster of schools and colleges, and support Enterprise Advisers. |
| Education Forum | Established by the government as a consultative group including the NGA, the LGA and all the teaching and head teaching unions. |
| EHC | Education, health and care (EHC) plans are for children and young people aged up to 25 who need more support than is available through special educational needs support. |
| Employer Engagement Strategies | Designed to enhance and develop the delivery of careers education through various methods such as work experience, enterprise activities, sector specific information, simulation challenges from employers, job specific tasks and tutorials |
| Employers | Large national employers, small businesses and the self-employed. |
| ESB | Employment and Skills Board. Third party organisations consisting of local businesses and educational providers to identify employer skills gaps and ensure businesses have a workforce with the skill sets they need to thrive. |
| Executive Head | The role of executive head is used to describe a head teacher role that has elements of lead managerial responsibility for more than one school. Found in Academy chains. |
| Extended School / Services | Schools that provide a range of services and activities often beyond the school day. |
| FE | Further Education. Distinct from higher education offered in universities and beyond or overlaps with that of secondary school education. |
| FSM | Free School Meals. Refers to students who are entitled to a free school lunch due to their family being in receipt of certain other government benefits or household income being under a specific threshold. All students in Reception, Year 1 and Year2 are entitled to receive FSM under the government’s universal infant FSM programme. |
| Gatsby Benchmarks | Eight areas of best practice in careers provision, created by the Gatsby Foundation and used in the Government’s Careers Strategy. |
| GCSE | General Certificate of Secondary Education. National exams taken in Year 11. |
| Governing Body | An overarching term that refers to both the board of LA maintained schools and academies/MATs (Board of Trustees). |
| HE | Higher Education. Post 18 education usually at universities and colleges. |
| IAG | Information, Advice and Guidance. This allows students to make suitable educational and employment decisions and to minimise the potential costs associated with uninformed and unsuccessful choices. |
| IEP | Individual Education Plan, a programme for pupils with special educational needs. |
| INSET | In Service Education and Training. Courses for practising teachers and school staff. |
| Key Sectors | Priority sectors recognised as key to future economic growth and job creation. |
| Key Stage (KS1 - 5) | The five stages of the national curriculum. The key stages are KS1 (age 5–7), KS2 (age 7–11), KS3 (age 11–14). KS4 (age 14–16) and KS5 (age 16–19). |
| Key Stage 4 | The legal term for the two years of school education that incorporate GCSEs and other exams. Normally known as Year 10 and 11 in England and Wales. |
| Key Stage 5 | Used to describe the two years of education for students aged 16-18. Often described as year 12 and 13. |
| LA | Local Authority. An administrative body in local government that LEPs are accountable to. LEPs may straddle multiple LAs. |
| LEP | Local Enterprise Partnership. Voluntary partnerships between local authorities and the private sector, set up in 2011 by Government to help determine local economic priorities and lead growth and job creation within local areas. |
| LGA | Local Government Association. National organisation supporting and representing local government. |
| LMI | Labour Market Information. Data, statistics and research about the workplace including unemployment rates, salary and demand and supply of labour. Reliable sources of LMI are the Annual Survey of Hours and Earnings, Labour Force Survey, Employer Skills Survey and Working Futures. |
| MAT | Multi-Academy Trusts, sometimes called an academy chain, is an academy trust that operates more than one school. |
| NASBM | National Association of School Business Managers. Comprising senior members of non-teaching staff responsible for managing non-teaching activity in a school. |
| National Careers Service | A publicly funded careers service for adults and young people aged 13 or over. Services include providing information, advice and guidance on learning, training, career choice, career development, job search and the labour market. |
| National Curriculum | This was established by the 1998 Education Reform Act to ensure that all pupils receive a broad and balanced education that is relevant to their needs. |
| National Leaders of Governance (NLG) | Highly effective chairs of governing bodies as designated by the National College for Teaching and Leadership. They can work with other chairs and governing bodies to help with their development and improve their school performance. |
| NCS | NCS is a branded the National Citizen Service, a government funded part-residential programme open to all 16 and 17 year olds in England that helps to develop employability skills. |
| NEET | Young people Not in Education, Employment and/or Training. |
| NQT | Newly Qualified Teacher. |
| NVQ | National Vocational Qualification, a work based qualification that recognises the skills and knowledge a person needs to do a job. |
| Ofqual | The Office of the Qualifications and Examinations Register. |
| Ofsted | Office for Standards in Education, Children’s services and Skills. Ofsted inspectors assess the quality of independent careers guidance and students’ post-school destinations in making their judgement on the leadership and management of a school. In 2013 Ofsted reported that “only one in five schools were effective in ensuring that all students were receiving the level of information they needed”. |
| Opportunity Area | The Government announced 12 Opportunity Areas in 2017. These 12 areas were identified as social mobility ‘coldspots’ – areas with both poor social mobility and schools that face challenges. The CEC has funded providers to work across these areas. |
| Partner Organisation | Professional organisations/bodies who add to LEP careers provision. Key relationships will be used to mobilise volunteers. |
| PI | Performance Indicators. Used to evaluate the success of a school in a particular activity. |
| Progress 8 | A measure of how much progress a student has made across 8 key subjects at GCSE. |
| PRU | Pupil Referral Unit. Alternative provision for pupils unable to attend a mainstream school or special school due to BESD. |
| PSHE | Personal, Social, Health and Economic education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. |
| Pupil Premium | Additional funding to raise the attainment of disadvantaged students and close the gap between them and their peers. |
| Pupil Profile | Broad evaluation of a pupil’s personality, interests and capabilities. It forms part of the pupil’s Record of Achievement. |
| ROA | Record of Achievement. |
| SATs | Standard Assessment Tests are national curriculum tests taken at the end of Year 6. |
| School Census | A statutory return that takes place during the autumn, spring and summer terms. Maintained schools and academies should take part in the census. |
| SENCO | Special Educational Needs Coordinator. The specialist responsible for coordinating SEND provision in schools. |
| SEN / SEND | Special Educational Needs and Disabilities. |
| Skills Gap | Specific sectors can experience a skills gap, causing low job density or a lack of a skilled workforce. |
| SLT | The Senior Leadership Team in a school or college. |
| Special School | Schools that make provision for pupils with statements of special educational needs, whose needs cannot be fully met from within mainstream provision. |
| Special Unit | A unit attached to a mainstream school to cater for children with specific special needs. |
| Sponsored Academy Chain | A group of academies sharing the same lead sponsor and usually operating as either a multi-academy trust or an umbrella trust. |
| STEM | Science, Technology, Engineering and Mathematics. The term is typically used when addressing education policy and curriculum choices in schools to improve competitiveness in science and technology development. Some LEP regions experience a shortage of STEM skills, reflected in their Strategic Economic Plans. |
| STEAM | As STEM, but with the inclusion of the Arts. STEAM investigates the same scientific concepts, but does this through the inquiry and problem-based learning methods used in the creative process. |
| Tracker | The CEC’s planning tool enables schools to record careers activities against the Gatsby Benchmarks. |
| Traineeship | A traineeship is a course with work experience that prepares young people for work or an apprenticeship. It can last up to 6 months. Eligibility is for those aged 16-24, who are unemployed and have little or no work experience. |
| Virtual Wallet | The CEC has allocated funds through virtual wallets (that act in the form of a voucher) for schools in disadvantaged areas, the Opportunity Areas and Careers hubs, to enable them to purchase provision to support Gatsby Benchmark 5 & 6. |
| WEX / Work Experience | A planned programme as part of careers education that enables pupils in school time to sample experience of a working environment of their choice. |

**Appendix 2**

**The Gatsby Benchmarks**

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| **1. A stable careers programme** | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |  Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.   The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.   The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. |
| **2.Learning from career and labour market information** | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |  By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.   Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. |
| **3.Addressing the needs of each student** | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout. |  A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.   Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.   All pupils should have access to these records to support their career development.   Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. |
| **4.Linking curriculum learning to careers** | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |  By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. |
| **5.Encounters with employers and employees** | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |  Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.  \*A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. |
| **6.Experiences of workplaces** | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |  By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.   By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. |
| **7.Encounters with further and higher education** | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |  By the age of 16, every pupil should have had a meaningful encounter\* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.   By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.  \*A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment. |
| **8.Personal guidance** | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. |  Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. |

**Appendix 3**

**Application for Provider Access**

**Introduction**

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

**Pupil entitlement**

All pupils in years 7-14 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 Manor Academy Reception.

Telephone: 0161 532 3251

Email: admin@manoracademysale.org

**Opportunities for access**

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

Please speak to our Senior Leadership Team and Careers Lead to identify the most suitable opportunity for you.

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the school library.