

Careers Education, Information, Advice and Guidance Policy



Updated March 2026

Document History

Version	Comments/amendments	Name	Date
1	New policy document	Lucy Metcalfe	29/09/2025
2	Updated policy document	Lucy Metcalfe	02/03/2026

Contents

1.0 INTRODUCTION	2
2.0 COMMITMENT	5
3.0 AIM	6
3.1 What will our students experience throughout their career curriculum?	6
3.2 Why do we want this?	7
3.3 How will we deliver this?	7
3.4 What will success look like for our students?	7
4.0 STUDENT ENTITLEMENT	7
4.1 Equality and Diversity	8
5.0 CURRICULUM DELIVERY	8
5.1 Pre-Secondary Level	8
5.2 Year 7	8
5.3 Year 8	8
5.4 Year 9	8
5.5 Year 10	8
5.6 Year 11	8
6.0 WORK EXPERIENCE	8
6.1 The value of work experience	9
6.2 Aim of Work Experience:	9
6.3 Stages of Work Experience Programme	10
6.4 Supporting Young People on Work Experience	10
7.0 PARENTS AND CARERS	11
8.0 STAFFING	11
9.0 MONITORING, REVIEWING AND EVALUATION	12
APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT	13
APPENDIX 2 - Gatsby Benchmarks	14
APPENDIX 3 - Provider Access	17

1.0 INTRODUCTION

The Careers Lead for Red Kite School is Lucy Metcalfe.
The Careers Advisor for Red Kite School is Stan Flaherty.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive programme of activities supports them in choosing pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Careers education at Red Kite School is in line with the school vision and ethos: Respect – Responsibility – Resilience. Red Kite strives to equip students with the skills, knowledge and citizenship skills to be successful in their future.

Respect, responsibility and resilience are the school's values that we promote and develop in each of our learners. It is key that each of these are embedded across the curriculum and in all we do. We encourage these qualities in each of our students and acknowledge and reward their use and development.

At Red Kite School we are committed to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation and academic qualifications so that they leave with a world of opportunity at their feet.

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

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

The school has a series of statutory duties:

- 1.1 All registered students at the school must receive independent careers advice in Years 7 to 13;
- 1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option;
- 1.3 This advice must cover a range of education or training options;
- 1.4 This guidance must be in the best interests of the student;
- 1.5 There must be an opportunity for education and training providers to access students in Year 8-13 in order to inform them about approved technical qualifications or apprenticeships
- 1.6 The school must have a clear policy setting out the manner in which providers will be given access to students – see also Appendix 3. This policy and these arrangements must be published;
- 1.7 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 2, and they cross reference with the objectives of this policy.
- 1.8 Red Kite School 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 students' horizons, challenges stereotypes and raises aspirations. It provides students 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.
- 1.9 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).

Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' January 2023
- Education Act 2011
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Governor 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:

- 1.1 based on the eight Gatsby Benchmarks;
- 1.2 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 students in Years 8 - 13.

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

Provider Access

This section of the policy sets out the school's arrangements for managing the access of providers to students 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 students in years 8-13 are entitled:

- 1.1 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;
- 1.2 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;
- 1.3 to understand how to make applications for the full range of academic and technical courses.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (January 2023), our careers plan supports the achievement of the eight Gatsby benchmarks. Our aim is that learners understand how what they are being taught, will link to their future pathways.

We work closely with several further education colleges and providers. Our careers advisor is Stan Flaherty. As part of our careers support we facilitate one-to-one interviews for all KS3,4 & 5 students, as well as curriculum support and general advice.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to students 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.

Monitoring, Evaluation and Review

The Headteacher will ensure that:

- 1.1 the work of the Careers Advisor and CEIAG events are supported and monitored;
- 1.2 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:

- 1.3 Feedback from stakeholders through mechanisms such as Red Kite student and parent/carer surveys;
- 1.4 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;
- 1.5 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 Red Kite School will review this policy every three years.

2.0 COMMITMENT

Our school is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7–11 which is impartial and effective. Students working pre-secondary level receive age-appropriate careers education through their main curriculum offer. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

Red Kite school endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018 & May 2025 updates) and other relevant guidance from QCA and Ofsted as it appears.

The school has a member of staff dedicated to careers education and IAG. We provide students with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

Policy Scope:

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

2.2 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 2023).

2.3 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 2 of this policy.

2.4 This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 8-13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.7 This policy refers to events and opportunities in Key Stages 3, 4 & 5 and these events will impact upon all students at the school.

2.8 All members of staff at Red Kite School 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.

2.9 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.

3.0 AIM

We want our students to experience a careers curriculum that establishes a growing knowledge and awareness of the world of work and what they, as young people, can aim for as they prepare for adulthood and Post 16 transition. This includes delivering a breadth of opportunities and experiences that our students can start to build their own future pathways on. As we aim to do this, we are also fully aware of the impact of the inherent difficulties our students have due to the nature of their needs and diagnosis and look to how we can start to overcome these barriers, working alongside them.

3.1 What will our students experience throughout their career curriculum?

1. Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and explicitly delivered sessions.
2. A careers curriculum that has contributions and feedback from them, their families, school staff and external employers

3. Engagement with many different employers throughout Year 7 to Year 11 in variety of formats such as assemblies, visits, talks, project work, careers events
4. Unbiased careers advice and support from a career's advisor
5. Working with them and their families as they prepare for their future and for life after education.
6. Staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways

3.2 Why do we want this?

1. We want our students to know their skills and strengths; know what they are good at and what they find hard.
2. We want our students to work towards independent living and working.
3. We want them to have hope and optimism, adaptability and resilience.
4. We want our students to have access to, and engagement in, decent work in all its forms (personal, gift and paid)
5. We want our students to learn and make progress so they can thrive and experience success in their future pathways.
6. We want our students to pursue and value their own wellbeing and happiness

3.3 How will we deliver this?

1. Students will have access to a careers curriculum from Year 7 onward and this will be routinely monitored and evaluated to ensure it is fit for purpose.
2. Students will be presented with opportunities to meet and talk with previous students to find out about their experiences and aspirations.
3. Close working relationship with our Careers Advisor to support mentoring students in KS4.
4. Experiences of different workplaces and environments
5. Meaningful encounters with the world of work Careers fairs and skills workshops

3.4 What will success look like for our students?

1. Students will have a successful transition on from Year 11 into Post 16
2. Students will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices.
3. Students will develop the skills needed for them to be employable, whether that is voluntarily or paid.
4. Students will know the value of having work and commitments in their lives.
5. Students will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.
6. Students will know about and make use of the range of support and advice that is available to them in order to support their choices and decision making.

4.0 STUDENT ENTITLEMENT

Careers Education and guidance (CEG) is an important component of the 11-16 Curriculum, we fully support the statutory requirement for a programme of careers education in Years 7–13. Students have access to a group careers programme. This gives them the opportunity to explore the different

careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of or CEG lead at PEP's, LACS and EHC reviews.

4.1 Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHCP needs.

5.0 CURRICULUM DELIVERY

5.1 Pre-Secondary Level

Students working pre-secondary level encounter experiences of careers and job roles through the citizenship element of the Myself, Relationships and Staying Safe Curriculum.

5.2 Year 7

The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work.

5.3 Year 8

The focus is linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks.

5.4 Year 9

The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

5.5 Year 10

The focus is work experience including preparation, implementation and evaluation. Not all students undertake work experience outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work in vocational subjects. All work experience placements are assessed with regards to suitability and health and safety.

5.6 Year 11

The focus is post 16 options and the application process. There will be visits to other educational/training providers, places of work, career fairs and also job centres and business enterprise specialists.

In addition to the year group specific Careers programme we organise visitor to the school to talk to the students about their career choices and journeys to offer a wide yet informal source of information and to provide opportunities for discussion and questioning.

6.0 WORK EXPERIENCE

6.1 The value of work experience

- **Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

- **Personal Development**

Work experience will help students understand the different roles and respond to different routines.

They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others.

Students will develop communication skills in different contexts.

Work experience can play an important role in the development of student's self-image and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Students will be aware of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety issues.

6.2 Aim of Work Experience:

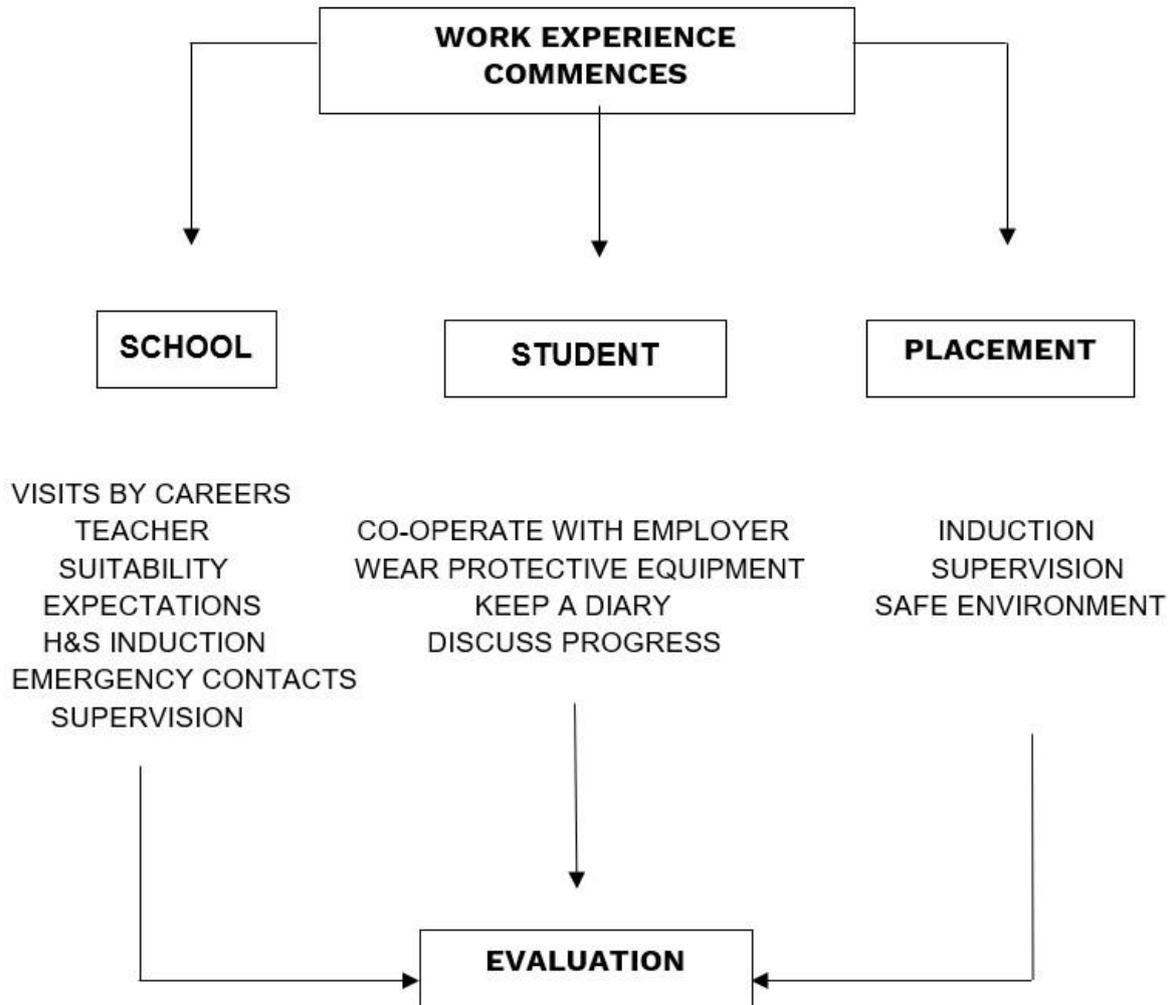
- To support and encourage an integrated work experience programme.
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience.
- To ensure all placements are safe and secure.
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment.
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary.
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work.
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience.
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.

- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked.

6.3 Stages of Work Experience Programme

1. Student to meet with Careers Teacher to discuss and identify a student's choice of placement.
2. Meeting with school staff and care staff. Risk assessment carried out.
3. Careers Teacher to make contact with suitable establishments, insurance checks and risk assessment.
4. Attendance – Students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
6. Career Teacher to visit a student in placement.
7. **Evaluation** – we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
8. **Follow up** – letter of thank you to be sent to employers.
9. **Evaluation** – evaluate the success of the placement.

6.4 Supporting Young People on Work Experience



7.0 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student’s academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

8.0 STAFFING

All staff contribute to CEIAG through their roles as tutors and subject teachers.

The Careers programme is planned, monitored and evaluated by the Careers Leader.

The careers leader will liaise and consult with the Group Careers Advisor to ensure that specialist career guidance is available when required.

9.0 MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated annually via the Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the SLT.

When reviewing the programme, the School Development Plan (SDP) is used to ensure that the Careers provision is fully supporting whole school aims.

APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Statement of entitlement

As a student of Red Kite School, you are entitled to receive a programme of careers education, advice, information and guidance.

Your Careers Education and Guidance programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

You will receive:

- Careers lessons
- Guided tutor time
- Access to the career's interviews
- Interviews with the groups qualified advisors.
- Work experience where appropriate
- Other subject lessons linked to careers.

You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers programme.

Appendix 2

The Gatsby Benchmarks

Gatsby Benchmark	Who does this affect	What does this mean for us?
1. A stable careers programme	Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. • The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.
2. Learning from career and Labour Market Information	All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	<ul style="list-style-type: none"> • During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. • Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.
3. Addressing the needs of	Pupils have different careers guidance needs at different stages.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge

each young person	Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	<p>misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <ul style="list-style-type: none"> • Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.
4. Linking Curriculum learning to careers	As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	<ul style="list-style-type: none"> • Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.
5. Encounters with employers	Every pupil should have multiple opportunities to learn from employers about work, employment	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least

and employees	and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	one meaningful encounter with an employer.
6. Experiences of workplaces	Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful experiences of workplaces. • By the age of 18, every pupil should have had at least one further meaningful experience.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. • By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.
8. Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.	<ul style="list-style-type: none"> • Every pupil should have at least one personal guidance meeting, with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. • Information about personal guidance support, and how to access it, should be communicated to pupils and parents and carers, including through the school website.

[A guide to Gatsby Benchmark 8 | Gatsby Benchmarks](#)

Appendix 3 - Provider Access Policy

Introduction

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

Student entitlement

All students in years 8 to 13 are entitled:

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

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are 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)

Management of provider access requests

Procedure

A provider wishing to request access should contact Kelly Guthery, Group Careers and Employability Lead.

Email: kelly.guthery@ofgl.co.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to our Group Careers and Employability Lead to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Group Careers and Employability Lead or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our students.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school reception. Students are able to access this information at any time via the Careers Leader, Lucy Metcalfe, Assistant Headteacher.

Safeguarding

All visitors will be expected to adhere to our Safeguarding Policy.

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.