Careers Education, Information, Advice and Guidance Policy (CEIAG)

Approved by:	Trust Board	**Date: 06 January 2026**
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1. Aims

At The Peak Academy, we want each pupil to reach their potential and move on to a sustainable post-16 provision and employment. The Peak Academy seeks to maximise the life prospects of all of our young people. We believe that it is crucial to prepare young people for life beyond school and college. We work with learners who are particularly vulnerable to becoming NEET. The Peak Academy recognises that it has a statutory duty to provide an inclusive Career Development Programme and careers guidance for all our pupils as per The Department of Education, May 2025: Careers guidance and access for education and training providers. The Career Development Programme accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. Our aim is to ensure that all learners at the school receive a stable careers programme that is differentiated to meet individual SEND needs.

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our Career Development Programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the statutory Careers guidance and access for education and training providers from the Department for Education (DfE).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (England) Regulations 2008

This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of **6 encounters** with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance for pupils from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader
- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme

- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy

should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found in appendix 2. This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:

- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced

- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Chris Hyam, and He can be contacted by phoning 01453 542130 or emailing chyam@thepeakacademy.org. Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which pupils are in care or are care leavers
    - Understand their additional support needs
    - Make sure that, for LAC, their personal education plan can help inform careers advice
    - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any institution, education or career path, and promotes a full range of technical and academic options for pupils. We consider the best interests of the pupil to whom the career guidance is given.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods.

Basic Provision mapping for Careers education

Year 7	Visual displays around the school Career Coach Interactions with Career Development Professionals Differentiated Career-based Literacy
Year 8	Visual displays around the school Career Coach Interactions with Career Development Professionals Differentiated Career-based Literacy
Year 9	Visual displays around the school Career Coach Individual options meetings Visits from employers Visits from post 16 providers Interactions with Career Development Professionals Differentiated Career-based Literacy
Year 10	Visual displays around the school Career Coach Work experience Post 16 personalised meetings Visits from employers Visits from post 16 providers Independent Career Guidance Differentiated Career-based Literacy
Year 11	Visual displays around the school Career Coach Post 16 personalised meetings Visits from post 16 providers

	CV writing support Mock interviews Individual application support Visits from employers Independent Career Guidance Differentiated Career-based Literacy

4.1 How we meet our requirements (Benchmarks)

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability. Every pupil will receive at least 2 personal guidance meetings with a careers adviser by age 16. Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key Stage 3

Activities and learning:

- In PSHE / Personal Development time are in black
- Focus groups are in green
- Integrated/ discrete in other curriculum subjects are in red
- collapsed timetable days and extra-curricular are in blue

YEAR 7

Implementation responsibility	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AOL
CDL / HOD	**Term 1** • Induction Days – aspirational careers lesson by the Careers Lead with follow up materials in tutor time. • What is work? 2 lessons – students are encouraged to think about their ideal future and to aim high! Using their Literacy skills, they prepare for a conversation with an appropriate individual about their potential life 10 years from now. They are encouraged to describe their dream job and why they aspire to it. • Introduction to the Careers and Work-Related Learning Lead and resources. • Online speed networking event that gives the students to meet volunteers from a range of sectors. Volunteers answer questions developed by students working in small	**3** **3** **2** **2** **3, 4 & 5** **4 & 5** **4** **2**	**1 – 3** **11** **5 – 7** **4** **4 – 7** **7** **7** **5 – 7**

	groups. Volunteers picked to challenge gender stereotypes. Focus on employability skills.		5
	Term 2 • National Careers Week – students experience a range of subject related employer visits • Science week – activities within Science lessons that focus on relating Science to issues in the wider world. • 'Why do we work' presentation.	2 2 2	7 1 – 3 7 5 – 7
	Term 3 • My place within the world of work – students complete a quiz with follow up discussion to find out about a range of jobs, focusing on salaries, minimum wage and key skills needed to be successful in these jobs. • Which career is right for me? / Work related learning skills 2 lessons – students complete a diagnostic questionnaire to find out which careers match with their interests. Students then further research a career of their choice using the school's Careers Hub or in an ICT suite. Students are shown how to use and Career Research Platforms including, Career Coach, Career Pilot and Unifrog. • 'I love my job' assembly and tutorial follow up. • English - Year students 7 write letters. • Maths - Financial literacy.	4 4	11 13
Additional	• 1:1 interview with the Careers Lead (open door policy & tutor referral) • Students complete written applications to apply for ambassador and student council roles within school.	8 3	10 & 14 11 & 12

YEAR 8

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AOL
CDL / HOD	**Term 1**		
	• 'I love my job' assembly and tutorial follow up.	**5**	**5 – 7**
	• Influences to careers decisions – students are introduced to the concept of apprenticeships and provided with information about how they work. Students then think about the advantages and disadvantages of apprenticeships compared to attending colleges.	**7** **4 & 5**	**14** **4 & 7**
	Term 2	**5**	**5 – 7**
	• National Careers Week – students experience a number of 'where my subject has taken me' talks.		**11**
	• 'I love my job' assembly and tutorial follow up.	**5**	**11 & 12**
	• 'Employability skills' (2 lessons) – students are introduced to the concept of employability skills and given the opportunity to assess (if appropriate) themselves against the eight skills as well as practice answering general employability skills style interview questions.	**5** **4**	**7, 11 & 12**
	• Creative Take Over – this is a day where students get the opportunity to work in teams and apply their creativity to the world of work.	**2**	**4 – 7**
	• Ready, Steady, Cook – immersive experience led by food teach lead.		**5 – 7**
	• 'Maths in Business/Computing/Gaming morning.		
	Term 3		
	• 'I love my job' lesson and tutorial follow up.		
	• Linking subjects and industry lessons to initially identify: Job Research Money, Spending & Personal Belonging Jobs & Our Community Transferable Skills Stereotyping CVs	**4**	**7**
	• English- Teaching the importance of editing work and explaining that editing is a job role and how editing contributes to career roles in occupational areas, such as journalism and game design.		

Additional	• Women into STEM Day. • 1:1 interview with the Careers and Work-Related Learning / STEM Co-ordinator (open door policy & tutor referral).	**3 4 8**	**11 & 12 8 10 & 14**

YEAR 9

	CAREERS & WORK-RELATED LEARNING	**GATSBY BM**	**CDI AOL**
CDL / HOD	**Term 1** • 'Modern employability Skills (2 lessons) – spotlight on problem solving.' Students realise the importance of this high-level skill in the workplace and break down how to become better at problem solving. • Students examine diversity and discrimination, particularly gender stereotypes. They complete research to investigate the different routes to employment e.g. different qualification pathways, apprenticeships and higher education. **Term 2** • 'I love my job' lesson and tutorial follow up • 'Where this subject can take you' presentations in individual subject lessons as a part of the build up to Options Choices. • 1:1 options interview with a member of SLT/MLT/CDL and parents. • Options Support through tutorial lessons and Options Discussions. • Careers and Labour Market Information sessions. • Initial formation of CV documents 2 lessons. **Term 3** • Starting to think about work experience opportunities. • House sports competition with an association of individuals managing their team. • Initial formation of CV documents 2 lessons.	**5 2 3 7 2 4 2 7 6 2 4 7**	**11 4 – 7 5 – 7 8 5 – 7 4 & 7 14 14 7 14 10 & 11 5 – 7 11 12**

Additional	• Post-14 Options meetings open to all students and their parents (including LMI conversations to parents) • Students complete written applications to apply for student council or subject ambassador roles within school.	**2** **3**	**14** **11 &12**

- We are meeting our PAL statutory requirements to

provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found in the appendices.
- 1 weeks' worth of work experience related activities

Key Stage 4

Activities and learning:

- In PSHE / Personal Development time are in black
- Focus groups are in green
- Integrated/ discrete in other curriculum subjects are in red
- collapsed timetable days and extra-curricular are in blue

YEAR 10

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AOL
CDL / HOD	**Term 1**		
	• 'Opportunities in Life' – students research and prepare for a visit of a carousel of employers, undertake work-related tasks and listen to the employer talk about their job with opportunities for questions.	**2, 3 & 5**	**4 – 7**
	• Influences to careers decisions – students revisit the concept of apprenticeships and how they work. Students then think about the advantages and disadvantages of apprenticeships compared to attending colleges and complete an analysis of this in relation to their career and post-16 aspirations.	**7** **2,4 & 7**	**11 & 14** **14 & 15** **16**
	• 'Dragons Den' concept presentations to understand Supply and Demand (3 lessons)		**16**
	• 'I love my job' and raising aspirations assembly and tutorial follow up.	**6** **6** **6**	**10**
	Term 2	**6**	**9**
	• **'**Post 16 – what is right for me?' – Students explore Post 16 options and complete diagnostics to personalise which pathway best suits their interests and skills.	**4** **4**	**4 – 7 & 11** **7**
	• Interview techniques: being ready for the world of work, different types of careers, changing world of work and what you can and can't be asked in an interview.		**7**
	• Continue writing a CV: creating a working document that can be updated in year 11.		
	Term 3		
	• Preparation for work experience.		

	• Follow up preparation work (3 lessons) covering topics such as health and safety, safeguarding and expectations on work experience. What you do in a range of situations on work experience. • Work experience opportunities. • Work experience debrief and further learning (2 lessons). • English - Macbeth – directing a scene. Giving clear instructions and then justifying choices. • English – Blood Brothers. Exploration of different socioeconomic factors and how this can impact individuals living and working circumstances.		
Additional	• Post-16 Options afternoon open to all students and their parents. • Extended work experience for all students on alternative provision or at risk of FTE/CME/NEET. • Department Leads establishing links with Colleges students wanting to transition into vocational courses. • Students complete written applications to apply for college courses or mock employment opportunities.	**7** **3** **7** **6** **4** **4** **3**	**14 &** **15** **11 &** **12** **11, 12** **&14** **14** **6 & 7** **11 &** **12**

YEAR 11

	CAREERS & WORK-RELATED LEARNING	GATSBY BM	CDI AOL
CDL / HOD	**Term 1** • CV updating • Students complete Action Plans • Careers Circus (2 lessons) – students carousel around Post-16, interview techniques with Local Enterprise Partnerships LEP's, Career Pilot and National Careers Service delivered by the Careers and Work-Related learning Lead. • Intensive career guidance interventions. • Employability skills – self assessment and development of an action plan. • Labour Market information – looking at regional and national statistics and trends. • Applications for post-16. • Post 16 assemblies (at least one apprenticeship providers). • Drop in / information sessions with the CDL. • Post-16 Experience Day – students experience a day in the life of a Y12 student, establishments such as SGS College, Bridge and Gloucestershire College. Some students have a day with apprenticeship providers. **Term 2** • Talks by local colleges. • Apprenticeships workshops. • Mock Interviews with employers / designated staff – all students prepare and take part in a 10-minute mock interview with feedback. **Term 3** • Revision Techniques linking exam subjects to careers.	**7** **3 & 7** **8** **2** **7** **7** **7** **2** **7** **1** **1,3 & 8**	**16** **16** **14 & 16** **14 - 17** **11** **7** **16** **14** **14 & 15** **11 & 16** **14** **11 & 12** **14**

	• Leavers on-line survey to help evaluate impact of CEIAG. • Parents on-line survey to help evaluate impact of CEIAG. • Personal career action plan. • Access to alumni network / Transition Chat.		
Additional	• Post-16 Options afternoon open to all students and their parents. • Parents' Careers interaction days (January). • Extended work experience for all students on alternative provision or at risk of FTE/CME/NEET. • Y11 SEND transition visits to colleges. • Focus group research – CDL to meet representative groups of Year 11 and students to discuss their perceptions of the career development and work-related learning programme they have engaged in from Year 7 to 11.	**7** **8** **7** **3** **3** **3** **3**	**14 & 15** **14 – 17** **11, 12 & 14** **11 & 12** **14 &15** **11 & 12**

We are meeting our PAL statutory requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found in the appendices.
- 1 weeks' worth of work experience placement(s)

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website including details of how pupils, parents and carers, teachers and employers can access information about the careers programme.

Pupils, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting chyam@thepeakacademy.org.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to provide personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, which can be found at Peak Academy - Home.

4.5 Assessing the impact on pupils

Our careers programme is designed so pupils and parents/carers can give feedback throughout the course of the programme. We measure and assess the impact of the programme's initiatives through surveys and evaluation. This evidence will feed into the overall development plans to make it easier to evaluate, improve and adapt our careers programme to ensure it meets the needs of all pupils.

5. Links to other policies

This policy links to the following policies:

- Provider access policy statement
- Child protection policy
- Curriculum policy
- Data protection policy

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Education Sub-committee and Local Governing Board. It will be reviewed annually.

The next review date is January 2027.

Appendix 1

GATSBY BENCHMARKS FOR SECONDARY SCHOOLS

BENCHMARK	SUMMARY	CRITERIA

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.	• 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.	• 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 EACH YOUNG PERSON	Pupils have different careers guidance needs at different stages. 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.	• A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. • 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 long-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.	• 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 AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	• 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.	• 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 career's 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 (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	• Every pupil should have at least one personal guidance meeting with a career's 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, parents, and carers, including through the school website.

Appendix 2

Provider Access Legislation Policy Summary

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 7-11 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;

Three encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.

Three encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

To understand how to make applications for the full range of academic and technical courses.

Application for Provider Access 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.

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and safeguarding measures.

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 7-11 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

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and safeguarding measures.

Procedure

A provider wishing to request access should contact Chris Hyam.

Telephone: 01453 542130

Email: chyam@thepeakacademy.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 Charter which can be seen on the school website.

Please speak to our 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 Career Development Professional 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.