# Careers and Provider Access Policy

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Contents


1. Aims ..... - 3 -
2. Intent: Mission, Vision and Commitments ..... - 3 -
3. Statutory requirements ..... - 3 -
4. Roles and responsibilities ..... - 4 -
4a. The Governing Body ..... - 4 -
4b. Principal ..... - 5 -
4c. Senior leadership team (SLT) ..... - 5 -
4d. Careers Leader ..... - 5 -
5. Our careers programme ..... - 6 -
5a. How we meet our requirements ..... - 6 -
5b. Key Stage 3 ..... - 7 -
5c. Key Stage 4 ..... - 9 -
5d. Key Stage 5 ..... - 9 -
5e. Learners with special educational needs or disabilities (SEND) ..... - 10 -
5f. Access to our careers programme information ..... - 10 -
5g. Access to learner participation records ..... - 11 -
5h. Assessing the impact on learners ..... - 11 -
6. Provider Access Policy for the Academy ..... - 11 -
6a. Aims ..... - 11 -
6b. Learner entitlements ..... - 12 -
6c. Meaningful encounters with providers ..... - 12 -
6d. Opportunities for access ..... - 13 -
6e. Premises and facilities ..... - 13 -
6f. Management of Provider Access Requests ..... - 14 -
6g. Granting Requests and Refusal of Requests ..... - 14 -
6h. Previous providers ..... - 14 -
6i. Destinations of Year 11 and Year 13 students ..... - 14 -
6j. Working with parents and carers ..... - 14 -
7. Impact: Monitoring, reviewing and evaluating the careers programme ..... - 15 -
8. Links to other policies ..... - 15 -
9. Complaints ..... - 15 -
Appendix 1: The Gatsby Benchmarks ..... - 16 -

## 1. Aims

This policy aims to set out The Grange Academy's provision of impartial and informed careers guidance for our learners. This includes the ways in which students, parents and carers, teachers and employers can access information about our careers programme.

## 2. Intent: Mission, Vision and Commitments

The Grange Academy is part of the Future Academies Multi-Academy Trust (the Trust), a family of schools across London and Hertfordshire dedicated to improving the life chances and broadening the horizons of young people.

The Trust's approach to careers education embodies its values - Knowledge, Aspiration, and Respect – and the Trust's motto, *libertas per cultum* "freedom through education". The Trust aspires for all students to lead lives full of choice and opportunity where, whatever path they take in life, it is a path they have chosen.

In line with the Trust's ethos and values, our **vision** is to deliver a high-quality, progressive careers education from Year 7-13, that ensures our students:

- Gain knowledge about the labour market and the full range of education and training options available, including academic, vocational, and technical routes.
- Participate in activities that challenge misconceptions and stereotypes, help to break down barriers to opportunities and promote equality of opportunity, broaden perspectives, and provide workplace experience to develop the skills needed for success in the workplace.
- Engage with employers and professionals from a diverse range of sectors to explore potential career pathways and gain an understanding of the world of work.
- Build an awareness of the wider world to make informed, aspirational life decisions.
- Develop the knowledge, skills and confidence to achieve successful transitions into their chosen destination.
- Prepare for the workplace, by building self-development and career management skills.
- Make informed choices about their next step in education or training, so they can follow the path that is right for them to progress to work.
- Have a tailored programme that meets their needs and provides the right level of support.

Careers education at the Trust's academies is part of each school's wider education enrichment programme which is designed to develop well-rounded citizens; build the core skills for success - character, integrity, resilience, and judgment; raise students' aspirations; and provide our learners with the skills and knowledge to excel in today's society.

## 3. Statutory requirements

Each school in the Trust develops its own programme of careers education, information, advice, and guidance, tailored to the needs and best interests of its students in Years 7-13, that reflects the Trust's vision and commitments and fulfils the Department for Education's Careers guidance and access for education and training providers, statutory guidance for schools (May 2025).

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'). See **section 6** of this policy which sets out how our Academy meets this duty.

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 learners from Year 7.
- As an academy in England, we're now required to provide and publish careers guidance.

The above guidance requires that we publish information about our careers programme on our website 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 our Careers Leader.
- A summary of our careers programme.
- Details of how learners, parents and carers, teachers, and employers can access information about our careers programme.
- How our school measures and assesses our programme's impact on learners.
- The date by which we will review information.

This policy complies with our funding agreement and articles of association.

This policy shows how our Academy complies with these requirements.

## 4. Roles and responsibilities

### 4a. The Governing Body

The Governing Body will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the Principal, 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 Body who will take a strategic interest in careers education and encourage employer engagement.
- Make sure that independent careers guidance is provided to all learners 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 learners, and shows no bias or favouritism towards a particular institution, education, or work option.
- Make sure that a range of education and training providers can access learners in Years 8 to 13 to inform them of approved technical education qualifications and apprenticeships. See Gatsby Benchmark 5 in Department for Education's Careers guidance and access for education and training providers, statutory guidance for schools (May 2025).
- 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.

The Governing Body has a crucial role in connecting The Grange Academy with employers and professionals to enhance our careers programme.

### 4b. Principal

The Principal will:

- Work with the Governing Body 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 learners by a qualified Careers Adviser.
- Network with employers, education and training providers, and other careers organisations.
- Appoint a member of the Senior Leadership Team to be responsible for the school's careers programme.

### 4c. 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.
- Ensure learners have the time to prepare, attend and reflect on careers education activities.
- Support the Careers Adviser to deliver personal guidance to learners, 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.

### 4d. Careers Leader

Our Careers Leader is Carlea Previdi who can be contacted by phoning 0208 950 9502 ext. 1735 or emailing C.previdi@watford.futureacademies.org. Our Careers Leader will:

- Take responsibility for planning and delivering a progressive careers programme underpinned by learning outcomes, and work towards meeting the **Gatsby Benchmarks** (see Appendix 1) 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 Academy'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.
- Ensure learners have a variety of encounters and experiences with a range of employers, sectors and industries.
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances.
- Support learners to make effective career decisions.
- 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 learners with special

educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.

- Work with our Academy's designated teacher for looked-after children (LAC) and previously LAC to:
    - Make sure they know which learners 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 learners' career ambitions.
- Support the Careers Adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams.
- Evaluate and continuously improve the careers programme, drawing on feedback from stakeholders and the destinations of learners.
- Produce an annual report on the impact of the careers programme for the Governing Body and SLT.
- Review our Academy's Provider Access Policy statement at least annually, in agreement with our Governing Body.
- Report to the member of SLT with responsibility for the school's careers programme.

### 4e. Careers Adviser

Our Careers Adviser will:

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

## 5. Our careers programme

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

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks. Our programme doesn't show bias towards any institution, education or career path, and promotes a full range of technical and academic options for learners. We consider the best interests of the learner 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 learners are encouraged to think appropriately about their future. We provide aims, objectives and activities for each Year group.

Our whole-school careers programme is delivered in a variety of ways, including: PSHE lessons, visiting speakers from schools, colleges, employers and include alumni, assemblies, workshops led by specialist organisations and employers covering topics such as CV writing, recruitment processes and employability skills, mock interviews, workplace insight visits, education and careers fairs and carousels, curriculum and enrichment visits to museums, theatres, universities and other workplaces and our Year 9 and Post-16 and Post-18 Options Programmes.

### 5a. How we meet our requirements

- All subjects' link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

- Every learner receives at least one personal guidance meeting with a Careers Adviser by age 16.
- Every learner receives a further meeting by age 18.
- Information about personal guidance support, and how to access it, is communicated to learners, parents and carers, and other stakeholders, through the Academy website, letters to parents and carers and the termly bulletin for parents and carers.
- Students in all Year groups are provided with Labour Market Information as part of the careers programme.

### 5b. Key Stage 3

Our Key Stage 3 careers programme supports learners in their planning and choice of GCSE subjects and develops their knowledge, skills and understanding of the world of work.

In **PSHE** at Key Stage 3, the learning objectives for the careers-related learning content are:

| Learning area | Learning aim |
|---|---|
| Learning skills | L1. study, organisational, research and presentation skills. |
| | L2. to review their strengths, interests, skills, qualities and values and how to develop them. |
| | L3. to set realistic yet ambitious targets and goals. |
| | L4. the skills and attributes that employers value. |
| | L5. the skills and qualities required to engage in enterprise. |
| | L6. the importance and benefits of being a lifelong learner. |
| Choices and pathways | L7. about the options available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process. |
| | L8. about routes into work, training and other vocational and academic opportunities, and progression routes. |
| | L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life. |
| | L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations. |
| Work and career | L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work. |
| | L12. about different work roles and career pathways, including clarifying their own early aspirations. |
| Employment rights and responsibilities | L13. about young people's employment rights and responsibilities. |
| | L14. to manage emotions in relation to future employment. |

In addition, in PSHE students learn about being resilient; how to build their self-confidence, teamwork, communication skills and recognise their strengths; the impact of stereotyping, prejudice and discrimination and how to challenge it; and develop their financial and media literacy skills.

At Key Stage 3 learners have Computer Science lessons to improve their digital literacy skills.

We are meeting our requirements to provide:

- At least two encounters with providers of technical education or apprenticeships in Year 8 or 9.
- We are working towards offering five days' worth of work insight activities including multiple meaningful first-hand experiences of workplaces. This includes visit and trips organised by subject teachers and as part of enrichment.

### 5c. Key Stage 4

Our Key Stage 4 careers programme aims to help learners research and understand their choices and routes into education and training.

In **PSHE** at Key Stage 4, the learning objectives for the careers-related learning content are:

| Learning area | Learning aim |
|---|---|
| Learning skills | L1.to evaluate and further develop their study and employability skills. |
| | L2.to evaluate their own personal strengths and areas for development and use this to inform goal setting. |
| | L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability. |
| Choices and pathways | L4. about the range of opportunities available to them for career progression, including in education, training and employment. |
| | L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities. |
| | L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities. |
| | L7. about the labour market, local, national and international employment opportunities. |
| | L8. about employment sectors and types, and changing patterns of employment |
| | L9.to research, secure and take full advantage of any opportunities for work experience that are available. |
| | L10.to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities. |
| | L11.the benefits and challenges of cultivating career opportunities online. |
| | L12.strategies to manage their online presence and its impact on career opportunities. |
| Employment rights and responsibilities | L13.the skills and attributes to manage rights and responsibilities at work including health and safety procedures. |
| | L14.about confidentiality in the workplace, when it should be kept and when it might need to be broken. |
| | L15.about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it. |

In addition, in PSHE students develop their financial decision-making and media literacy skills.

We are meeting our requirements to provide:

- At least two encounters with providers of technical education or apprenticeships in Year 10 or 11.
- We are working towards offering five days' worth of work insight activities including multiple meaningful first-hand experiences of workplaces. This includes visit and trips organised by subject teachers and as part of enrichment.

### 5d. Key Stage 5

Our Key Stage 5 careers programme supports learners in planning for their future, including university and alternative pathways.

In **PSHE** at Key Stage 5, the learning objectives for the careers-related learning content are:

| Learning area | Learning aim |
|---|---|
| | L1. to be enterprising in life and work. |

| | |
|---|---|
| Choices and pathways | L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills. |
| | L3. to evaluate the 'next step' options available, such as higher education, further training or apprenticeships, and gap year opportunities. |
| | L4. the implications of the global market for their future choices in education and employment. |
| Work and career | L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities. |
| | L6. how to produce a concise and compelling curriculum vitae and prepare effectively for interviews. |
| | L7. how to recognise career possibilities in a global economy. |
| Employment rights and responsibilities | L8. their rights and responsibilities as students in casual, part-time jobs, including in the 'gig economy'. |
| | L9. the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols. |
| | L10. to understand and appreciate the importance of workplace confidentiality and security including cyber-security and data protection. |
| | L11. to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation |
| | L12. the role of trade unions and professional organisations; when and how to constructively challenge workplace behaviours. |

In addition, in PSHE students develop their financial decision-making and media literacy skills.

We are meeting our requirements to provide at least two encounters with providers of technical education or apprenticeships in Year 12 or 13. These encounters are mandatory for the Academy to put on, but optional for learners to attend.

Students do one week of work experience in Year 12.

### 5e. Learners with special educational needs or disabilities (SEND)

All learners with SEND are supported with a careers programme that follows the Gatsby Benchmarks. Most learners with SEND follow the whole-school careers programme, with adjustments and additional support as needed. Information, opportunities and support is personalised and sequenced to meet the needs of each learner with SEND and their families.

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

Our Careers Leader and / or SENCO may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information is given to learners without SEND that is not also offered to our learners with SEND.

### 5f. Access to our careers programme information

Details of how learners, parents and carers, teachers and employers can access information about the careers programme can be found on the Academy website.

Learners, parents and carers, teachers, and employers can request any additional information about the careers programme by contacting our Careers Leader c.previdi@watford.futureacademies.org.

### 5g. Access to learner participation records

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

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

Learners have access to these records on their Unifrog profiles to support them during transition points and in their career development.

These records are kept in line with our data protection policy, which can be found on the Trust's website.

### 5h. Assessing the impact on learners

Our careers programme is designed so learners and parents and carers can give feedback throughout the course of the programme. In addition to the methods set out in **section 7**, we measure and assess the impact of the programme's initiatives by:

- Student surveys of some careers activities.
- Future Skills Questionnaires at key transition points.

This evidence feeds 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 learners.

## 6. Provider Access Policy for the Academy

As part of our careers programme a range of colleges, university technical colleges, universities, and other training providers speak to our students about their education and / or training offers.

Our Provider Access Policy sets out our arrangements for managing the access of providers to The Grange Academy. This complies with the school's legal obligation under Section 42B of the Education Act 1997 and the provider access legislation requiring all schools and academies to provide opportunities for a range of education and training providers to access all Year 8-13 students to inform them about approved technical education qualifications and apprenticeships.

### 6a. Aims

Our Academy aims to provide all learners from Year 8 to 13 with meaningful opportunities to explore a wide range of future options.

The policy statement detailed here in **section 6**, aims to set out our Academy's arrangements for managing the access of education and training providers to learners for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a provider who is given access.

As an Academy we aim to:

- Develop knowledge and awareness among our learners of all career pathways available to them, including technical qualifications and apprenticeships.
- Support learners in learning more about opportunities for education and training outside of school, before they make choices about their future options.

- Reduce dropouts from courses and avoid the risk of learners becoming NEET (not in education, employment or training).

### 6b. Learner entitlements

All learners in Years 8-13 are entitled to:

- Find out about further education training, technical education qualifications including T Levels and Higher Technical 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.
- Hear from a range of local providers about the opportunities they offer including technical education and apprenticeships, at options events, assemblies and group discussions and provider fairs.
- Understand how to make applications for the full range of academic, vocational and technical courses.
- Have a minimum of six encounters with providers.

For students at compulsory school age these encounters are mandatory and there must be a minimum of two encounters for Years 8-9 students and two encounters for Years 10-11 students. For students in Years 12-13, particularly those who 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 encounters are timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

These provider encounters must happen for a reasonable period during the standard school day. As a school we can provide complementary experiences but encounters outside of school hours won't count towards these requirements.

We ask each provider to provide the following information for our learners:

- Information about their provision and the approved qualifications or apprenticeships they offer.
- Information about what careers those qualifications and apprenticeships can lead to.
- What learning or training with them is like.
- Answers to any questions from learners.

We are committed to encouraging all learners to make decisions about their futures based on impartial information.

### 6c. Meaningful encounters with providers

Our Academy is committed to providing meaningful encounters for all learners. A meaningful encounter:

- Is where the student can explore what it is like to learn, develop and succeed in that environment.
- Involves meeting both staff and learners/trainees.
- Has a clear purpose.
- Is underpinned by learning outcomes that are appropriate to the needs of the student.
- Involves a two-way interaction between the learner and the provider.
- Includes information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to.
- Describes what learning or training with the provider is like.
- Is followed by opportunities for the learner to reflect on the insights, knowledge or skills gained through the encounter.

### 6d. Opportunities for access

We approach providers directly as well as considering requests from education and training providers to ensure our students understand the full range of technical, vocational and academic routes.

There are several events integrated into our careers programme that offer providers an opportunity to come into our school to speak to students, some of which are outlined in the table below.

| Year | Autumn Term | Spring Term | Summer Term |
|---|---|---|---|
| 7 | • Assembly & Tutor Times | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks | • Assembly & Tutor Times |
| 8 | • Assembly & Tutor Times | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks | • Assembly & Tutor Times |
| 9 | • Assembly & Tutor Times | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks<br>• Year 9 Options Programme | • No encounters – legislation requires encounters to take place by 28 Feb if in Year 9 |
| 10 | • Assembly & Tutor Times | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks | • Assembly & Tutor Times |
| 11 | • Assembly & Tutor Times<br>• Post-16 Transition Programme | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks<br>• Post-16 Transition Programme | • None – legislation requires encounters to take place by 28 Feb in Year 11 |
| 12 | • Assembly & Tutor Times<br>• Post-18 Transition Programme | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks<br>• Post-18 Transition Programme | • Assembly & Tutor Times<br>• Post-18 Transition Programme |
| 13 | • Assembly & Tutor Times<br>• Post-18 Transition Programme | • Assembly & Tutor Times inc. in National Careers & Apprenticeship Weeks<br>• Post-18 Transition Programme | • None – legislation requires encounters to take place by 28 Feb in Year 13 |

Providers can speak to students and / or their parents and carers in school, or students could travel to a provider as part of a school trip.

We will consider requests for live online encounters with providers, which may be broadcast into classrooms or the school assembly hall. We will need to carry out technology checks in advance to make sure systems are compatible.

All enounters with providers are subject to our safeguarding policy see **section 8** of this policy. Providers must present information about their organisation and the qualifications it offers in an impartial way to ensure students make the best choices for themselves.

### 6e. Premises and facilities

The aims, safeguarding and other requirements and logistics of the proposed activity must be discussed, agreed and approved in advance with our Careers Leader.

Depending on the activity, we will make available the main hall, classrooms and / or a private meeting room, AV and, where possible, any specialist equipment providers require to carry out their visit effectively – details will be agreed with the provider. Providers will be met and supervised by a member of school staff.

Providers can give any relevant literature to our Careers Leader who will make it available to students.

### 6f. Management of Provider Access Requests

A provider wishing to request access should contact our Careers Leader to identify the most suitable opportunity. Requests should be sent to:

- Careers Leader: Carlea Previdi
- Email: c.previdi@watford.futureacademies.org
- Tel No: 0208 950 9502 ext. 1735

### 6g. Granting Requests and Refusal of Requests

Our Careers Leader will respond to your request as soon as possible. All requests will be given due consideration by our Careers Leader and Senior Leader with responsibility for careers education.

Each access request will be considered on a case-by-case basis. We will grant access requests where there is opportunity for a positive contribution to our careers programme.

Requests will be considered against our Safeguarding Policy and:

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.

Our Academy's arrangements for managing the access of education and training providers to learners are monitored by our Careers Leader.

### 6h. Previous providers

In previous years the following providers have spoken to our learners:

- Ask Apprenticeships
- West Herts College
- Oaklands College
- University of Hertfordshire

### 6i. Destinations of Year 11 and Year 13 students

25% of our 2024 Year 11 leavers joined our Sixth Form to study A Levels, 17% went on to study at other schools. 50% went to colleges or sixth forms that offered a wider range of qualifications including BTECs and T Levels. The most popular destinations were West Herts College and Oaklands College. 3% went on to apprenticeships.

In 2023/24, 72% of students attended their first-choice university, of which 10% attended a Russell Group university. The remainder of students went into employment, returned for Y14 or took a gap year.

### 6j. Working with parents and carers

We aim to involve parents and carers in our careers programme and welcome their attendance at some of the encounters with providers in school.

We inform parents and carers about upcoming encounters by letter and through the parent bulletin.

If parents and carers would like to speak to the school about encounters with providers or to provide feedback to help improve our careers programme, please contact our Careers Leader, c.previdi@watford.futureacademies.org.

In 2025/26 we will collect feedback from parents and carers in some Year groups via a survey.

## 7. Impact: Monitoring, reviewing and evaluating the careers programme

Our careers programme aims to be outstanding in every Key Stage and to achieve 100% in each of the Gatsby Benchmarks. Our Careers Leader regularly monitors, reviews, and evaluates our careers programme against each of the eight Benchmarks using Compass+, feedback from learners and Academy staff, and our Year 11 and 13 destinations data with the support of the Careers and Enterprise Company, the member of SLT with responsibility for careers education and the Trust's Head of Education Enrichment. This data is then analysed and used to improve the programme and inform planning.

In 2025/26, we will assess the effectiveness of our careers programme by gathering feedback from learners, parents, carers, and staff. This will help ensure the programme is meeting its objectives and guide future improvements to our strategy.

We aim to track students' destinations to ensure the programme supports learners to achieve positive long-term outcomes.

## 8. Links to other policies

This policy links to our Safeguarding and Child Protection Policy which you can find in the policy section of our website The Grange Academy - Policies.

This policy links to other policies which you can find in the policy section of the Trust's website Future Academies - Policies:

- Complaints Procedure and Form.
- Equality Information and Objectives.
- SEND Policy.
- Data Protection and Retention Policies.

## 9. Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure on the Trust's website or directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk.

## Appendix 1: The Gatsby Benchmarks

Secondary schools are expected to use the Gatsby Benchmarks to develop a careers programme that increases opportunities for learners to access everything from experiences of the workplace and personal guidance with a Careers Adviser, to engagement with employers, colleges, training providers and universities. The following has been updated using the Careers guidance and access for education and training providers updated 8 May 2025.

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| **Benchmark 1:**<br>**A stable careers programme**<br>Every school should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies. | • Every school should have a stable, structured careers programme that has the explicit backing of those in governance roles, the Principal, leadership and the senior management team and has an identified and appropriately trained Careers Leader responsible for it.<br>• The careers programme should be tailored to the needs of learners, 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.<br>• The careers programme should be published on the school's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.<br>• The programme should be regularly evaluated using feedback from learners, parents and carers, subject staff and other staff who support learners, Careers Advisers and employers, to increase its impacts. |
| **Benchmark 2:**<br>**Learning from career and labour market information**<br>All learners, parents and carers, teachers and staff who support learners should have access to good quality up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information. | • During each Key Stage or programme of study, all learners should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.<br>• Parents and carers should be encouraged to access and supported to use information about careers, pathways and the labour market and future study options to inform their support of the learners in their care. |
| **Benchmark 3:**<br>**Addressing the needs of each young person**<br>Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, 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.<br>• Schools should keep systematic records of the participation of learners in all aspects of their careers programme, including the individual advice given to each learner, and any subsequent agreed decisions.<br>• For learners who change schools during the secondary phase, information about careers participation and advice given previously should be integrated into a learner's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition.<br>• All learners should have access to these records and use them ahead of any key transition points to support their next steps and career development. |

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| | • Schools should collect, maintain and use accurate data for each learner on their aspirations, intended and immediate education and training or employment destinations to inform personalised support.<br>• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme. |
| **Benchmark 4:**<br>**Linking curriculum learning to careers**<br>As part of the school's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses that are not specifically occupation led. Subject teachers and staff 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 and future career paths. | • Every year, in every subject, every learner 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.<br>• Careers should form part of the school's ongoing staff development programme for teachers, subject staff and all staff who support learners. |
| **Benchmark 5:**<br>**Encounters with employers and employees**<br>Every learner 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 learners' own part time employment where it exists (part-time work can contribute to benchmark 5 but should not replace the need for other meaningful employer encounters). | • Every year, from the age of 11, learners should participate in at least one meaningful encounter with an employer. |
| **Benchmark 6:**<br>**Experiences of workplaces**<br>Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. | • By the age of 16, every learner should have had meaningful experiences of workplaces.<br>• By the age of 18, every learner should have had at least one further experience. |
| **Benchmark 7:**<br>**Encounters with further and higher education**<br>All learners should understand the full range of learning opportunities that are available to them including academic, technical and vocational routes. This should include learning in schools, colleges, Independent Training Providers (ITPs), universities and in the workplace. | • By the age of 16, every learner should have had meaningful encounters with providers of the full range of educational opportunities, including sixth forms, colleges, universities and ITPs.<br>• By the age of 18, all learners who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.<br>• By the end of their programme of study, every learner should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include as appropriate, further education colleges, higher education and ITPs. This should include the opportunity to meet both staff and learners. |

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| **Benchmark 8:**<br>**Personal guidance**<br>Every learner should have opportunities for guidance meetings with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level[1]. These meetings should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners but should be scheduled to meet 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. | • Every learner 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.<br>• Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school website. |

[1] The school should ensure that access to an adviser trained to level 6 in a career development subject is available when needed.