# CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE POLICY

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| **Written by:** | **Amanda Roper - Head of Learning - Sixth Form & Strategic Careers Lead** | | |
| **Approved by:** | Ms Tanya Douglas - Head Teacher | **Date:** | Autumn 2025 |
| | Mrs Tracey Jenkins - Chair of Governors | | |
| **Last reviewed on:** | Autumn 2025 | | |
| **Next review:** | Autumn 2026 | | |

## Introduction

**Statutory guidance published by the government in January 2018 and reviewed in July 2021[1] and May 2025[2] alongside the DfE Careers Strategy (2017) and Gatsby Benchmarks, gives schools a duty to 'secure access to independent careers advice for all year 7-13 pupils' and to present careers guidance 'in an impartial manner' so that they are inspired and motivated to fulfil their potential. The programme we have developed will provide our students with the self-awareness, experience, knowledge and confidence to make informed future choices and to move on successfully within Chace and to other institutions and the world of work.**

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## Principles

At Chace we are committed to providing excellent impartial careers education and guidance to all of our students. Our programme has the intent to provide:

A comprehensive careers programme that provides aspirational and realistic careers goals for all of our students and clearly links curriculum to careers

Broken down, it is designed to:

- promote equal opportunities and in so doing raise the aspirations of our students so that they can have the highest possible expectations of themselves and their future careers;
- make use of our knowledge of students' abilities and interests so that advice and guidance can be personalised, specifically tailored and delivered by the appropriate professionals, both within the school community and from outside;
- provide experience of work and learning experiences within the curriculum which will enable them to understand the skills, knowledge and experience necessary for success within the workplace;
- provide particular and appropriate support for those with special needs or identified as in danger of becoming NEET;
- provide support to students who are moving on from school at 16, 17 and 18 to ensure that they are able to be successful in their transition to other institutions;
- Support students to develop high aspirations and to consider a broad range of career opportunities;
- To inspire students through more real-life contacts with the world of work as well as develop an understanding of how different pathways can take them in different directions in the future.

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1 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

2 https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers

## The Role of the Governing Body

The Governing Body will ensure that the school leadership team are raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential. They should also be ensuring that the head teacher is basing their strategy for advice and guidance in line with the school's legal requirements.

## Life Skills

The careers programme in Life Skills at Key Stage 3 and 4 aims to provide a progression in students' thinking about possible careers and pathways from Year 7 through to Year 11. We also aim to have students consider an initial career plan with the support of their tutor where they can record their possible career interests so that we can tailor individual advice and guidance throughout the student's school career through the Unifrog career online tools and locker.

In Life Skills lessons, students will study a range of topics and will complete activities that will help them produce CVs and letters of application and to practise interview techniques as they explore the world of work. The Life Skills programme follows the spiral curriculum of Unifrog.

At Key Stage 5 all students will participate in Key Skills where they will be looking at careers further as well as the UCAS application process. All students are actively encouraged to complete volunteer hours as well as seek work experience in Year 12. The prefect system also provides opportunities for work experience and offers a wide range of courses.

### The Careers Pathway

The baseline careers offer that every student at Chace can expect to receive, designed in line with the Gatsby benchmarks can be seen in the careers programme in Appendix 1.

### Careers Week, Enrichment Days & Big Bang Careers Fair

The careers programme throughout the year enables all students to encounter employers and further/higher education providers and enables all students to explore a broad range of career options available to them in the future. This is through a hybrid of interactive assemblies, careers-based lessons, form time activities and optional lunchtime and after school workshops. They will also look at the range of routes and pathways into these employment opportunities through fun and interactive question and answer processes. Through the different events and employer encounters, students will be able to network and meet a range of different employers as well as participate in practical activities that they will likely face in the near future.

At the end of the summer term, there is a Big Bang Careers Fair and employer-led careers workshops for Year 8, 9 and 10, run in conjunction with Enfield Town Schools Partnership.

Year 10 also participate in a day of careers workshops with a focus on experience of real life work-based scenario, as well as a virtual work experience opportunity.

All year groups participate in a careers based enrichment day, including trips, challenge days, and careers based workshops.

Further to the careers day and Big Bang events, all students will gain the opportunity to take part in other careers activities. These activities range from College and University taster days through to

employer engagement activities, workplace visits, internships, and work experience.

**Careers and the Curriculum**

Following Gatsby 4, the Chace curriculum has a clear careers link. Each term plan has a clear careers link and subjects are encouraged to use Unifrog to support class and home learning. .

**The Options Process**

Year 9 students will become familiar with the options process during Life Skills lessons and will be helped to make their decisions in various ways. The careers adviser will see all Year 9 students in group interviews with an opportunity for small group or 1-1 sessions where needed. There will be talks about 'new' subjects in assemblies; taster lessons in school time and after school. The 'Planning for the Future' evening provides an opportunity for parents and students to listen to a talk about the options process and to hear presentations about the optional subjects. This is supported through the use of Unifrog. .

**Individual Careers Interviews at KS3**

Before they make their option choices in Year 9, all students will meet the careers adviser for group interviews. There will be an opportunity for small group or 1-1 sessions where needed. However, career interviews will continue for any targeted to the students' with specific individual needs as part of the EHCP and Annual Review Process. The SENCO and her team, as well as parents, will be involved in these interviews. An independent local authority careers adviser will be invited to the Annual Review meetings of students that have an EHCP.

**Individual Careers Interviews and Targeted Advice at KS4**

All Year 10/11 students have access to an impartial careers adviser. Pupil premium students will receive 1-1 careers interviews. All other students are seen in small groups, grouped by average points score. All students have the opportunity to have a 1-1 interview on request, or as needed. This interview helps them look at career opportunities that interest them as well as the career pathways into these specific areas of employment. This is also to help students prepare to transition and gain support in the application process to sixth form or college.

All of these interactions are recorded on Unifrog and are available for teaching staff and students to view and follow up as necessary.

In term 2, all Year 11 students will be mentored by SLT and other experienced volunteers from the school staff to ensure that they are making positive plans into education or training after moving on from school. At part of this students will gain further advice and preparation for interviews as part of their application to further education or training. Parents will be informed about this and students will be seen and given help with any applications as necessary. As a final safeguard against students being left without plans, the HOL will speak to any students and their parents, who are still causing concern after this process.

**Individual Careers Interviews and Targeted Advice at KS5**

All Year 12 students have access to an impartial careers adviser. Pupil premium students will receive 1-1 careers interviews. All other students are seen in small groups, grouped by their average grade. All students have the opportunity to have a 1-1 interview on request. This interview helps them look at career opportunities that interest them as well as the career pathways into these specific areas of employment. This is also to help students prepare to transition and gain support in the application process to higher education, apprenticeships or the world of work.

Students in Year 13 who have not applied for university or who may be in danger of being NEET have a further interview.

Students at the end of these sessions should have a firm and clear career plan. All of these interactions are recorded on Unifrog, and are available for teaching staff and students to view and follow up as necessary.

**Work Experience**

Students in Key Stage 3 have age appropriate workplace encounters, such as Colchester Zoo. The school is currently engaged with the IntoTech programme, which involves workshops, careers insight talks and work experience opportunities.

Year 10 students are all given the opportunity to experience work through virtual work experience placements and workshops with a focus on real life work scenarios.

Work experience is also completed by all year 12 students for one week in the summer term; the majority of students have face-face placements with the remainder following a virtual work experience programme with work experience in school.

Health and Safety checks in accordance with Health and Safety Executive requirements are conducted by Chace Community School.

Students are encouraged to find their own private placements.

The remainder will be found placements at organisations with whom we have contacts. We are able to use our knowledge of students' interests, attainment and personalities to allocate suitable quality placements for our students.

Students on work experience are closely monitored. The employer will be telephoned by a member of staff during the start of the placement and we aim to visit some students as well in the placement. Students are encouraged to complete a log or diary during their work experience. This will enable them to keep a record of the experience.

Unifrog is used to record placements and to ensure all necessary information is collected from employers, parents and students.

**Post – 16 Information Evening for Year 11 Students and Parents**

The Post-16 information evening in November is designed to offer advice and guidance about Chace Sixth Form as well as other opportunities which are available in the local area. Colleagues from other educational establishments as well as other organisations offering apprenticeships are invited to offer advice to students at the taster day.

Local colleges and providers of apprenticeships will be invited to also speak to students throughout their education to help them make an informed choice towards their post 16 studies throughout Key Stage 3-6 (see Appendix 3 the Provider Access Legislation Statement.

## Post – 16 CEIAG

In the Key Skills programme in Year 12, we aim to provide students with the skills necessary to make applications for courses and for jobs – writing CVs, interview technique, writing personal statements. Students will also be encouraged to register with UCAS and write their personal statements and will be guided through the UCAS website. All students are invited to attend a UCAS convention and to attend a university trip. In addition to this students are encouraged to apply for summer schools and study days at universities all over the country. For students interested in applying to the top universities, we organise talks and a workshop in school. Students can also visit Oxford University. Talks on student finance are also offered. University open days are publicised in the sixth form area and many students attend these.

Advice and guidance is also offered on the range of apprenticeships available, including workshops, workplace visits, assessment centre preparation and assemblies/presentations from apprenticeship providers.

During Year 13 students are guided in their applications for higher education by their form tutors, the head of sixth form and the member of staff who is an expert in this area. They are given help in choosing suitable courses and in compiling their personal statements.

Students who do not wish to attend higher education will be guided in applications for apprenticeships or for work, but all students are made aware of the range of post-18 options available to them. Careers mentoring is available through Brightside Mentoring.

Throughout Year 12, we monitor student progress and identify, as early as we can, any students who might be at risk of failure at the end of Year 12 or for whom progression to year 13 might not be the best course of action. In these cases, we will see parents and students and offer advice and guidance on next steps.

### Working with the Local Authority

The Local Authority maintains a statutory duty to provide advice and guidance to students with a Statement of Special Educational Need and to those at risk of becoming NEET (Not in Education, Employment or Training). We work with the Learning Difficulties/Disabilities Team and the Learner Progression Team at the Local Authority to provide the best help and support to these groups of students.

Students at risk of being NEET can be highlighted at an early point through use of Unifrog data, and the Year 11/13 support that is in place.

### Monitoring and Reviewing Careers Provision

When monitoring the success of the careers programme, the school considers formal and informal. measures, qualitative and quantitative data and hard and soft outcomes for students.
The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, career day activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the life skills programme

- student destination figures post-16 and post-18
- Interactions on Unifrog mapped against Gatsby benchmarks
- Use of the Compass audit
- Use of the Future Skills Questionnaire across year groups.
- Review of the destinations data

A review process will take place each year. Information about destinations and students who remain NEET, which is provided by the LA, will also inform our review process. The CEIAG offer is adapted according to the review to ensure that the support remains relevant and impactful to students.

**This policy is monitored and reviewed every two years by SLT and Governors through the Governors' Teaching and Learning Committee.**

**This Policy should be read in conjunction with the Spiritual, Personal and Social Development and Equality Policies.**

Appendix 1 - Full breakdown of CEIAG programme

# Chace Careers Programme

## 2025/26

***Careers Education, Information, Advice and Guidance*** (CEIAG) at Chace seeks to holistically prepare students for their future. It is a comprehensive careers programme that provides aspirational and realistic career goals for all of our students, and clearly links curriculum learning to careers. We seek to provide students with the knowledge and experience to make informed decisions for their future choices in the workplace, higher education or training.

To achieve this aim, we follow the Gatsby Benchmarks of Good Careers Guidance framework to develop and improve our careers provision. The programme has been extensively reviewed in the summer of 2025 to ensure compliance with the updated benchmarks.

**The eight Gatsby benchmarks of Good Career Guidance are:**

1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each pupil

4. Linking curriculum learning to careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

## Whole school Overview

| GATSBY BENCHMARKS | STABLE CAREERS PROGRAMME | LEARNING FROM CAREER & LABOUR MARKET INFO | ADDRESSING THE NEEDS OF EACH PUPIL | LINK THE CURRICULUM | ENCOUNTERS WITH EMPLOYERS | EXPERIENCES OF WORKPLACES | ENCOUNTERS WITH FURTHER & HIGHER EDUCATION | PERSONAL GUIDANCE |
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| **ALL** | The school's ambition is to ensure that all students leave equipped with the skills and knowledge to reach their next stage of development.<br><br>This will be achieved through a varied careers programme. | All students will be taught about career paths and the current labour market trends to inform their own decisions.<br><br>The Unifrog platform is used throughout the school.<br><br>Parents will be encouraged to support their children through our website, the Unifrog platform, newsletters and promotion of careers events and opportunities on | Our ambition is to raise aspirations of all our students including SEN students.<br><br>We will keep track of any agreed decisions and advice given.<br><br>This will be done through the Unifrog platform, Life Skills curriculum, Enrichment Days and our annual Careers Week.<br><br>The Jack Petchey Foundation Awards recognise the holistic | All students will be provided with information on how the different subjects enable students to gain a wider choice of careers, including STEM.<br><br>There is a Big Bang STEM careers fair and employer-led workshops for Year 8, 9 & 10.<br><br>All students will be made aware of how employability skills | All students will have opportunities to link with employers primarily through our Enrichment Days and our annual Careers Week.<br><br>Every year group will have at least one assembly led by an employer.<br><br>Years 8, 9, 10 and 12 encounter employers through the Big | Students in Year 12 will either have a one-week in-person work experience or, where this is not possible, access to a virtual work experience opportunity.<br><br>They will also be encouraged and supported to take an active role in volunteering in their communities.<br><br>All Year 10 students will participate in work experien | Year 9 and 11 students will have various taster lessons or taster days linking to their subjects.<br><br>They will visit colleges and universities throughout their study years, including a trip to Cambridge University for targeted students. All of Year 9 and all of Year 12 visit a university or college. Students research and choose the trip that they want to attend.<br><br>Assemblies focusing on colleges | All Year 10/11 and Year 12 students will be offered careers interviews with an impartial careers advisor, either 1-1 or in small group settings.<br><br>All of Year 9 students will have the opportunity to see the careers advisor to discuss transition to KS4.<br><br>All students will be asked to create an online profile, linking to future career and subject choices, on the |

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| | | social media.<br><br>Careers links are built into lessons, including application of the labour market to the curriculum. | achievement and progress of selected students.<br><br>Our scheme of learning in KS5 Key Skills utilises Unifrog, including a focus on personal development, CV writing and job interview skills.<br><br>All year 12 students participate in the Talk About the Future workshop. Year 7 participate in Talk about Transition.<br><br>Students receive tailored information through Unifrog and personalised guidance through the careers | link to their learning across the curriculum.<br><br>There are various trips across the Key Stages that enhance the curriculum and link to careers, including a university or college trip for all Year 9 students.<br><br>Post-16 students attend a higher education fair and a university/college trip | Bang STEM careers fair and workshops.<br><br>Several year groups participate in challenge days.<br><br>Year 8 students participate in a Food Challenge Day, focusing on key skills. They also participate in a trading game, encountering workers in the charity sector.<br><br>Year 10 students take part in a tyre enterprise challenge.<br><br>Talks and seminars by visiting | ce workshops in the summer term, encountering a variety of employers.<br><br>They also participate in virtual work experience programmes.<br><br>Key Stage 3 students participate in employer encounters, including the Into Tech Scheme. | and universities are offered in Year 9 and 12.<br><br>All of Year 12 are invited to attend a higher education fair and the vast majority do attend.<br><br>They will also have access to Careers Advisor meetings as well as up to date resources. They will also have the opportunity to learn about further and higher education opportunities through guest speakers.<br><br>Year 13 students meet with universities as part of the UCAS process. Year 11 students have the opportunity to participate in workshops from local | Unifrog platform.<br><br>All students will be encouraged to add to their Student Locker on Unifrog to record their experiences and guidance.<br><br>By the end of Key Stage 4, every student will have a linked staff member to support them with planning their future goals and transition to post 16 options.<br><br>All EHCP students will have a bespoke careers meeting at key transition points.<br><br>They will also have a range of |

## Year by Year Overview

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| **Year 7** | ● All students create an online profile, linking to future career and subject choices, on the Unifrog platform. There are activities to explore throughout the year in form time and through Google Classroom.<br>● Students develop essential skills through taking short lessons in form time following the Unifrog curriculum.<br>● The whole year group participates in the Careers Week, including assembly and employer encounters such as the NHS.<br>● Students participate in an oracy workshop, building communication skills. |
| **Year 8** | ● All students continue to interact with the Unifrog platform, and add career experiences to their locker.<br>● CEIAG is incorporated into the Lifeskills curriculum.<br>● The whole year group participates in the Careers Week, including an assembly employer encounter, focusing on STEM.<br>● All students participate in 2 challenge days building essential skills and encountering employers and volunteers.<br>● Selected students receive focused careers support through in-school interventions.<br>● All students visit Colchester Zoo, focusing on the range of careers working with animals.<br>● All students attend the Big Bang STEM careers fair and workshops. |
| **Year 9** | ● All students continue to interact with the Unifrog platform, adding career experiences to their locker, with a focus on choosing options linked to future career goals<br>● CEIAG is incorporated into the Lifeskills curriculum with a focus on choosing options linked to future career goals.<br>● The whole year group participates in the Careers Week, including assembly employer encounters focusing on colleges and universities.<br>● All students have the opportunity to attend the Big Bang STEM careers fair and workshops.<br>● STEM ambassadors support with the delivery of the Big Bang STEM careers fair and workshops for Year 6 students.<br>● All students are involved with the First Give programme.<br>● Group interviews with the careers advisor to support the options process.<br>● Selected students attend a university trip.<br>● All students attend a university or college trip.<br>● Students have opportunities to learn about apprenticeships through Life Skills and enrichment day workshops. |
| **Year 10** | ● All students continue to interact with the Unifrog platform, adding career experiences to their locker, with a focus on preparing for post 16 choices.<br>● Various Key Stage 4 courses link to CEIAG through the specification, as well as ongoing employability skills development.<br>● CEIAG is incorporated into the Lifeskills curriculum with a focus on post 16 choices.<br>● The whole year group participates in the Careers Week, including a HE/FE assembly and encounter focusing on apprenticeships.<br>● Participation in the Big Bang STEM careers fair and workshops.<br>● All students have the opportunity to participate in work experience workshops with a variety of employers.<br>● Selected students attend trips, such as to the Toni and Guy Academy<br>● Students participate in virtual work experience.<br>● Many students see the careers adviser. |
| **Year 11** | ● All students continue to interact with the Unifrog platform, adding career experiences to their locker, with a focus on preparing for post 16 choices.<br>● Various Key Stage 4 courses link to CEIAG through the specification, as well as ongoing employability skills development.<br>● CEIAG is incorporated into the Lifeskills curriculum with a focus on post 16 choices. |

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| | ● The whole year group participates in the Careers Week, including a STEM assembly/employer encounter.<br>● Every student has an interview with a member of SLT or the sixth form team.<br>● Year 11 students are prioritised for employer and workplace encounters.<br>● Every student has access to the careers advisor either 1-1 or in small groups. |
| **Year 12** | ● There is a clear careers programme delivered through key skills that incorporates CV building, employer encounters and preparation for post 18 options.<br>● All students use Unifrog to research careers and employment opportunities.<br>● The majority of students participate in a one week work experience programme and the remainder complete a virtual work experience placemen and work experience in school.<br>● Students continue to access Unifrog and are encouraged to use the locker to build up their CV and prepare to write their personal statement.<br>● All students are given the opportunity to visit the North London Higher Education Fair.<br>● All students visit a university or college.<br>● Post 16 students are prioritised for employer and workplace encounters; they encounter a wide range of employers and opportunities.<br>● All Year 12 students are encouraged to volunteer in the school or wider community.<br>● Participation in the Big Bang STEM careers fair and workshops.<br>● The whole year group participates in the Careers Week, including employer and HE encounters.<br>● Students have access to apprenticeship opportunities.<br>● Every student has access to the careers advisor either 1-1 or in small groups.<br>● All students participate in the Talk about the Future course, meeting with professionals to build confidence in oracy and interview preparation.<br>● Students have access to apprenticeship opportunities, including Amazing Apprenticeships.<br>● Students encounter a range of employers and HE providers through the Chace + programme.<br>● Students have the opportunity to have a careers mentor through Brightside Mentoring. |
| **Year 13** | ● There is a clear careers programme delivered through key skills that incorporates CV building, employer encounters and preparation for post 18 options<br>● Students visit subject-specific university days and trips in person or virtually.<br>● Post 16 students are prioritised for employer and workplace encounters.<br>● There is a rigorous programme to support students through their UCAS application and assist them with other post 18 options such as apprenticeships.<br>● Attendance of university open days<br>● The whole year group participates in the Careers Week, including employer and HE encounters.<br>Students in danger of being NEET are prioritised for careers support from the careers advisor and pastoral team. They are also offered a careers mentor through Brightside Mentoring.<br>● Students have access to apprenticeship opportunities.<br>● Year 13 students meet with universities as part of the UCAS process.<br>● Students participate in work ready workshops, such assessment centre preparation. |

**Key Staff Linked to CEIAG**

Named members of staff have responsibilities for CEIAG at Chace:

Strategic Careers Lead - Amanda Roper. The Strategic Careers Advisor has oversight of the careers programme and ensures that it is compliant with statutory requirements, as well as being aspirational for all students.
Governor link - Tracy Jenkins. They take a strategic interest in CEIAG and encourage employer engagement.

Careers Coordinator - Anna Abeli. The Careers Coordinator leading, managing, developing and improving the careers provision offered at Chace. They oversee the implementation and organisation of the careers programme.[3]
Careers Adviser - our impartial careers adviser offers impartial careers advice, recording all interactions with students on Unifrog.

**Monitoring and Reviewing Careers Provision**

When monitoring the success of the careers programme, the school considers formal and informal. measures, qualitative and quantitative data and hard and soft outcomes for students.
The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, career day activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the life skills programme
- student destination figures post-16 and post-18
- Interactions on Unifrog mapped against Gatsby benchmarks
- Use of the Compass audit
- Use of the Future Skills Questionnaire across year groups.
- Review of the destinations data

A review process will take place fully each year, with regular reviews after key events and data collections..  Information about destinations and students who remain NEET, which is provided by the LA, will also inform our review process. The CEIAG offer is adapted according to the review to ensure that the support remains relevant and impactful to students.

[3] https://docs.google.com/document/d/18MfUBAqeUYfBzIGq-b5FTWR7oWb33Ycp/edit#heading=h.gjdgxs

Appendix 2 - Provider Access Policy Statement

## Provider Access Policy Statement

Chace Community School: Provider Access Policy Statement
(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)
Ownership: Chace Community School
Date updated: July 2025

**Rationale**

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

**Commitment**

Chace Community School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships.

Chace Community School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
Chace Community School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

**Aims**
Chace Community School’s policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

**Student Entitlement**

Chace Community School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through Enrichment Days, trips and assemblies, which will be compulsory. We will continue to offer a range of optional activities and employer encounters as part of our careers programme and pathway.

**Development**

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Amanda Roper and Tanya Douglas) based on current good practice guidelines by the Department for Education.

**Links with other policies**
It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

**Equality and Diversity**
Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships.Chace Community School is committed to encouraging all students to make decisions about their future based on impartial information.

**Requests for access**

Requests for access should be directed to Amanda Roper, Strategic Careers Lead.

Amanda Roper may be contacted by telephone on 02083637321 or by email aroper@chace.enfield.sch.uk or careers@chace.enfield.sch.uk.

Alternatively, Anna Abeli, Careers Coordinator,can be contacted by email by telephone on 02083637321 or by email aabeli@chace.enfield.sch.uk.

**Grounds for granting requests for access**
Access will be given for providers to attend during school assemblies, timetabled lessons, enrichment days and Careers or Raising Aspirations events that Chace Community School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Chace Community School.

Chace Community School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Chrome book access can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff who will facilitate.

**Live/Virtual encounters**

Chace Community School will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

**Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers. Events will continue to be promoted through social media and the parent bulletin.

**Management**

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

**Complaints Procedure**

Any complaints about this policy should be raised to Amanda Roper: aroper@chace.enfield.sch.uk

Amanda Roper will raise the complaint to Tanya Douglas Headteacher, Chace Community School.

**Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the SLT.

**Policy Coordinator**: Amanda Roper
**Policy Reviewed**: July 2025

**Appendix**
Providers who have been invited into Chace Community School to date include:

Access Creative College
ASK Apprenticeships
Barnet and Southgate College
Big Creative Education
Bodens
Capel Manor College
Capital City College
First Rung
Hertford Regional College
IBM
Investment 20/20
London Fire Brigade
London Metropolitan University
Metropolitan Police Service
Royal Air Force
Royal Free London NHS Foundation Trust
Royal Opera House

Royal Veterinary College
RSPCA
University of Hertfordshire
Winchmore Brickwork Group

2025/2026 PAL Programme is included below. Please see the Careers Programme for the full careers and curriculum offer for all of our students.

| Key Stage | Year Group | Encounter Details | Date |
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| Key Stage 3 | Year 7 | Unifrog workshop<br><br>Talk The Talk - Talk About Transition<br><br>Employer/FE encounter - focus on apprenticeships | Autumn Term<br><br>Autumn Term<br><br>Spring Term |
| | Year 8 | Engage trading game workshop<br><br>Trip with careers focus - Colchester Zoo<br><br>Employer/FE encounter - focus on apprenticeships<br><br>Big Bang Careers Fair<br><br>The Food Challenge | Autumn Term<br><br>Spring Term<br><br>Spring Term<br><br>Summer Term<br><br>Summer Term |
| | Year 9 | First Give<br><br>University/College trip for all students - University of Hertfordshire/Capel/Capital City College<br><br>Assembly from local FE college discussing T Levels and Apprenticeships<br><br>Big Bang Careers Fair | Autumn Term<br><br>Autumn Term<br><br>Spring Term<br><br>Summer Term |
| Key Stage 4 | Year 10 | The Tyre Challenge<br><br>Assembly from local FE college discussing T Levels and Apprenticeships<br><br>Big Bang Careers Event | Autumn Term<br><br>Spring Term<br><br>Summer Term |

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| | | Careers Day - work experience workshops including FE colleges and apprenticeship providers | Summer Term |
| | Year 11 | Investment 20/20 workshop<br><br>Encounter with Capital City College and Barnet & Southgate College as part of Sixth Form Taster Day<br><br>Assembly on apprenticeship options | Autumn Term<br><br>Autumn Term<br><br>Spring Term |
| Key Stage 5 | Post 16 | A range of support is in place to support post 18 options, including:<br><br>Apprenticeship Evening<br><br>Talk The Talk - Talk About The Future<br><br>Higher Education Search Fair for the whole of Year 12, including apprenticeships<br><br>Amazing Apprenticeship workshops (new provider TBC)<br><br>Personal statement writing workshop<br><br>Preparation for interview workshop , provided by Invest 2020<br><br>UCAS/next steps<br><br>Sharing of available opportunities and events | <br><br>Y12 - Autumn Term<br><br>Y12 - Autumn Term<br><br>Y12: Spring Term<br><br>Y12 - TBC<br><br>Y12: Spring Term<br><br>Y12: Spring Term<br><br>Y13 - Autumn Term<br><br>Y12-Y13 Ongoing |