

**NORTHFLEET SCHOOL FOR GIRLS
CO-OPERATIVE LEARNING TRUST**

POLICY ON

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

(including Provider Access Policy)

Date of Policy:	February 2021
Member of staff responsible:	Mrs R Broadley
Reviewed:	February 2021
Ratified by Governors:	
Next Review Date:	February 2023

Rationale for Career Guidance

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal Careers Guidance from a qualified adviser

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix 2.

The programme should also be regularly monitored, reviewed and evaluated using Compass self-audit tool and feedback from stakeholders. Student voice will also be important to ensure they believe they have access to good quality careers provision.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning. At Northfleet School for Girls careers provision is an important aspect of our Dream Big Agenda (see Appendix 4).

Aims

Careers Guidance supports the school's overall vision through alignment with the School's Vision, Values and Aims. Through careers and work-related activities and employer interventions it will also:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the student
- encourage students to develop high aspirations and consider a broad and ambitious range of careers
- work alongside the core curriculum to link subjects to potential careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage students to see career development as a life-long process
- aim to keep the recorded NEET % below the set maximum threshold of 2%

Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in Career Guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website.

Role of the Governing Body

In line with Section 42A of the Education Act 1997, our advisory body must:

- Ensure all registered students of the school are provided with independent Careers Guidance from year 8 onwards
- Ensure Careers Guidance is presented in an impartial manner
- Ensure Careers Guidance includes information on the range of education or training options
- Ensure Careers Guidance promotes the best interest of the students to whom it is given
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all students from Year 8 onwards, to ensure students are aware of the routes available to them at transition

The Governing body have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. There is an appointed governor to take a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the Governing Body. The Governing Body should engage with their Careers & Enterprise Company Enterprise Advisor, who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- SEND
- Safeguarding
- Child Protection
- Health and Safety
- Equality
- School Improvement plan

Commitment

Careers Guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school.

Organisation, management and staffing

All staff contribute to Careers Guidance through their roles as tutors and subject teachers. The careers provision is managed by the SLT lead for Careers Guidance, and a careers team who have specific roles:

Mrs Rebecca Broadley, Assistant Head: responsible for strategic planning and monitoring Careers Guidance provision and transition across the school

Mrs Louise Iliffe, Careers Advisor: responsible for provision of the Careers programmes across the school, coordinating and providing 1:1 Careers Guidance meetings

Mrs Lisa Stibbons, PSHE Coordinator: leads the delivery of PSHE across all year groups

Mrs Emma Wright, Dream Big and WEX Co-ordinator: Supports the delivery of Dream Big, co-ordinates WEX in year 10 and further bespoke programmes, support for KS3 students in researching careers.

Mrs Nicole Goodyer, Sixth Form Progression Leader: Supports applications at transition points, support for Dream Big in the Sixth Form, WEX co-ordinator for year 12, support for KS5 students in researching careers.

A designated careers-link Governing Body Member, Mrs Nicola Mottram, has responsibility for overseeing the quality of the Careers Guidance provision. The school works with an Enterprise Advisor, Mr Tunde Obasola on matters relating to strategy support, employer engagement work and employability skills, and is also supported by an Enterprise Coordinator from the Careers and Enterprise Company.

Staff development and CPD

Staff within the careers team are CDI members, both are qualified to Level 6 in Careers Guidance and Development, and have access to and participate in training as and when required and appropriate. They also identify networking opportunities through stakeholder meetings, workshops, conferences etc. For tutors and subject teachers, training needs are identified and delivered by a competent party when necessary. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff when appropriate.

The Careers Advisor takes an active role in sharing opportunities with Subject Leaders in order to promote Careers in the Curriculum.

Resources

The school will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD opportunities and commissioning of external sources
- Adequate staffing with appropriate training
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

The budget is set annually following a spending review between Careers Advisor, SLT lead for Careers Guidance and the Finance Team.

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- PSHE lessons in years 7-11, this includes topics such as matching your skill set to different employment sectors, development of work place skills and support with finding educational placements post 16
- In the Sixth Form the Next Steps programme continues to develop employability skills and provide information about options post 18.
- Dream Big Programme- across the year there are five drop down days which develop five core attributes that enable students to become effective learners – skills that will continue to give them an edge in the work place. Many of these will also link directly to the Gatsby Benchmarks. In addition to this more bespoke programmes will be developed with employers and local education providers to raise aspirations and support attainment of particular groups (HAPS/ PPG/ SEN).
- Assemblies across the school will ensure students are aware of the support, information and guidance available to them at the school and will include topics to raise aspirations and open discussions about what to do in the future.
- All subject curriculums should include reference in SOWs to career pathways and opportunities in this sector. These should be shared with students in every year group at the start of the year.

- In addition, Year 9 is a transition year into GCSEs and so should include a range of encounters with employers, further and higher education providers and trips that include experiencing these careers in action.

See Appendix 5 for more details.

Careers, Employability and Enterprise learning curriculum (see Appendix 3) should meet the following learning outcomes:

- **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self improvement as a learner

- **Learning about safe working practices and environments**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments

- **Developing career management and employability skills**

- Making the most of guidance and support
- Preparing for employability
- Showing initiative and enterprise
- Developing personal financial capability
- Identifying choices and opportunities
- Planning and deciding
- Handling applications and interviews
- Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- **Access to a qualified specialist source of impartial Careers Guidance.** The Careers Advisor should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8-11 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as, National Careers Service and Amazing Apprenticeships

Vulnerable Groups

The school recognises those students who have specific needs and will tailor any Careers Guidance provision accordingly. Staff dealing with these groups work closely with the careers team and external agencies to ensure every student is provided with the support they need in a way they can understand.

Engagement

Employer engagement is proven through research as a way of raising aspirations, opening up opportunities and providing solid Careers Guidance for students. The school has a full and varied employer engagement programme which can be adapted each year to meet the changing needs of students and the local labour market.

Employers are identified through a range of methods – local knowledge from the careers team, use of parents and the Alumni, close liaison with the school's Enterprise Advisor and Enterprise Coordinator, and other networking opportunities.

Employers engage with students in a range of ways through the Dream Big Programme – assemblies, industry-focused workshop sessions, enterprise days, curriculum learning, site visits, and providing WEX placements. Alumni are used whenever possible to help reinforce the message behind each activity.

Outcomes: monitoring, review and evaluation

Activities in the careers programme and overall delivery of the careers provision will be monitored, reviewed and evaluated throughout the year in order to drive continual improvement and strive to consistently meet the aims of the programme.

Methods used will include student Careers audit, parent surveys, staff and employer feedback, destination data analysis, student aspiration monitoring and the use of benchmark tools, such as the Gatsby Benchmarks and use of the Compass audit.

Partnerships & Stakeholders

The policy recognises the range of partners that support the careers provision within our school. These include:

- The Education People County Council in respect of their provision of Destination Data and their Transition Team in provided specialised support for a targeted group of students
- The Careers and Enterprise Company provide a brokerage role between businesses, education and training providers in order to facilitate student experiences
- Liaison with all local post 16 providers and higher education institutions
- Local businesses and employers, supported through the Northfleet Angels Initiative
- Training providers to help deliver specialist support, such as Speakers for Schools, AIM Apprenticeships, Construction Youth Trust.

Engaging with Parents / Carers

Our parent surveys that are given out at parent's evening include questions about the quality of Carers provision at NSfG, this is a useful indicator of the impact of careers provision and also on the visibility of the carers programme.

Communication

An effective communication plan is required to ensure students, parents, employers and other partners are fully aware of the school's careers provision. This is achieved through:

- Email/letters
- Assemblies
- Use of the Dream Big Passport to opportunities, encourage uptake and track engagement.
- Careers website
- Parents/Information Evenings, including the opportunity to book appointments with a Careers Advisor.
- Social Media
- Newsletters
- Face to face meetings

The school is required to publish a Provider Access Statement which sets out our arrangements for allowing any education provider wishing to inform students about all pathways available to them. This statement is on the school's careers website and also attached at the end of this policy.

Policy Review

Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the School to reflect changes in supporting advice/guidance.

Appendix 1: Learners' Entitlement

A statement for students about what they can expect as part of the offer.

Your Careers, Employability and Enterprise programme will help you to:

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

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained professional within school
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

Appendix 2: The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Appendix 3: The CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for Developing careers provision.

A. Developing yourself through career and work-related learning education Elements of learning	KS3	KS4
A1. Self-awareness	Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you
A2. Self-determination	Be able to focus on the positive aspects of your wellbeing, progress and achievements.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
A3. Self improvement as a learner	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
B1. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed.	Discuss the skills involved in managing your own career
B2. Investigating work and working life	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
B3. Understanding business and industry	Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure success
B4. Investigating jobs and labour market information	Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning
B5. Valuing equality, diversity and inclusion	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
B6. Learning about safe working practices and environments	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
C1. Making the most of careers, information, advice and guidance	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital

	careers information, advice and guidance service	careers information, advice and guidance services
C2. Preparing for employability	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability
C3. Showing initiative and enterprise	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career

Appendix 4: Dream Big Programme Overview

1. What is the Dream Big Programme?

The dream big programme is a co-ordinated series of activities across every students' career in our school which;

- Identifies their talents, interests and abilities from the moment they join our school
- Ensures that each student has a bespoke plan to make the most of school opportunities and develop a well-rounded, ambitious learner who achieves aspirational qualifications (link to the definition of the Dream Big Learner)
- Identifies the key skills and attributes we expect of learners at each stage of their career in the school and ensures this builds to create the 'Dream Big Learner' by the time they take qualifications
- Ensures that all activities within the school are co-ordinated to build towards developing proactive and successful learners
- Develops students to continue being successful after they leave the school, with a key focus on developing leaders of the future

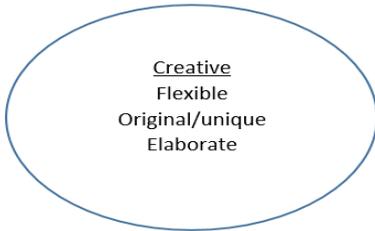
How will this look in reality?

- Students will undertake an audit which identifies their aspirations, talents, interests and potential contributions to the school community
- Students will, with the help of a coach, formulate a yearly plan utilising the opportunities on offer across the school and outside (out of school clubs/challenges)
- The school will create a co-ordinated plan of dream big activities which show how we deliver the programme and what is expected of students in each year group. Students will show how they will involve themselves in this plan – seeing the bigger picture
- There will be coaching (Base leader plus others and regular drop down sessions where students evaluate their progress, celebrate achievements and receive input in areas such as careers, resilience, study skills, team work, proactivity and leadership)
- There will be 'Dream big' benchmarks and awards/Certificates (Bronze/Silver/Gold) in each year

2. The Dream Big Learner

The **Dream Big Ideal Learner** will be **proactive** in challenging themselves in all aspects of school life, **taking ownership** of their learning and personal development; they will have a **"can do"** attitude. They will be **resilient** and willing to **take risks**, accepting that **making mistakes** is part of their learning process. They will **persevere** and display **determination** when tackling challenges. They will be **creative** and **confident** in their approach to problem solving, developing **unique** and **original** ideas. The ideal learner will be a person who recognises the importance of **working together** in dreaming big. They will work well as part of a **team**, **respecting difference** and **supporting others** in achieving excellence. They will be **balanced**, **open-minded** and willing to **contribute** positively to, and consider opportunities within, the **local** and **wider world**.

**DREAM BIG IDEAL LEARNER
ATTRIBUTES**



Appendix 5: Whole School Careers Plan 2020-2021

YEAR	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	TERM FIVE	TERM SIX
7 EXPERIENCE	<p>ASSEMBLY: Introduction to the students' career journey at NSFG. Start of the student portfolio. Careers audit based on Benchmarks</p> <p>SUBJECT: Introduction to content/skills/attributes and careers in individual subjects</p> <p>DREAM BIG: Developing good working habits i.e. time management</p>	<p>DREAM BIG: Developing employability skills – team work.</p>	<p>ASSEMBLY Habits for Success – led by year 12.</p> <p>BASE TIME: Personality Test</p> <p>DREAM BIG: Careers carousel introducing different careers and meeting employers.</p>	<p>DREAM BIG: Debating workshop, engaging with current affairs and developing skills for effective communication and teamwork.</p>		<p>BASE TIME: Real Game</p> <p>Careers Audit</p> <p>Review of the Dream Big Portfolio and skills developed</p> <p>DREAM BIG: exploring subject related careers/sessions</p> <p>CAREERS ADVISOR: 1-1 or small group support targeted at particular groups i.e. SEN/ PPG/ HAPS</p>
	<p>ENCOUNTERS:</p> <p>At least one aspirational and one career based trip or visit to take place across the year.</p> <p>Throughout the year opportunities shared with students via the weekly Dream Big Challenges, this includes activities linked to different careers (STEMfest), webinars and competitions.</p>					

YEAR	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	TERM FIVE	TERM SIX
8 BROADEN AND APPLY	<p>ASSEMBLY: Your Careers Journey in YEAR 8.</p> <p>PSHE: START Profile</p> <p>SUBJECT: Content/skills/attributes and careers in individual subjects</p> <p>DREAM BIG: Team building Developing employability skills – how to make yourself stand out in the employment market.</p>	<p>DREAM BIG: Research into local employment opportunities. Introducing further and higher education options in local area.</p> <p>PSHE: START profile</p>	<p>BASE TIME The World of Work</p> <p>SUBJECT: Where does this subject take me? Careers lesson as part of the curriculum.</p> <p>DREAM BIG: Options tasters</p> <p>CAREERS ADVISOR: Appointments at parents evening</p> <p>1-1 or small group support targeted at particular groups i.e. SEN/ PPG/ HAPS</p>	<p>BASE TIME Support with Options picking START Profile</p> <p>DREAM BIG: Entrepreneurship Dragons Den style activity with opportunities to work with local employers.</p>		<p>BASE TIME: Careers Audit</p> <p>Review of the Dream Big Portfolio and skills developed</p> <p>DREAM BIG: Community projects, developing employability skills and working with employers and organisations in the local area.</p>
	<p>ENCOUNTERS: At least one aspirational and one career based trip or visit to take place across the year.</p> <p>Throughout the year opportunities shared with students via the weekly Dream Big Challenges, this includes activities linked to different careers (STEMfest), webinars and competitions.</p>					
YEAR	TERM ONE	TERM TWO	TERM THREE	TERM FOUR	TERM FIVE	TERM SIX

<p>9 TRANSITION</p>	<p>ASSEMBLY: Your careers' journey in YEAR 9</p> <p>BASE TIME: Employability skills</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas.</p> <p>This includes visits to and from employers and universities.</p> <p>DREAM BIG: Building resilience and managing stress</p> <p>CAREERS ADVISOR: 1-1 or small group support targeted students that are identified as needing support with transition.</p>	<p>BASE TIME: Employability skills</p> <p>DREAM BIG: Masterclasses including workshops linked to future employment. Working with employers and universities.</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas.</p>	<p>ASSEMBLY: Bespoke career talks for different cohorts.</p> <p>BASE TIME: Employability skills</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas. This includes visits to and from employers and universities.</p> <p>DREAM BIG: University visit Work experience visits</p>	<p>BASE TIME Employability skills</p> <p>DREAM BIG: STEAM Careers Day</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas. This includes visits to and from employers and universities.</p>	<p>BASE TIME Employability skills</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas. This includes visits to and from employers and universities.</p>	<p>BASE TIME Employability skills (competitive edge)</p> <p>Careers Audit</p> <p>Review of the Dream Big Portfolio and skills developed</p> <p>DREAM BIG: Culture and Diversity Day</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas. This includes visits to and from employers and universities.</p> <p>Careers Audit</p>

	ENCOUNTERS:					

Across this year SOW should allow opportunities to engage with how the subject links to the world of work and career prospects. This should take place through going beyond the curriculum i.e. trips, visits from employers and universities and opportunities to develop cultural capital and deeper knowledge and understanding of the subject.

Throughout the year opportunities shared with students via the weekly Dream Big Challenges, this includes activities linked to different careers (STEMfest), webinars and competitions.

<p>10 MASTERY</p>	<p>ASSEMBLY: Your careers' journey in YEAR 10</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas.</p> <p>DREAM BIG: Model UN – developing skills to work collaboratively and engage with real world issues.</p> <p>CAREERS ADVISOR: 1-1 or small group support targeted particular groups i.e. SEN/ PPG/ HAP</p>	<p>PSHE: Work experience support. Matching aspirations to placements.</p> <p>DREAM BIG: Understanding different routes into industries i.e. apprenticeships, school leavers and university.</p> <p>WORK EXPERIENCE: Bespoke work experience offered through Northfleet Angels and local businesses.</p>	<p>CAREERS ADVISOR: Careers Advisor at parent's evening Careers guidance 1:1 or small group interviews. Students to be referred view CL. Support with securing work experience placements.</p> <p>DREAM BIG: Working with UCA to develop an Arts project.</p>	<p>DREAM BIG: The Apprentice. Students take part in a competition based around employability skills. Working with employers, local businesses and post 16 providers.</p> <p>CAREERS GUIDANCE: 1:1 or small group interviews. Support with securing work experience placements.</p>	<p>CAREERS GUIDANCE: Careers guidance 1:1 or small group interviews</p> <p>ASSEMBLY: Motivational, where do you see yourself this time next year?</p>	<p>WORK EXPERIENCE placements.</p> <p>DREAM BIG: taster courses/NSFG KS5</p> <p>CAREERS GUIDANCE: Careers guidance 1:1 interviews</p> <p>Review of the Dream Big Portfolio and skills developed</p>
<p>ENCOUNTERS:</p> <p>Throughout the year opportunities shared with students via the weekly Dream Big Challenges, this includes activities linked to different careers (STEMfest), work experience placements and webinars.</p> <p>Subject leaders to provide cultural capital challenges to increase understanding of subjects and allow students to go beyond the curriculum.</p>						

<p>11 MASTERY</p>	<p>ASSEMBLY: Your careers' journey in YEAR 11</p> <p>CAREERS ADVISOR: Careers advisor at parents evening</p> <p>Continued targeted 1:1 or small group career guidance</p> <p>DREAM BIG: Introduction to the Sixth Form at NSfG.</p> <p>SUBJECT: Curriculum subjects develop opportunities to understand links to industry and careers within their areas.</p>	<p>PSHE: CV development/ personal statements/ next steps.</p> <p>Local employers to support with mock interviews.</p> <p>DREAM BIG: Careers journeys – what pathways are available?</p> <p>CAREERS ADVISOR: Early identification and support with NEETS.</p>	<p>ASSEMBLY Post 16 applications</p> <p>CAREERS ADVISOR: Continued 1:1 or small group interviews. Continuation of package of support for NEETS.</p> <p>DREAM BIG: Employability skills Core Study</p>	<p>DREAM BIG: Stress management and work life balance, NCS</p> <p>CAREERS ADVISOR: Continued 1:1 or small group interviews. Package of support for NEETS.</p>		
<p>ENCOUNTERS:</p> <p>Throughout the year opportunities shared with students via the weekly Dream Big Challenges, this includes activities linked to different careers (STEMfest), work experience placements and webinars. There is a particular focus on Next Steps.</p> <p>Subject leaders to provide cultural capital challenges to increase understanding of subjects and allow students to go beyond the curriculum. Many of these will be linked to studying these subjects at the next level and encouraging the students to become independent learners and researchers.</p>						

Northfleet School for Girls: Provider Access Policy

Introduction

This policy statement 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.

Student entitlement

All students in years 7-13 are entitled:

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

Management of provider access requests

Procedure

A provider wishing to request access should contact:
Rebecca Broadley (Assistant Headteacher, Careers Leader)

Email: r.broadley@nsfg.org.uk

Opportunities for access

A number of events will offer providers the opportunity to come and speak to students and parents including the Dream Big Days, Options evening and Open Days.

In addition to the drop down days, Dream Big events targeted at more bespoke groups run throughout the year. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

This will all be discussed and agreed in advance of the visit with Careers Manager or a member of the team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the with the Careers Team who will be able to share this with students.