

**AYLSHAM LEARNING FEDERATION  
(AYLSHAM HIGH SCHOOL ONLY)**

**CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE  
PROCEDURE**

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Signed: \_\_\_\_\_

Chair

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## 1. Terms of Reference

Careers Education, Information, Advice and Guidance (CEIAG) can be defined as:

*“Services and activities, intended to assist individuals... to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance, including web-based services. They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.”*

(DfE Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

Broadly, it includes:

- 1. Careers Education** - planned progressive learning to teach young people about careers, learning and work, so that they can manage their development, make life choices and decisions that will benefit their own personal and economic wellbeing.
- 2. Work Related Learning** – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.
- 3. Employer Engagement** - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days.
- 4. Personal Career Guidance** – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

## 2. Legislation and Statutory Duty for Schools

The Government published its new [Strategy for Careers](#)<sup>i</sup> in December 2017. This was based on the following legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

This was followed by the [Government’s Statutory Guidance for Careers Guidance, October 2018](#)<sup>ii</sup>, which stated that:

- Every school must ensure that students are provided with independent and impartial access to careers guidance from year 8 to year 13. This should include support from a trained specialist (qualified to at least Level 6 in a Career Guidance).

- Every school must ensure that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- Every school should begin using the [Gatsby Benchmarks](#)<sup>iii</sup> to improve careers provision now, and meet them by the end of 2020.
- Every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- Every school should appoint a named person to the role of careers leader, with strategic responsibility for leading the careers programme.
- Every school must publish details of their careers programme for young people and their parents and this should be updated annually.

### **Skills for Jobs White Paper – January 2021** <sup>iv</sup>

The DofE white paper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' set out how the Government plans to reform education so it supports people to get the skills our economy needs. The aim is to continue to make apprenticeship reforms, focusing on employer needs and standards. We will apply this principle across post-16 technical education and training. We will continue to roll out T Levels, to prepare students for entry into skilled employment or higher levels of technical study, including apprenticeships. The white paper recognised the importance of continuing to improve careers guidance in schools and colleges so that students can make an informed choice between technical and academic options. The white paper confirmed the roll out of Careers Hubs, Careers Leader training, digital support and the Enterprise Adviser Network.

### **The Skills and Post-16 Education Act, May 2022**

Statutory Guidance was updated in August 2022 following the commencement of the Education (Careers Guidance in Schools) Act, April 2022<sup>v</sup>, to state that all schools and academies must now secure independent careers guidance for pupils in school years 7 to 13.

Subsequently, further guidance was provided in January 2023 with the publication of the white paper 'Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges'<sup>vi</sup>.

### **Provider Access Legislation (PAL)**

The key change this brought about related to the Provider Access Legislation (PAL). This stipulates that:

- All schools and academies must provide opportunities for a range of technical education and training providers (including employers offering apprenticeships) to access all year 8 to 13 students to inform them about approved technical education qualifications and apprenticeships. There is a minimum number of six provider encounters that every school must provide (from year 8 to 13, including 4 from year 8 to year 11).

As a minimum, schools must offer:

1. Two encounters for students during the 'first key phase' (year 8 or 9) that are mandatory for all students to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

2. Two encounters for students during the 'second key phase' (year 10 or 11) that are mandatory for all students to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

Schools should encourage **all** students to attend the encounters.

Provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for six provider encounters.

Schools and providers should work together and schools must ask each provider to provide information to students that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- information about the careers to which those technical education qualifications or apprenticeships might lead
- a description of what learning or training with the provider is like
- responses to questions from the students about the provider or approved technical education qualifications and apprenticeships.

The [Aylsham High School Provider Access Statement](#) is included as Appendix 2.

### **Get Britain Working White Paper 2024**

The "Get Britain Working" White Paper, published in November 2024, outlines the UK government's plans to boost employment and reduce economic inactivity by improving the health, skills, and employment support offered to individuals. The paper aims to create a more inclusive labour market where everyone can participate and progress in work.

### **Good Careers Guidance: The Next Ten Years 2024**

This updated the original Gatsby Benchmarks for good careers guidance. This update, following extensive research and stakeholder engagement, aims to provide even more impactful careers guidance for young people over the next decade. The updated benchmarks emphasise a more inclusive, evidence-based approach, focusing on meaningful experiences and high-quality careers guidance.

### **The Gatsby Benchmarks**

Central to the Government's Careers Strategy are the 'Gatsby Benchmarks'. In 2013, The Gatsby Foundation commissioned Sir John Holman to investigate what good career guidance in England should look like. This resulted in the creation of eight benchmarks for schools to work towards, in order to plan and deliver an effective careers programme. These benchmarks have been widely adopted as an indication of quality careers guidance and schools have a statutory duty to meet them.

The Eight Gatsby Benchmarks are:

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

Careers guidance is increasingly important as, since 2015, young people are now required by law to participate in education or training until their 18th birthday<sup>vii</sup>. The update in 2024 gives detailed information on the amendments to the descriptive and measurable elements of the 8 benchmarks, DfE's expectations of what schools, colleges and ITPs should do to meet the updated benchmarks and include the future introduction of a guarantee of 2 weeks' worth of work experience for every young person.

### **3. Aims and Scope**

Through our careers and enterprise programme, Aylsham High School aims to:

- Reflect and endorse the school ethos, which demonstrates and encourages the following values:
  - Respect for self
  - Respect for others
  - Responsibility for their own actions
  - Responsibility for their family, friends, school and wider community
  - Respect for the environment
- Make a contribution in preparing young people for the opportunities, responsibilities and experiences of adulthood.
- Ensure that all students (and their parents/carers) receive appropriate and timely information, advice and guidance, particularly at key decision and transition points.
- Minimise the risk of any student becoming NEET (Not in Education, Employment or Training).
- Strive to support inclusion, challenge stereotyping, promote equality of opportunities and to support students in overcoming any overt or hidden barriers to progress.
- Raise aspirations by ensuring that all students have the opportunity to create a plan for their future education and career, that is not limited, and which encourages all students to develop employability skills and to strive to achieve the best qualifications they can, in order to achieve their goals.

### **4. Learners' Entitlement**

Through our Careers and Enterprise Programme, our aim is for learners to be able to:

- Recognise that 'career' is more than a 'job' – it is a journey through life which includes learning, work and career breaks and that all career decisions involve lifestyle and learning choices.
- Improve the self-knowledge and skills that they need to take charge of their personal and career development. Including considering their strengths and talents, interests and preferences, and how this affects the choices they make.
- Develop and practise career exploration and research skills, in order to gain an understanding of the full range of options available to them for their future education, employment or training, including qualifications required for different occupations.

- Have a clear plan for transition, after year 11, which includes considering different pathways, such as: A levels at sixth form, vocational courses at college, scholarship opportunities and apprenticeships.
- Make effective and timely applications for work experience, jobs, training or further education and be given the opportunity to practise interview skills.
- Learn about the world of work through encounters with employers, employees and workplaces, both in school and through work experience or workplace visits.
- Understand how the labour market is changing, both locally and nationally, so that they can make decisions which will allow them to take advantage of actual and emerging employment opportunities.
- Develop their career management, decision-making, employability and enterprise skills and encourage a mind-set of lifelong learning, in order to achieve future career progression or change.
- Improve their engagement at school, by illustrating the relevance of curriculum studies to future life.
- Raise their aspirations to continue their learning, through further and higher education, and to achieve goals, no matter how far-reaching, but to do so in a realistic manner.
- Engage with, and contribute to, the activities of our local community of businesses and other organisations, including building an awareness of opportunities for volunteering.

#### **Students will receive:**

- Access to Information from technical and vocational training providers and apprenticeship providers.
- Careers lessons, activities or opportunities.
- Guided activities in tutor time.
- Access to the career information resources via a range of media.
- Guidance interviews – from a qualified careers adviser.
- 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.

#### **Students 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 and enterprise programme.
- Given extra help if they have additional / special needs.

### **5. Roles and Responsibilities**

- The executive headteacher and governors have overall responsibility for CEIAG provision.
- Phil Brockington has responsibility for careers within the senior leadership team (SLT).
- The head of department with responsibility for CEIAG is Miss Emmalucy Wright, head of business, enterprise and careers.
- The programme is delivered by Miss Lauren Wiseman, guidance adviser (training) and Mrs Tanya Wiseman work experience co-ordinator. Miss Wiseman is working towards the Level 6 qualification in careers guidance and development.
- Mrs Susie Pooock is head of PSHE in school which includes careers activities as part of the PSHE scheme of work.

- All curriculum staff have accountability for embedding careers within their teaching and learning (Gatsby Benchmark 4).
- Heads of houses, pastoral staff and the SEND department liaise with the careers department, to ensure that vulnerable students (for example, those identified as being at risk of NEET due to having an EHCP or additional needs) are provided with targeted and individualised careers support.

### **Role of the Governing Board:**

In line with Section 42A of the Education Act 1997, our Governing Board 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 executive headteacher 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.

Governors 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 students.

## **6. Inclusion within the Curriculum**

Careers and Enterprise education is planned and embedded within the curriculum and includes:

- A planned scheme of work for the careers and enterprise programme for years 7 -11.
- Employer engagement and work-related learning activities for years 7 -11
- Work experience programme for year 10 students.
- Gatsby Benchmark 4 states that careers should be linked to and embedded within the curriculum and that 'By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers'.

The careers and enterprise learning curriculum aims to deliver the following learning outcomes for key stage 4 students, based on the Career Development Institute ([CDI Framework for Careers, Employability and Enterprise Education](#)<sup>viii</sup>, January 2020. This outlines 17 learning outcomes for each key stage. (See appendix 1)

The careers provision for each year group is detailed in our annual careers strategy, our biannual careers development plan and schemes of work for careers and enterprise education.

## **7. Equality and Diversity**

Staff involved in delivering careers guidance have a responsibility to promote equality of opportunity, which ensures that all students have appropriate access to careers guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation.

All advice given is impartial and confidential.

Students with SEND, including those with an EHCP, looked after children (LAC) and students who are otherwise identified through Norfolk County Council's RONI (Risk of NEET Indicator) report, as being at high risk of being NEET will be given support which is tailored to their individual needs and can be differentiated. For example, by:

- Liaison, as appropriate, with internal colleagues who have specialist responsibility for children who are looked after or who have SEND – for example: SENDCo, nurture team, heads of house, SEMH officer, tutors, learning support assistants, designated safeguarding lead (DSL), parent liaison officer.
- Liaison with specialist agencies – e.g. Norfolk County Council's 'Virtual School' who have accountability for delivering the SEND local offer and with specialist SEND providers/departments for post-16 education.
- Including career plans as part of the annual EHCP transition review process for year 10 and 11.
- Ongoing 1:1 guidance. The Careers & Enterprise Company's research findings suggest that career education and personal guidance are most effective for young people with SEND when they receive face-to-face careers guidance and ongoing assistance.
- Involvement of parents/carers and social workers.

## **8. Partnerships and Employer Engagement**

The school works closely with a range of partners to deliver its Careers Programme, for example:

- Parents and carers
- Local businesses and organisations
- Other schools in the Aylsham Learning Federation
- Careers and enterprise coordinator at New Anglia Local Enterprise Partnership (LEP)
- Norfolk County Council employer work experience team and work related learning team
- North Norfolk District Council
- Broadland District Council
- A full range of post-16 providers including City College Norwich and other local sixth forms and colleges
- Apprenticeship and technical training providers
- University of East Anglia
- Norfolk and Norwich University Hospital Trust
- Rotary Club
- Chamber of Commerce and other trade organisations
- Norwich City Football Club Community Sports Foundation
- Armed Forces Careers Office, Norwich
- Job Centre Plus
- Barclays Life Skills

- Icanbea
- NEACO/Take Your Place
- Norfolk Skills Festival
- National Careers Service
- LMI for All
- Amazing Apprenticeships

## **9. Engagement with Parents and Carers**

We recognise that parents/carers have a vital role to play in supporting students to make important decisions about their future. We encourage parents to participate in our careers programme in a number of ways, including:

- Parents/carers are very welcome to contact the careers adviser, at any time, with any questions or concerns about their child's future plans or to request support.
- Key actions and outcomes arising from careers guidance interviews can be shared with parents/carers, with permission from the student.
- Parents/carers can attend careers appointments, with agreement from the student.
- The careers adviser attends options evenings and parents' evenings to discuss choices at key transition points.
- Parents/carers are invited to attend our annual 'Futures Conference' for year 11 which includes a careers fair focusing on post-16 education and apprenticeship opportunities.
- Parents/carers have access to the futures section of our school website as well as social media feeds (Instagram and LinkedIn)
- Parents/carers are sent information and guidance about careers choices including, for example, our year 11 transition booklet 'What's Next After GCSEs?'
- Parents/carers are invited to participate in our careers programme – for example, by offering work experience placements at their own workplace or by supporting careers-related events such as mock interviews, enterprise week or business breakfasts.

## **10. Commitment**

- Careers guidance has a high priority, as it 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.
- Careers provision is well-resourced, including the appointment of a full-time, qualified and experienced careers adviser.
- Careers is supported by a middle leader within the school and by SLT and the governors who understand the statutory guidance for careers and are supportive of the careers strategy and the development plan.
- Staff are provided with information and training on careers via content on the school website and through training during INSET and Twilight sessions.
- The careers strategy is supported by an appropriate budget to allow for the provision of resources and activities.

## **11. Monitoring and Evaluation**

Our Careers Programme is evaluated in the following ways:

- Destination data – analysing and publishing information about what students go on to do after year 11 and how many (if any) are NEET (Not in Education, Employment or Training) in October, having left school in the summer. This figure can be compared to other schools, locally and nationally.
- Informal feedback and formal surveys to evaluate response to events and activities – from all stakeholders, including: students, employers, providers and staff.
- Numbers of students who benefit from 1:1 guidance - attendance and referral figures and feedback on effectiveness of interviews from students.
- Anecdotal feedback from parents/carers and from students and pastoral staff on activities and interventions.
- Observance of motivation and engagement of students as a result of careers activity, from tutors and other staff.
- Feedback from external visitors to the school, such as Ofsted<sup>ix</sup>.
- Compass Evaluation (Careers and Enterprise Company online tool for assessing how the school is meeting Gatsby benchmarks), with support and input from enterprise coordinator.
- This procedure will be reviewed by the governors and SLT every 3 years.

## **12. Links to other policies and documents**

The careers guidance procedure is linked to the following policies and documents:

- Accessibility plan
- Educational offsite visits policy
- Equality information and objectives policy
- Policy for children who are in care and previously looked after
- SEND and inclusion policy
- Safeguarding policy incorporating child protection
- Provider Access Statement (May 2023)
- AHS Careers Strategy and AHS Careers Development Plan
- Careers and Enterprise Education Scheme of Work

## Appendix 1

### **The Career Development Institute ([CDI Framework for Careers, Employability and Enterprise Education](#))<sup>1</sup>, January 2020.**

This framework outlines 17 learning outcomes for each key stage. These are:

#### **Developing yourself through career and work-related learning education**

*Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work.*

1. Self-awareness
2. Self-determination
3. Self-improvement as a learner

#### **Learning about careers and the world of work**

*Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development.*

4. Exploring careers and career development
5. Investigating work and working life
6. Understanding business and industry
7. Investigating jobs and labour market information (LMI)
8. Valuing equality, diversity and inclusion
9. Learning about safe working practices and environments

#### **Developing career management and employability skills**

*Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change.*

10. Making the most of careers information, advice and guidance
11. Preparing for employability
12. Showing initiative and enterprise
13. Developing personal financial capability
14. Identifying choices and opportunities
15. Planning and deciding
16. Handling applications and interviews
17. Managing changes and transitions

## Appendix 2

### Aylsham High School Provider Access Statement (December 2024)

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#### 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.

It is 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

Aylsham High 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. Aylsham High 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.

Aylsham High 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).

#### Provider Access Legislation (2023)

Aylsham High School is specifically working towards meeting the requirements for Provider Access Legislation (PAL), January 2023. We recognise, and are planning to meet, the statutory requirement for all schools and academies to provide opportunities for a range of technical education and training providers (including employers offering apprenticeships) to access all year 8 to 13 pupils - to inform them about approved technical education qualifications and apprenticeships. There is a minimum number of six provider encounters that every school must provide (from Year 7 to 13, including 4 from Year 8 to year 11).

As a minimum, we will offer:

3. Two encounters for pupils during the 'first key phase' (year 7 to year 9) that are mandatory for all pupils to attend.
4. Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

We will encourage **all** pupils to attend the encounters. We recognise that provider encounters that take place outside of school hours, for example parents evenings, do not count towards fulfilment of the legal requirement for six provider encounters.

We will work with each provider to provide information to pupils that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- information about the careers to which those technical education qualifications or apprenticeships might lead
- a description of what learning or training with the provider is like

- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

These encounters will take place in assemblies in National Apprenticeship Week and National Careers Week as well as through other planned careers activities, such as 'Futures Day' and planned transition assemblies for Year 11 students in the Autumn Term. Providers will include, for example: City College Norwich, Easton College, Paston College, University Technical College, Employers providing Apprenticeships such as the NHS (NNUH), Poultec, TrAC and other apprenticeship training providers.

### **Aims and student entitlement**

Aylsham High School's policy for providing access to other education and training providers aims to meet the entitlement of all students in years 7-11 to:

- Develop the knowledge and awareness of all career pathways available to them, including technical qualifications and apprenticeships, 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 – through options evenings, assemblies and group discussions and taster events; to equip them to make 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).
- Understand how to make applications for the full range of academic and technical courses.

### **Opportunities for access**

A full range of careers events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents.

Opportunities for engagement could include participation in a range of careers-related activities, including:

- Assemblies
- Tutor Times
- PSHE Lessons
- Curriculum Lessons
- Off-timetable Careers and Employability Events
- Options Information Evenings
- Small, targeted careers talks for selected groups of students
- Activities for national initiatives such as National Careers Week, National Apprenticeship Week and British Science Week

### **Development**

This policy has been developed and is reviewed annually by the Careers Leaders, Miss Emmalucy Wright, 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 our Careers Education, Information, Education and Advice (CEIAG) Procedure, and the Child Protection, Equality and Diversity, and SEND policies.

## **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. Aylsham High 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 **Miss Emmalucy Wright** Careers Leader.  
**[ewright@aylshamhigh.norfolk.sch.uk](mailto:ewright@aylshamhigh.norfolk.sch.uk)**.

### **Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies or other careers-related events that Aylsham High School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with the school.

### **Details of premises or facilities to be provided to a person who is given access**

Aylsham High School will provide an appropriate room or assembly hall to be agreed. Rooms will be equipped with any presentation equipment such as computers, projectors and screens that are required. Computer rooms can also be arranged where possible for smaller groups. The Careers Leader or Guidance 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 the Careers Team who will facilitate.

### **Live/Virtual encounters**

Aylsham High 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.

### **Complaints Procedure**

Any complaints about this policy should be raised to **Miss Emmalucy Wright**, email: **[ewright@aylshamhigh.norfolk.sch.uk](mailto:ewright@aylshamhigh.norfolk.sch.uk)**. **Miss Wright** will raise the complaint to **Mr Phil Brockington, Deputy Head Teacher with responsibility for Careers**.

### **Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the Senior Leadership Team.

**Policy Coordinator: Miss Emmalucy Wright**

**Policy Reviewed: December 2024**

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## Appendix 3

### References

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- <sup>i</sup> DfE. (2017) Careers Strategy: Making the most of everyone's talents.  
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- <sup>iv</sup> Skills for Jobs White Paper – January 2021  
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- <sup>v</sup> The Skills and Post-16 Education Act - May 2022  
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