



MELBOURN VILLAGE COLLEGE

CAREERS AND FAIR PROVIDER ACCESS POLICY

Date reviewed: (Assistant Principal) November 2022

Date for next review: November 2025

Date of ratification by Governing board: 13th March 2023

Document Control		
Edition	Issued	Changes from previous
1	November 2022	New policy

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: DfE Statutory Guidance on Careers, updated October 2018) in section 42B of the Education Act 1997 .	Assistant Principal Careers Co-ordinator

Vision

Melbourn Village College is committed to providing the best possible Careers Education, Information and Guidance (CEIG) to all our pupils, provided fairly and equitably. We aim to do everything we can to inspire, encourage and equip each pupil to realise their talents and potential (Everybody is Somebody), and lead fulfilled and successful working lives. Encouraging a growth mindset is an important part of this, as pupils will need to develop their confidence and self esteem. We understand the importance of this work in the context of ongoing and fundamental changes in the world of work. We use the Gatsby Benchmarks closely to ensure our provision is the best it can be.

Introduction

The elements of CEIG provision are as follows:

- Careers Education, including dedicated Careers lessons, subject lessons linking curriculum learning to careers, work related learning (work experience and careers events etc)
- Career Information, on all education and employment routes, provided through various channels and media
- Career Guidance, both impartial and independent, offered with open access to a Careers professional, teaching and other staff, as well as external sources such as employers and professional bodies

Context and Scope

Melbourn Village College complies with its legal responsibilities in this area. Pupils are entitled to receive careers guidance in accordance with current legislation (see DfE Statutory Guidance on Careers, updated October 2018). Our provision also has to be made in line with current funding constraints.

Principles and Objectives

In accordance with this, we follow these principles of good practice:

1. We provide a planned programme of activities to inspire and motivate our pupils, including careers, apprenticeship, employer and higher education talks; post 16 provider, university and employer visits; careers fairs; STEM events; mentoring; enterprise coaching; application support, mock interviews and assessment centres; work experience workshops and application mentoring. A full careers programme is outlined on our website.
2. We have a careers education programme which provides for dedicated careers lessons in PD (Personal Development) time. Further to this, tutor time and assemblies are used, and also links are made between careers and other areas of curriculum teaching. All staff contribute to our CEIG through their roles as tutors, subject teachers and support workers.
3. We encourage our pupils to have high aspirations, as relevant to them, and with a growth mindset.
4. We help our pupils develop generic employment skills and strengths, such as adaptability, resilience, well-being and self-awareness, and career management. Pupils are encouraged to develop their own personal career plans.
5. We provide up-to-date information about the labour market and opportunities to our pupils through a variety of media and in our Library. We also seek to make them aware of the future global employment landscape to include the impacts of hyperconnectivity, green technology and social media.
6. We maintain and build strong links with local (for example the Melbourn Business Association) and national employers, universities and other education providers.
7. We offer access to high-quality work experience opportunities, properly linked to individual strengths, potential and plans. We aim to offer all pupils in Year 10 a one-week work experience placement.
8. We provide impartial, independent and open access to guidance on options post-14 and post-16, both on university and professional routes and also employment, apprenticeships and entrepreneurship. Pupils can receive one-to-one career guidance, mentoring and coaching.
9. Parents and Carers are also able to obtain help in supporting their children at Post 16 providers' open evenings and by appointments in school.
10. We are a member of the Cambridge Area Partnership (CAP). CAP is a partnership of all the statefunded providers of education and training for 14-19 year-olds in Cambridge, East Cambridgeshire and South Cambridgeshire. The core purpose of CAP is to ensure that every young person (14-19) within the partnership has equality of opportunity to the very best provision, essential in securing high level engagement, progression, participation, retention and achievement. CAP co-ordinates applications for post-16 courses from pupils in Cambridge area schools via the centralised Mychoice@16 process.
11. We work, along with our local authority, to identify and support vulnerable young people, including those with special educational needs and those at risk of not participating in employment.
12. We provide pupils with information about the financial support that may be available to them to stay in education and training post-16.
13. We work with external organisations and stakeholders as appropriate and as resourcing allows, such as the local authority, National Careers Service, Careers and Enterprise Company and others, to help the transition from education to work or further learning. Our most important external partner for work-related -learning is currently Form the Future, a leading organisation in this field in the Cambridge region.
14. We work to prevent all forms of stereotyping and discrimination in the education, information and guidance we provide. Pupils from all genders, backgrounds and diversity groups are encouraged equally to consider the widest-possible range of careers and educational opportunities.

15. We benchmark our provision against best practice nationally using the Careers and Enterprise Company's Compass software and referring to the national Gatsby benchmarks. We monitor our 3 provision and pupil destinations, and we develop our provision using feedback from pupils, staff and others.

Provider Access Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled (at Melbourn Village College we have years 7 to 11 only):

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

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils, for example through a virtual activity or assembly.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Comberton Sixth Form
- Cambridge Regional College (CRC)
- Cambridge University
- University of Hertfordshire

Cambridge Area Partnership (CAP): Melbourn VC is an active member of CAP. We work closely with this forum of local schools to provide for transfer of our pupils post-16. We ensure that our pupils have access to information and publicity from CAP post-16 providers on an equal footing.

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

- School Sixth Forms (Comberton Sixth Form, Oaks College Cambridge, CAST)
- Sixth Form College (Long Road Sixth Form, Hills Road Sixth Form)
- FE College (Cambridge Regional College, North Hertfordshire College)

Management of provider access requests

Procedure

A provider wishing to request access should contact Euan Willder, Assistant Principal, by email:

ewillder@melbournvc.org

Opportunities for access

The school offers the four provider encounters required by law between years 8 and 11 and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader (Euan Willder) 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 pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at Reception. From here, we can ensure these are distributed to pupils and made freely available in the school Library which is available to all pupils at lunch and break times, under supervision.

Complaints

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

Approval and review

Approved (March 2023) by Governors at Curriculum and Standards Committee

Next review: March 2024

Sue Williamson: Chair of Governors

Christopher Bennet: Head teacher