



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: 6th February 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 (CEIAG) 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 CEIAG 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 CEIAG 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 provision and pupil destinations, and we develop our provision using feedback from pupils, staff and others.

Provider Access Statement

1. Aims:

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to pupils for the purpose of giving them information about their offer. It sets out:

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

2. Statutory requirements:

Schools are required to ensure that there is an opportunity for a range of education and training providers to access pupils in Years 10 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils. This is outlined in section [42B of the Education Act 1997](#). This policy shows how our school complies with these requirements.

3. Pupil entitlement:

All pupils in years 10 to 11 at Melbourn VC are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our 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
- Understand how to make applications for the full range of academic and technical courses

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.

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Mr Euan Willder, Melbourn Village College, Assistant Principal, Email: ewillder@melbournvc.org. For virtual access to our pupils, College safeguarding processes

will need to be followed. We seek ways to keep this process as streamlined as possible whilst being mindful of pupil safeguarding and provider goodwill.

4.2 Opportunities for access

We strongly welcome all links with business, industry, employers and vocational/technical training providers, through presentations, visits, talks, joint projects, assemblies, work placements and work experience and practical workshops. These are integrated throughout schemes of learning in each of our subject areas. In addition, a number of events, integrated into our Careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as part of our careers programme.

4.3 Safeguarding

Our Safeguarding/Child Protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy

4.4 Premises and facilities

The school will make halls, 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. The Careers coordinator will be available to discuss this with providers ahead of any visit. Providers are encouraged to send any promotional material which will be disseminated to pupils. Literature on HE opportunities and apprenticeships is available on our school website, as well as being held in the office of the Careers Coordinator. Information is disseminated to parents and pupils through central school communications as well as tutor notices.

5. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to pupils is monitored by Euan Willder, Melbourn Village College, Assistant Principal.

The Provider Access Statement will be reviewed alongside the Careers Policy by the Governors, triennially.