



**HILBRE HIGH SCHOOL
HUMANITIES COLLEGE
PROVIDER ACCESS - CAREERS
PROGRAMME POLICY**

Author:
Name of Committee approved:
Date ratified at Full Trustees:
Date to be reviewed:

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Full
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June 2024

INTRODUCTION:

This policy:

- 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.
- Details our Careers Programme for 2023-2024.

High quality Careers Education and Guidance 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 students 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.

AIMS OF THE CAREERS PROGRAMME:

The Careers Programme is designed, so students:

- Develop knowledge and understanding of themselves and others as individuals, their strengths and limitations, their abilities, skills, personal qualities, potential, needs, attitudes and values (*Self Awareness*) and (*Self Development*).
- Develop knowledge and understanding of the world of work and the training, employment and careers opportunities available at local level, as well as being aware of the current national trends (Opportunity awareness) (*Career Exploration*).
- Learn how to make considered choices in relation to continuing education and anticipated careers and occupations (decision making) (*Career Exploration/Decision making*).
- Manage the transition from school to adult and working life effectively (transition skills) (*Career Management*).
- Inspire young people about their future prospects.
- Help them to make progress and achieve.
- Meet their career development needs.
- Enable them to make realistic and well informed career decisions and transitions.

THE GATSBY BENCHMARKS:

Hilbre High School uses the internationally recognised Gatsby Benchmarks to develop our careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities.

CAREERS SUBJECT OVERVIEW:

Careers Education and Guidance is an important subject within the school curriculum. In order to prepare students' for making the most of their choices, it is important they are equipped with the knowledge and skills to make good use of the information, advice and guidance available. This is the role of Careers Education. It enables students to make considered and better informed choices about their futures. Developing an understanding

of themselves and how to adapt to different environments both socially and emotionally is paramount.

Careers Education and Guidance promotes self-development, self-awareness, opportunity awareness and decision making to assist students with the transition from school into adult life.

Careers Education and Guidance has cross curricular links with all subjects. All aspects of this subject filter into other curriculum areas to assist and reinforce the importance and relevance of what they are being taught can be transferred into Post-16 environments such as employment, training, further and higher education.

PROVIDER ACCESS: STUDENT ENTITLEMENT:

All students in Years 8 to 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 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 students of compulsory school age, these encounters are mandatory and there will be a minimum of two encounters for students during the ‘first key phase’ (Year 8 to 9) and two encounters for students during the ‘second key phase’ (Year 10 to 11). For students 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 students 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 student from the provider);
- answer questions from students.

MEANINGFUL PROVIDER ENCOUNTERS:

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

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our students.

DESTINATIONS:

To see the most recent published destinations data for Hilbre High School, please visit the DfE school's performance website, via the links below:

Key Stage 4 Destinations:

<https://www.find-school-performance-data.service.gov.uk/school/138355/hilbre-high-school/secondary/pupil-destination>

16 to 18 Destinations:

<https://www.find-school-performance-data.service.gov.uk/school/138355/hilbre-high-school/16-to-18/student-destinations-he>

MANAGEMENT OF PROVIDER ACCESS REQUESTS:

Procedure:

A provider wishing to request access should contact Mr Sean Britton, Assistant Headteacher-Personal Development, email: brittons@hilbre.wirral.sch.uk.

OPPORTUNITIES FOR ACCESS:

The school offers six provider encounters, as required by law and a number of additional events, integrated into the Hilbre High School Careers Programme.

We offer providers an opportunity to come into school to speak to students or their parents/legal guardians.

Where relevant, please speak to our Careers Leader to identify the most suitable opportunity for you.

Hilbre High School Careers Programme: 2023-2024

	7	8	9	10	11	12	13
1 A Stable Careers Programme	A Stable Careers Programme: See below	A Stable Careers Programme: See below	A Stable Careers Programme: See below	A Stable Careers Programme: See below	A Stable Careers Programme: See below	A Stable Careers Programme: See below	A Stable Careers Programme: See below

	7	8	9	10	11	12	13
2 Learning from Career and Labour Market Information	Enterprise Day 5 th March '24 Introduction to Career Advisor Unifrog LMI focus 1 in AFT Updated careers webpage/social media/virtual careers resources centre	Enterprise Day 23 rd April '24 Unifrog LMI focus 2 in AFT Updated careers webpage/social media/virtual careers resources centre	Careers & Enterprise Day/Evening 2.00-7.30; 16 th Nov 23 Year 9 Options Day: 18 th Jan '24 Unifrog LMI focus 3 in AFT Updated careers webpage/social media/virtual careers resources centre	Careers & Enterprise Day/Evening 2.00-7.30; 16 th Nov 23 Unifrog LMI focus 4 in AFT Updated careers webpage/social media/virtual careers resources centre	Careers & Enterprise Day/Evening 2.00-7.30; 16 th Nov 23 Unifrog LMI focus 5 in AFT Updated careers webpage/social media/virtual careers resources centre	Careers & Enterprise Day/Evening 2.00-7.30; 16 th Nov 23 Unifrog LMI focus in AFT Updated careers webpage/social media/virtual careers resources centre	Careers & Enterprise Day/Evening 2.00-7.30; 16 th Nov 23 Unifrog LMI focus in AFT Updated careers webpage/social media/virtual careers resources centre
Purpose: Every student and their parents/legal guardians will have access to good quality information about future study options and labour market opportunities. They will have the support of an informed careers advisor to make best use of available information.							

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3 Addressing the Needs of Each Student	AFT: Equality & Diversity in the Workplace 1	AFT: Equality & Diversity in the Workplace 2	AFT: Equality & Diversity in the Workplace 3	AFT: Equality & Diversity in the Workplace 4	AFT: Equality & Diversity in the Workplace 5	AFT: Equality & Diversity in the Workplace 6	AFT: Equality & Diversity in the Workplace 7
	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping	Unifrog Personal Profiling and Record Keeping
	SEND support	SEND support	SEND support	SEND support	SEND support	SEND support	SEND support
	Targeted interviews, EHCP interviews and attendance support	Targeted interviews, EHCP interviews and attendance support	Targeted interviews, EHCP interviews and attendance support	Targeted interviews, EHCP interviews and attendance support	Tracking destinations. Establishing Alumni network	Tracking destinations. Establishing Alumni network	Tracking destinations. Establishing Alumni network
	Student self-referral to Careers Advisor, as appropriate	Student self-referral to Careers Advisor, as appropriate	Student self-referral to Careers Advisor, as appropriate	Student self-referral to Careers Advisor, as appropriate	Targeted interviews, EHCP interviews and attendance support Student self-referral to Careers Advisor, as appropriate	Student self-referral to Careers Advisor, as appropriate	Student self-referral to Careers Advisor, as appropriate
Purpose: Students will have different career guidance needs at different stages. Opportunities for advice and support will be tailored to the needs of each student. Hilbre's careers programme will embed consideration of equality and diversity, throughout.							

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4 Linking Curriculum Learning to Careers	PSHE: Unifrog registering & Careers Library Treasure Hunt/Interests Profiling Other subjects – at least two ‘bespoke’ careers lessons and ‘skills’ focus	PSHE: Career skills, research & communication skills, terminology, competencies Other subjects – at least two ‘bespoke’ careers lessons and ‘skills’ focus	PSHE: Employability & Work Skills, Options Choices. Other subjects – at least two ‘bespoke’ careers lessons and ‘skills’ focus	PSHE: Work Experience planning & preparation. CV writing. Other subjects – at least two ‘bespoke’ careers lessons and ‘skills’ focus	PSHE: Post-16 choices, apprenticeships, A-Levels and BTECs. Coping with change and leaving school. Other subjects – at least two ‘bespoke’ careers foci and skills focus	PSHE: Post-18 choices, MOOCS, personal choices, Unifrog university tool use. Personal statement writing. Other subjects – at least two ‘bespoke’ careers foci and skills focus	Finalising personal statements. Unifrog applications list tool. Interview techniques. Other subjects – at least two ‘bespoke’ careers foci and skills focus
Purpose: All teachers will link curriculum learning with careers. STEM (science, technology, engineering, mathematics) subject teachers will highlight the relevance of STEM subjects for a wide range of future careers paths.							

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5 Encounters with Employers and Employees	At least two employer encounters through assemblies	At least two employer encounters through assemblies	At least two employer encounters through assemblies	At least two employer encounters through assemblies	At least two employer encounters through assemblies Targeted mock interviews Employment related events and visits promoted to students	Employability Workshop – 17 th July ‘24 At least two employer encounters through assemblies ‘Employability Workshop’ Mock interviews with external employers	At least two employer encounters through assemblies Promotion of ‘employer and training provider’ open evenings
Purpose: Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will be through a range of enrichment activities including visiting speakers, the school Careers and Apprenticeship Fair and enterprise schemes, as detailed in ‘Careers and Labour Market Information’, above.							

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6 Experiences of Workplaces	<p>'Virtual' and 'actual' employer presentations, events and visits arranged with LCR Careers Coordinator and Enterprise Advisor</p> <p>Careers input on staff background and foregrounded focus on 'career routes in' on school visits e.g. Chester Zoo</p>	<p>'Virtual' and 'actual' employer presentations, events and visits arranged with LCR Careers Coordinator and Enterprise Advisor</p> <p>Careers input on staff background and foregrounded focus on 'career routes in' on school visits e.g. Chester Zoo</p>	<p>'Virtual' and 'actual' employer presentations, events and visits arranged with LCR Careers Coordinator and Enterprise Advisor</p> <p>Careers input on staff background and foregrounded focus on 'career routes in' on school visits e.g. Chester Zoo</p>	<p>Work Experience Placement w/b 26th March '24</p> <p>'Virtual' and 'actual' employer presentations, events and visits arranged with LCR Careers Coordinator and Enterprise Advisor</p> <p>Careers input on staff background and foregrounded focus on 'career routes in' on school visits e.g. Chester Zoo</p>	<p>Careers input on staff background and foregrounded focus on 'career routes in' on school visits e.g. Chester Zoo</p>	<p>Work Experience Placement w/b 4th March '24</p> <p>Foundation student 'extended' work experience</p>	<p>Visits to employers</p> <p>Visits to local university workplaces</p> <p>Bespoke work experience</p>
	<p>Purpose: Every student to have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of careers opportunities, and expand their networks.</p>						

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7 Encounters with Further and Higher Education	FE/HE 'Future Choices' Assembly presentation	FE/HE 'Future Choices' Assembly presentation from provider Targeted student FE/HE visits	FE/HE Assembly 'options' presentation from provider Targeted student FE/HE visits Apprenticeship Provider Presentation Transition Guidance in AFT: Choices-College and HE	FE/HE Assembly presentation from provider Targeted student FE/HE visits Apprenticeship Provider Presentation	FE/HE Assembly presentation from provider Targeted student FE/HE visits Apprenticeship Provider Presentation ASD Base talk from Wirral Metropolitan College re SEN courses and support	FE/HE Assembly presentation from provider Targeted student FE/HE visits Apprenticeship Provider Presentation UCAS preparation presentations Programme of speakers, inc. local universities, focusing on specific subject areas Range of HE websites for UCAS research signposted Mock interviews Welcome to Sixth Form and Next Steps evenings Residential/taster events at local universities	FE/HE Assembly presentation from provider Targeted student FE/HE visits Apprenticeship Provider Presentation UCAS parents/wards evening Student Finance presentations Personal Statement writing support Programme of speakers, inc. local universities, focusing on specific subject areas
Purpose: 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.							

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8 Personal Guidance	Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc. Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Careers 'Options' Guidance 2 Days – Jan '23 Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Careers Guidance Interviews Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Careers Guidance Interviews, talks and group sessions Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Careers Guidance Interviews Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents/wards/'other' professionals encouraged	Careers Guidance Interviews Part-time, school based, suitably qualified Careers Adviser available on a drop-in basis and via referral from school staff inc Year Teams and Form Tutors. Referrals from parents, wards, other professionals encouraged
Purpose: Every student will have opportunities for guidance interviews with our trained careers advisor. These will be available whenever significant study or career choices are being made. They are expected for all students, but should be timed to meet our students' individual needs.							

PREMISES AND FACILITIES:

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

COMPLAINTS:

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

POLICY REVIEW:

The Hilbre High School Provider Access policy will be reviewed annually, in June.

Hilbre High School Careers Leadership and Coordination Team: 2023-2024

Personnel - Role	Responsibility
Sean Britton Assistant Headteacher: Whole-School Careers Leadership/Coordination with Paul Lloyd Deputy Headteacher: Pastoral	<ul style="list-style-type: none"> • Coordinating the team of teachers, administrators and external partners who deliver career guidance – whole school • Advising the senior leadership team on policy, strategy and resources for career guidance • Reporting to senior leadership and Trustees on careers • Reviewing and evaluating career guidance and providing information for school development planning and Ofsted • Preparing and implementing a career guidance development plan and ensuring that details are published in the website • Understanding the implications of a changing education landscape for career guidance • Ensuring compliance with the legal requirements to provide independent career guidance and access for providers • Planning the programme of activity in career guidance • Ensuring effective use of Unifrog as a careers learning tool • Monitoring delivery of career guidance across the eight Gatsby Benchmarks • Supporting tutors providing initial information and advice • Managing the work of the careers adviser and careers administrator • Ensuring colleges and apprenticeship providers have access to students • Managing the careers budget • Managing own CPD and supporting the CPD of colleagues in the careers team • Liaising with the PSHE/ Personal Development Programme leader, and other subject/course leaders to plan their contributions to career guidance • Ensuring encounters with employers and work experience have been effectively organised by the Careers Team • Communicating with students and their parents/legal guardians • Establishing and developing links with FE colleges, apprenticeship providers and universities • Managing links with the LEP and other external organisations • Securing funding for careers related projects
Emma Harrison Deputy Headteacher: Careers in the Curriculum	<ul style="list-style-type: none"> • Monitoring delivery of career guidance for Gatsby Benchmark 4: 'Linking Curriculum Learning to Careers' • Liaising with subject/course leaders to ensure planning, implementation and effective outcomes of their career guidance
Dave White Assistant Headteacher: Personal Development of Careers KS3/4	<ul style="list-style-type: none"> • Coordinating the team of teachers, administrators and external partners who deliver career guidance – KS3/4 • Reporting to senior leadership and Trustees on careers at KS3/4 • Understanding the implications of a changing education landscape for career guidance • Provide independent career guidance and access for providers • Planning the programme of activity in career guidance KS3 and KS4 • Ensuring effective use of Unifrog as a careers learning tool for KS3 and KS4 students

	<ul style="list-style-type: none"> • Briefing and supporting teachers or tutors involved in career guidance KS3 and KS4 • Supporting tutors providing initial information and advice • Monitoring access to, and take-up of, guidance KS3 and KS4 • Ensuring colleges and apprenticeship providers have access to students • Liaising with tutors, mentors, SENCO and Heads of Year/ Department to identify students needing guidance KS3 and KS4 • Co-ordinating encounters with employers and work experience KS3 and KS4 • Communicating with students and their parents/legal guardians • Establishing and developing links with FE colleges, apprenticeship providers and universities • Establishing and developing links with employers • Building a network of alumni who can help with the career guidance programme
<p>Paul Hellier Assistant Headteacher: Careers Programme Post-16/Careers Transition</p>	<ul style="list-style-type: none"> • Coordinating the team of teachers, administrators and external partners who deliver career guidance – post-16 • Reporting to senior leadership and Trustees on careers at KS5 • Understanding the implications of a changing education landscape for career guidance • Provide independent career guidance and access for providers • Planning the programme of activity in career guidance KS5 • Ensuring effective use of Unifrog as a careers learning tool for KS5 students • Briefing and supporting teachers or tutors involved in career guidance KS5 • Supporting tutors providing initial information and advice • Monitoring access to, and take-up of, guidance KS3 and KS4 • Ensuring colleges and apprenticeship providers have access to students • Liaising with tutors, mentors, SENCO and Heads of Year/ Department to identify students needing guidance KS5 • Co-ordinating encounters with employers KS5 • Communicating with students and their parents/legal guardians • Establishing and developing links with FE colleges, apprenticeship providers and universities • Establishing and developing links with employers • Building a network of alumni who can help with the career guidance programme
<p>Joanne Tomlinson MPLOY Careers Advisor: Support/coordination whole-school careers</p>	<ul style="list-style-type: none"> • Reviewing and evaluating career guidance and providing information for school development • Understanding the implications of a changing education landscape for career guidance • Ensuring effective use of Unifrog as a careers learning tool • Ensuring compliance with the legal requirements to provide independent career guidance and access for providers • Provide independent career guidance and access for providers • Planning the programme of activity in career guidance • Supporting tutors providing initial information and advice • Monitoring access to, and take-up of, guidance • Ensuring colleges and apprenticeship providers have access to students

	<ul style="list-style-type: none"> • Managing the provision of careers and labour market information • Liaising with tutors, mentors, SENCO and Heads of Year/ Department to identify students needing guidance • Communicating with students and their parents/legal guardians • Co-ordinating encounters with employers and work experience • Establishing and developing links with FE colleges, apprenticeship providers and universities • Establishing and developing links with employers • Building a network of alumni who can help with the career guidance programme
Alison Jardine Progress Leader: PSHE Careers curriculum: PSHE and AFT	<ul style="list-style-type: none"> • Planning and coordinating the PSHE Programme and corresponding career guidance through Active Form Time • Supporting tutors providing initial information and advice • Ensuring effective use of Unifrog as a careers learning tool to support PSHE/AFT
Claire Asson Head of Key Stage 3: Careers Coordination/Logistics at KS3	<ul style="list-style-type: none"> • Briefing and supporting teachers or tutors involved in career guidance KS3 • Supporting tutors providing initial information and advice • Monitoring access to, and take-up of, guidance KS3 • Ensuring colleges and apprenticeship providers have access to students • Liaising with tutors, mentors, SENCO and Heads of Year/ Department to identify students needing guidance KS3 • Communicating with students and their parents/legal guardians
Phil Morris Head of Key Stage 4: Careers Coordination/Logistics at KS4	<ul style="list-style-type: none"> • Briefing and supporting teachers or tutors involved in career guidance KS4 • Supporting tutors providing initial information and advice • Monitoring access to, and take-up of, guidance KS4 • Ensuring colleges and apprenticeship providers have access to students • Liaising with tutors, mentors, SENCO and Heads of Year/ Department to identify students needing guidance KS4 • Communicating with students and their parents/legal guardians
Heads of Year Coordination - student engagement with careers and trips/visits/encounters for Year	<ul style="list-style-type: none"> • Monitoring access to, and take-up of, guidance for Year Group • Identify students needing specific guidance in Year • Referring students to careers advisor • Communicating with students and their parents/legal guardians
Pastoral Support Team – all Key Stages Logistical support for Year	<ul style="list-style-type: none"> • Referring students to careers advisor • Communicating with students and their parents/legal guardians • Supporting logistics for encounters with employers and work experience (across Key Stages, where appropriate)
Ryan Warburton School Media Officer	<ul style="list-style-type: none"> • Ensuring career information, advice and guidance are published on the website and through other media outlets • Managing the careers section of the school's or college's website and keeping it up to date • Communicating with students and their parents/legal guardians

Progress Leaders - Subject planning, implementation, impact of careers in subject	<ul style="list-style-type: none"> • Monitoring delivery of career guidance across for Gatsby Benchmark 4: 'Linking Curriculum Learning to Careers' • Referring students to careers advisor
Enterprise Coordinator – Laura Grigsby	<ul style="list-style-type: none"> • Support the planning of the programme of activity in career guidance • Monitoring access to, and take-up of, school guidance • Co-ordinating encounters with employers • Establishing and developing links with FE colleges, apprenticeship providers and universities • Establishing and developing links with employers
Enterprise Advisor	<ul style="list-style-type: none"> • Supporting coordination of encounters with employers • Establishing and developing links with employers
Jane Doyle School Business Manager	<ul style="list-style-type: none"> • Managing the careers budget • Negotiating a SLA with the local authority for support for vulnerable young people, where appropriate • Commissioning career guidance services, where appropriate • Securing funding for careers related projects
Mark Bellamy - Headteacher Jane Whisker - Head of School	<ul style="list-style-type: none"> • Ensuring leadership, delivery and impact of Hilbre High School's Careers Programme is of high quality and meeting the needs of all Hilbre students
Link Trustee	<ul style="list-style-type: none"> • Providing critical support to ensure leadership, delivery and impact of Hilbre High School's Careers Programme is of high quality and meeting the needs of all Hilbre students