



Careers and Provider Access Policy

Date of last update: January 2025

Date agreed by SLT: January 2026

Date of next full review: January 2026

Please note the Folkestone School for Girls will be referred to as FSG throughout this document.

1. Introduction

This policy outlines the commitment of The Folkestone School for Girls to providing all pupils with a high-quality Careers Education, Information, Advice, and Guidance (CEIAG) programme. This programme aims to inspire, inform, and support pupils in making well-informed decisions about their futures. The policy complies with the school's legal obligations under Section 42B of the Education Act 1997 and reflects the latest statutory guidance for schools and guidance for further education colleges and sixth form colleges, published in January 2023. It also ensures compliance with the *Baker Clause*, ensuring that pupils have access to a range of providers offering education and training opportunities.

2. Quality Assurance

CEIAG at the Folkestone School for Girls is evaluated externally each term in cooperation with an Enterprise Coordinator from the Careers Enterprise Company. As part of this evaluation, the Careers Leader and the Enterprise Coordinator will evaluate the effectiveness of CEIAG provision against the 8 Gatsby Benchmarks, highlighting effective provision, and identifying opportunities for improvement. CEIAG provision is evaluated annually in conjunction with the Deputy Principal and the elected Board of Trustees member with responsibility for CEIAG.

3. Aims and Objectives

Our CEIAG programme seeks to:

- Deliver a high-quality careers education programme to our pupils that listens and responds to feedback and the changing needs and interests of the pupils, the qualifications available and the labour market.
- Equip pupils with the knowledge, skills, and attitudes necessary to achieve their potential and make informed career decisions.
- Develop the ability for pupils to set themselves challenging but realistic goals including identifying a plan to achieve them.
- Encourage pupils to challenge themselves, try new things and challenge stereotypes.
- Ensure all pupils are aware of the range of possible jobs and breakdown misconceptions about career pathways.
- Inspire and motivate pupils to develop their passion for lifelong learning.
- Enable pupils to make use of labour market information to inform their future career planning.
- Provide opportunities to explore a diverse range of career pathways with employers, further education, higher education, and apprenticeship providers.
- Ensure all pupils understand the full range of options available to them at each transition point. This includes being confident in the process of applying for their next steps.
- Support pupils in making informed decisions which are suitable and ambitious for them.
- Build links with external providers from higher and further education, employment and other training providers and using these links to support the careers programme.
- Ensure every student receives independent and impartial careers advice from a trained adviser during Year 11.
- Highlight links between careers education and the curriculum during subject lessons and tutor time.
- Make all students aware of the resources they can access to inform their next steps.

4. Careers Programme

The CEIAG programme at The Folkestone School for Girls is designed in line with the eight Gatsby Benchmarks of Good Career Guidance:

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

The programme is delivered through a combination of:

- Careers news delivered through tutor time and the careers newsfeed on the school website.
- Dedicated Careers PSHE lessons.
- Visits to workplaces and higher education institutions.
- Regular guest speakers from a range of industries and sectors as well as speakers from further and higher education.
- Access to a range of online careers resources and tools through our school website, Google Classroom, and Unifrog.
- Group personal guidance sessions with a qualified independent careers adviser in Year 11.

More information about how we meet each of eight Gatsby Benchmarks can be found in Appendix 1 at the end of this document. At The Folkestone School for Girls we believe that we go further than the Gatsby benchmarks by focusing on the six learning areas described in the CDI's Career Development framework throughout our entire school curriculum.

5. Pupil Entitlement

All pupils 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 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, two more provider encounters are 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.

6. 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.

Previous providers In previous terms/years we have invited providers from the local area to speak to our pupils, including Eurotunnel, Kent Police, SwissRE, Border Force, DFDS Shipping and SAGA, as well as national companies such as PriceWaterhouseCoopers

7. Provider Access Statement

In compliance with the *Baker Clause*, The Folkestone School for Girls is committed to providing opportunities for education and training providers to inform pupils about approved technical education qualifications, apprenticeships, and other post-16 and post-18 pathways.

Opportunities for Access:

Providers can request access to pupils at specific times in the school year, which may include:

- Assemblies
- Careers fairs and events
- Group discussions and workshops
- Parents' evenings

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 AV and other specialist equipment available to support provider presentations. This will all be discussed and agreed upon in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, located in our Sixth Form.

Live/Virtual encounters:

The Folkestone School for Girls 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.

Expectation of providers:

A provider, to whom access is given, must deliver an encounter that includes the following:

- 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.

How to Request Access:

Providers wishing to engage with our pupils should contact the Director of Careers and Leadership Learning, Mr Konrad Eke, via email at FSGCareers@folkestonegirls.kent.sch.uk or telephone the school on 01303 251125. All requests will be reviewed by the Director of Careers and Leadership Learning and the Senior Leadership team, considering the following:

- Clashes with other planned activities or visits
- Interruptions to preparation for internal and external examinations
- Availability of staff, space and resources required to host a session
- Safeguarding implications

8. Monitoring and Evaluation

The impact of the careers programme is evaluated annually using tools such as the Future Skills Questionnaire, pupil surveys, and feedback from parents, staff, and stakeholders. Encounters with employers and education providers are also reviewed to ensure they are meeting pupils' needs.

The Careers and Enterprise Company conducts termly reviews of our programme against the Gatsby Benchmarks, providing guidance for continuous improvement.

9. Roles and Responsibilities

- **Deputy Principal:** Responsible for the line management of the Careers Lead, regularly discussing the aims, needs and effectiveness of the CEIAG programme through regular meetings and ensures that adequate resources are allocated. The Deputy Head is also responsible for the overall approval of the Careers and Provider Access Policy and should review the Careers Programme at the school annually.
- **Careers Leader:** Manages the careers programme, facilitates provider access, and ensures alignment with the Gatsby Benchmarks. The Careers Leader is responsible for managing the careers budget and deploying resources in an effective way to ensure a high-quality careers programme is provided that aligns with pupils interests and needs.
- **All Staff:** Should support the integration of careers education within the curriculum and promote opportunities for pupils to engage with employers and providers.

10. Safeguarding

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

11. Complaints

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

12. Policy Review

This policy will be reviewed annually by the Director of Careers and Leadership Learning, the Senior Leadership Team and the Governing Body to ensure it remains current and effective.

Date of Last Review: January 2025

Approved by SLT: January 2025

Next Review Due: January 2026

Appendix 1: The Gatsby Benchmarks at The Folkestone School for Girls

Last updated January 2025

Benchmark	Description	How we meet this benchmark
<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> ● Careers assemblies take place at regular intervals throughout the year. ● Dedicated careers PSHE lessons for Year 7 – 10 during Term 2 and Term 6 of each academic year. ● Careers PSHE lessons for students in Year 12 and 13 delivered at key times during their Sixth Form career. ● Year 8 – 13 attend the school Careers Fair in March of each academic year including representatives from employers, further and higher education. ● Year 10 Mock Interview Day in April each academic year.
<p>2. Learning from career and labour market information (LMI)</p>	<p>All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> ● LMI is shared with students via the dedicated page on our school website. ● LMI is discussed with Year 11 students during their group career guidance sessions. ● LMI is shared through careers assemblies and tutor time resources.

<p>3. Addressing the needs of each young person</p>	<p>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. Opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<ul style="list-style-type: none"> ● Every student in Year 11 receives a personal group careers guidance session with an independent external adviser (currently CXK) ● Students with SEND or additional needs are prioritised where appropriate. ● More targeted careers guidance is offered to students at risk of becoming NEET. ● Careers Adviser attends Year 8 and Year 11 options evenings.
<p>4. Linking curriculum learning to careers</p>	<p>As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> ● A strong STEM programme in place with a range of events throughout the academic year, engaging students from across all year groups.
<p>5. Encounters with employers and employees</p>	<p>Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> ● The school works with a range of employers to develop connections and opportunities for our students. ● Regular Wednesday afternoon career masterclasses, providing the opportunity for students to learn from a range of individuals and organisations about their career and pathways into their industry. ● A range of employers from local and national

		<p>businesses as well as from the public sector visit the school throughout the year including for our careers fair each March.</p> <ul style="list-style-type: none"> Year 10 students all have the opportunity for several 1-2-1 mock interviews and receive individualised feedback to help them to develop their technique.
6. Experiences of workplaces	Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> Year 10 students complete a 2-day work experience placement during term 6. Sixth Form students are encouraged to complete work experience placements throughout the year.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none"> Speakers from further and higher education including independent training providers are invited to support careers workshops and events. Further education providers are invited to attend our Year 11 Options evening to provide information on technical and vocational routes offered post 16.
8. Personal guidance	Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be	<ul style="list-style-type: none"> The school works with an external careers adviser from CXK to ensure fully independent and impartial careers guidance is received by the students at the school.

	<p>expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> ● Every student in Year 11 will have the opportunity for a small group personal guidance meeting with the careers adviser. ● Students in Sixth Form who would particularly benefit from an additional meeting with the careers adviser are offered this opportunity. ● Students are made aware of resources and external career guidance they can access through tutor time materials and our school website.
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