

Careers Education and Provider Access Policy

Camborne Science and International Academy



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Review supported by:	Student Voice: Policy Review committee	
Next review due by:	June 2026	

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, largeprint, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: enquiries@cambornescience.co.uk

Camborne Science and International Academy: Provider Access Policy

Character Value: Ambition

"I am determined to succeed and be the best I can possibly be. I dream big." – this Character Value, our school motto "Learning to be Extraordinary" forms the intent of all Careers provision at Camborne Science and International Academy.

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at 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.

Student entitlement

All students in years 7-13 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.
- to access to independent careers guidance

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during Year 8 and 9 (at any time during Year 8, and before 28th February during Year 9) and two encounters for students during Year 10 and 11 (at any time during Year 10, and before 28th February during Year 11). For students in Key Stage 5, particularly those that have not yet decided on their next steps, there are two more encounters available during this period, which are optional to attend (at any time during Year 12, and before 28th February during Year 13)

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 these options could lead to
- provide insights into what it might be like to learn or train with that provider (including opportunity to meet staff and students 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 are able to provide online engagement with our students. [Making it Meaningful: Benchmark 7 | CEC Resource Directory \(careersandenterprise.co.uk\)](https://careersandenterprise.co.uk/making-it-meaningful-benchmark-7/)

Management of provider access requests



AMBITION | RESPECT | RESILIENCE | ALTRUISM | INTEGRITY

Procedure

A provider wishing to request access should contact:

Mrs Susan Gellatly, Careers Lead,

Camborne Science and International Academy,

Cranberry Road,

Camborne,

Cornwall TR14 7PP

Telephone: 01209 712280 ;

Email: gellatlys@cambornescience.co.uk

Opportunities for access

The Academy offers the six provider encounters required by law and a number of additional events. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into the Academy to speak to students and/or their parents/carers. These are outlined in section 5 of this policy.

Premises and facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy 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 Office, which is managed by the Head of Careers. The Careers Office is available to all students at lunch and break times, and for their one-to-one Careers Advice and Guidance appointments.

Policy for Careers Education, Information, Advice and Guidance (CEIAG)

1. Aims

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences they will encounter at school, in further education and in working life. It aims to help all students make a successful transition to adulthood by;

- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- To support inclusion by promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Promote participation in learning

The Careers Education programme at Camborne Science and International Academy follows the principals of the Gatsby benchmark¹ which sets out a framework of good practice –

1. A stable and embedded programme of careers education and guidance
2. Good quality information about future study options, jobs and the labour market
3. Opportunities for advice and support tailored to young people's needs
4. Subject teaching linked to careers
5. Several opportunities to learn from employers and employees
6. Experiences of workplaces
7. Opportunities to hear from representatives of FE, HE and apprenticeship providers
8. Personal guidance from a professionally qualified careers adviser, at the right time.

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#). This was updated on 8th May 2025.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all students in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on page 3 of this policy.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance
- The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.
- This policy complies with our funding agreement and articles of association.

- We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on page 3 of this policy.

3. Purpose

Camborne Science and International Academy is committed to career, employability and enterprise learning and development and it intends to fulfil its statutory obligations by providing a best practice careers service across our provision. It supports the school's overall vision and is included in the School Improvement Plan. Governors and senior leaders have a key role in developing and approving the policy and a strategic plan and this process ensures a high profile and a secure place for CEIAG within the school curriculum. This policy supports and is underpinned by key school policies including Curriculum, Special Educational Needs, SMSC and Equality and Diversity.

4. Commitment

Camborne Science and International Academy is committed to providing a planned programme of careers education activities for all year groups, with opportunities at key transition points to access impartial information and expert independent advice and guidance. It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and FE and HE establishments.

In 2022, we secured the School of Character Quality mark from the Association of Character Education. This Quality Mark stands as an assurance that in addition to striving for the best achievable grades, our students understand the importance of how behaviour, conduct and personality relate to enhancing their employability prospects. We are committed to a whole school ethos that models for students that

ambition, altruism, integrity, resilience, and respect are the foundations for the well-rounded individual who is ready to succeed in the world of work and university.

In line with our character values, we will:

- Promote personal development in an environment which is challenging and supportive
- Relate the programme to the individual needs and aspirations of students
- Contribute to strategies for raising achievement
- Support inclusion
- Challenge stereotyping and promote equality of opportunity
- Provide a broad range of experiences and opportunities for students to develop as extraordinary individuals

5. Management

A senior leader has strategic responsibility for CEIAG and oversight of the Careers Lead with access to administration support. This area is supported by a link governor. The senior leader and Careers Lead will review and evaluate the provision with all stakeholders including young people and external IAG providers, taking into account the school's destination measures.

5.1 Careers leader

Our careers leader is Mrs Susan Gellatly and they can be contacted by phoning 01209 712280 or emailing gellatlys@cambornescience.co.uk. Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our students with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which students are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

5.2 Senior Leadership Team

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard

- Allow training providers access to talk to students in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

5.3 Governors

The governors will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 7 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

5.4 All staff

All staff will:

- Contribute to careers education through their roles as tutors and subject teachers.
- The Preparation for Life team deliver specialist sessions
- Heads of Year liaise with the Careers Leader to address the needs of all students.
- Discuss their students Dream Big, supporting students in the creation of careers plans, and accessing opportunities to secure their Dream Big
- Link curriculum to careers. This can be explicit focus on career pathways, or implicit in the development of skills such as decision-making.

6. Curriculum Provision

There is a planned programme of learning experiences as part of students' entitlement to CEIAG, which is mapped against the framework for careers, employability and enterprise (Career Development Institute) for Year 7 to Year 13. This enables young people to:

- Develop themselves through career and work-related education – **Self Development**
- Learn about careers and the world of work – **Career Exploration**
- Develop career management and employability skills – **Career Management**

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for students.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that students are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

It will be delivered through a range of experiences and activities, with the underlying focus of “Dream Big” –

Every year

- Students evaluate their Dream Big, and plan backwards accordingly
- Students use Unifrog to log their activities, interactions and skill development in meeting steps on their Pathway to Extraordinary
- Students have access to psychometric testing on Unifrog to evaluate their progression through their career journey, and plan appropriately for their future.
- Students access LMI to evaluate opportunities locally, nationally and internationally in the field of their Dream Big
- Students have access to 1-1 careers advice and guidance with a Level 6 CDI Registered Careers Advisor. These are scheduled within the careers programme to meet the needs of learners. However, we are aware that some students may need interviews differentiated according to need, for those students at risk of disengaging or who require this level of support due to other circumstances. Support is offered on applications, CV writing, personal statements and finding labour market information to support future planning
- Targeted Dream Big events dependent on students Dream Big.
- Dream Big encounters with employers of different sizes and specialisms, including self-employment
- STEM activities, visits and events over the year for select students.
- Parental support and advice should the need arise.
- Character Education, Preparation for Life Curriculum, Extraordinary Me and the Pathway to Extraordinary Learning Journey – range of termly activities with key topics for class discussions; questions for students to account for their knowledge and understanding; recognise their own skills and abilities and to understand the labour market and jobs, with a range of differentiated activities for those students with SEN.
- Access to alumni and role models to inspire and support their Dream Big

Work Experience

- All students will have the opportunity to engage in multiple meaningful first-hand workplace experiences and employer encounters.
 - *“A meaningful experience of the workplace gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful.”*
(<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools/careers-guidance-and-access-for-education-and-training-providers#benchmark-6-experiences-of-workplaces>)
- All students will be supported to prepare for the experience through our careers education programme, assemblies and tutorials. Additional guidance is provided through Unifrog. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.
- 1 weeks’ worth of work experience activities for students in Years 7 to 9, this can include:
 - Multi-day work visits involving employer set tasks or projects
 - Work shadowing
 - In-person or virtual employer talks in the workplace, including technical demonstrations or tours of working premises.
- 1 weeks’ worth of work experience for Year 10 – this can be with more than one employer.
- Additional placement opportunities throughout Years 12 and 13.

Year 7 and 8 “Introduce and Inspire”

- Character Education, Preparation for Life Curriculum, Extraordinary Me and the Pathway to Extraordinary Learning Journey – introduce careers education, labour market information, identification of Dream Big, and skills and qualities awareness.
- Assemblies for both year groups on developing links between school subjects and careers and to raise awareness of general options post 16 and post 18.
- A Preparation for Life Day focussed solely on careers, employability and enterprise (differentiated resources for SEN) employer involvement and talks.
- Dream Big encounters with employers of different sizes and specialisms, including self-employment

Year 9 “Investigate and Explore”

- Character Education, Preparation for Life Curriculum, Extraordinary Me and the Pathway to Extraordinary Learning Journey – Investigating their Dream Big at a greater depth, exploring KS4 Option pathways linking to their Dream Big, exploring local, national and international LMI linked to their Dream Big, expectations of skills and qualities required.
- Assembly on general KS4 options, exploring models of decision making and HE awareness, plus assemblies from employers and the professional community including volunteer agencies and clubs.
- KS4 Options event evening for Year 9's.
- A Preparation for Life Day focussed on accessing careers and financial literacy; participation in a careers fair with opportunities to engage with employers, further and higher education providers.

Year 10 “Apply and Demonstrate”

- Character Education, Preparation for Life Curriculum, Extraordinary Me and the Pathway to Extraordinary Learning Journey – applying their skills and qualities to the world of work in seeking work experience specifically linked to their Dream Big. Demonstrating application of their knowledge and understanding in securing a placement, participating in a week long placement and evaluating the work experience process.
- Assembly on general options, exploring models of decision making and HE awareness, plus assemblies from employers and the professional community including volunteer agencies and clubs.
- A Preparation for Life Day focussed on accessing careers and financial literacy; participation in a careers fair with opportunities to engage with employers, further and higher education providers.
- 1-1 advice and guidance sessions for targeted students during the summer term.
- A Post-16 taster session
- All students to complete a questionnaire in the summer terms on their preferred choice at KS5 and interest area(s) for a future career.
- Work Experience preparation
- Health and Safety in the workplace education
- 1 week work experience placement for all year 10 students.

Year 11 “Apply and Demonstrate”

- Character Education, Preparation for Life Curriculum, Extraordinary Me and the Pathway to Extraordinary Learning Journey – evaluating their post 16 options, reflecting on which pathway would be most successful in securing their Dream Big. Support with applications, evaluating courses, preparing for interviews.
- Assemblies delivered by the Post 16 team in the autumn term on KS5 options and qualifications.
- Various assemblies held over the year – Option Choices at KS5, Social Media and Recruitment, Interview Skills and CV Writing.
- Two Preparation for Life Days focussed on transition and CEIAG; including attendance at a careers fair. The Post 16 Day enables students to engage in independent advice and guidance with outside providers.
- Information, advice and guidance sessions with VIth Form team for all students.
- Transition support from our careers advisor for all students
- Transition support from Cornwall Council for those students with an EHC Plan and leaving Camborne Science and International Academy.
- Transition support from Cornwall Council for those students who may be at risk of becoming NEET upon leaving Camborne Science and International Academy.
- Destinations data collected and distributed to Cornwall Council for collation.
- Support from Next Steps South West for targeted students; and workshops for Year 12 and 13 on access to higher education.

Vith Form “Apply and Demonstrate”

- Careers advice and guidance interviews offered to all Vith form students and available on request from the Vith Form team.
- 1-1 careers guidance interviews differentiated according to need for those students at risk of disengaging or with a CAF in place.
- Intensive support from UCAS Co-ordinator on university choice and personal statements
- Tutorial programme – range of termly activities with key topics for class discussions, recognise own skills and abilities, links to researching key websites to make sense of options at HE and research and find Higher and Degree Apprenticeships. With a range of differentiated activities for those students with SEN.
- Two collapsed curriculum events including social media, recruitment and interview skills, employer workshops, UCAS personal statement writing and job centre support for those Year 13 students wanting to find work.
- Employer talks and university visits periodically.
- STEM activities, visits and events over the year for select students.
- Destinations data collected and distributed to Cornwall Council for collation.
- 5 days of work experience placements for Year 12 students.
- Additional work experience placement days for Veterinary and Medical pathway students.
- Support from Next Steps South West for targeted students; and workshops for Year 12 and 13 on access to higher education.

7. Parents and Carers

Parents and carers are informed and supported to help their children to explore and research their options, make decisions and manage their career development. This is achieved through a careers education designated section on the school website for links and research purposes and regular updates in the student bulletin. Open evenings and information sessions such as KS4/5 evenings provide access to help and advice. Parents and carers are invited to attend our Dream Big networking events to meet employers and discuss the local labour market. Guidance, encouragement and support is offered to find work placements for their child.

Parents and carers are advised to access information to support their child from:

- Unifrog.org
- [Parents Advice for Career Conversations - Talking Futures](#) from the Gatsby Foundation
- [Skills for Careers](#)

8. Evaluation

The SLT lead and Careers Lead will be responsible for the monitoring, review and evaluation of the programme and provision in place. Students will be consulted on the impact of this after activities and events have taken place and changes may be made as a result.

Systematic records of students’ participation in the programme is kept through the ‘Spreadsheet of Dreams’ and student records on Unifrog.

Destinations data, results from the Future Skills Questionnaire, Unifrog records and the “Spreadsheet of Dreams” are used to inform the planning and development of our careers programme.

9. Personal Provision

Elements of the above will require access to individual information advice and guidance through:

- internal staff, external visitors and mentors
- impartial sources using email, telephone, web chat and forums via websites, the National Careers Service² and specialist face to face careers guidance
- A Level 6 trained Careers Adviser is available full-time to provide independent advice and guidance.

Access to face to face external specialist careers guidance as stated in the Education Act 2011 for our vulnerable students as defined by the academy's governing body is provided by Cornwall Council.

10. Resources

The academy will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD training opportunities and commissioning of external sources
- Adequate staffing
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

11. Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school/academy. These include:

- External provider commissioned by LEA to carry out transition support for students with an EHC Plan and/or at risk of becoming NEET. This is provided by Careers South West.
- Links with local HE providers including Exeter University; Falmouth University; Bath University; Plymouth University, Truro and Penwith College, University of St Mark and St John, Duchy College, Falmouth Marine School, Cornwall Marine Academy and Cornwall College. Delivered through specific targeted programmes, 1-1 independent careers guidance, whole cohort activities and group sessions.
- Liaison with post 16 providers and higher education institutions
- Local authority, employers and training providers
- Enterprise Adviser Network project
- Next Steps South West NCOP
- Cornwall and the Isles of Scilly Careers Hub
- Cornwall Council
- Parents and carers

12. Approvals and review

This policy is reviewed annually in discussion with staff, students and external partners. Key priorities for action are identified and included in the school improvement plan.

¹The Gatsby Charitable Foundation (2014). Good Career Guidance. London: Gatsby.

²National Careers Service

List of Acronyms

CEIAG – Careers Education Information Advice and Guidance

CPD – Continued Professional Development

CV – Curriculum Vitae

EHCP – Education Health Care Plan

FE – Further Education

HE – Higher Education

KS3 – Key Stage 3

KS4 – Key Stage 4

KS5 – Key Stage 5

LEA – Local Education Authority

NCOP - *National Collaborative Outreach Programme* (29 partnerships of universities, colleges and other local partners to deliver outreach programmes to young people in years 9 to 13)

NEET – Not in Education, Employment or Training

PSHE – Personal Social Health Education

RSE – Relationships Sex Education

SEN – Special Educational Need

STEM – Science Technology Engineering Mathematics