

Careers and Provider Access Policy

Policy Information	
Policy Author: A Clewlow	
Governing Board approval date/date policy is in effect from: Summer 2025	
Review information:	
Approved by:	Intuition School Governing Board

Information		
Careers Lead: Clare Hammond		
Principal: Amy Clewlow		
Latest Review information:	Summary of amendments	Date of next review:
Date: June 2025 Name of reviewer/s: Amy Clewlow	Amended format	June 2026

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Careers Policy

1. Introduction

Intuition School is committed to providing an inclusive and holistic education that supports students with Social, Emotional, and Mental Health (SEMH), learning, communication and Interaction, Physical and Sensory needs. As part of our commitment to preparing students for the future, we offer comprehensive careers education and guidance. This policy outlines the principles and structure of our careers program, ensuring that it meets the needs of all students and adheres to the **Gatsby Benchmarks**, a framework designed to improve careers education in schools and colleges across the UK. We also promote independence and life skills as part of our core offer.

2. Purpose of the Policy

The purpose of this Careers Policy is to:

- Ensure all students receive high quality, impartial, and comprehensive careers education and guidance.
- Support students in making informed decisions about their future pathways, including education, training, and employment.
- Promote self awareness and self confidence in students, enabling them to make choices that align with their abilities, aspirations, and interests.
- Meet statutory obligations under the Careers Guidance and Access for Education and Training Providers Act 2017 and the Gatsby Benchmarks.

3. Legal Requirements

Under the **Careers Guidance and Access for Education and Training Providers Act 2017**, schools must ensure that all students from Year 8 onwards have access to independent and impartial careers guidance. This policy is aligned with this requirement and incorporates the **Gatsby Benchmarks**, which are widely recognised as the standard for high quality careers education.

4. The Gatsby Benchmarks

The Gatsby Benchmarks are eight guidelines designed to improve careers education and provide students with the best possible opportunities for future success. At Intuition School, we use these benchmarks to structure our careers program. The eight benchmarks are:

1. **A Stable Careers Programme**
A stable, structured careers program that is embedded in the school's policy and delivered consistently.
2. **Learning from Career and Labour Market Information**
Students should have access to good quality, up to date information about careers, education, and training opportunities.
3. **Addressing the Needs of Each Pupil**
The careers program should be tailored to meet the needs of every student, considering their unique interests, skills, and aspirations.
4. **Linking Curriculum Learning to Careers**
Opportunities for students to understand how the subjects they are studying connect to real world careers should be embedded across the curriculum.
5. **Encounters with Employers and Employees**
Students should have meaningful opportunities to interact with employers, employees, and people from various industries to help them understand the world of work.

6. Experiences of Workplaces

Every student should have the opportunity to engage in work based learning experiences, such as visits, work placements or job shadowing.

7. Encounters with Further and Higher Education

Students should have access to information and experiences that support their understanding of further education, apprenticeships, and other post-16 opportunities.

8. Personal Guidance

Every student should have access to personal guidance to help them understand their career choices and how to make informed decisions.

5. Careers Education at Intuition School

At Intuition School, careers education is embedded within the curriculum and extends beyond formal lessons. Our approach is student centered, focusing on the individual needs and aspirations of each student. The careers education program includes the following:

1. Curriculum Integration:

Careers education is woven into various subjects, with teachers linking learning to real world applications. For example, Maths classes may explore budgeting and financial management in the context of running a business or household, while English classes may focus on communication skills for different career sectors.

2. Careers/Entrepreneurship Sessions and Workshops:

Regular careers sessions will be held to explore different industries, the skills needed, and the pathways into various professions. Students will also have access to guest speakers from different sectors, including local employers and community members, who will share their career journeys.

3. Individual Careers Guidance:

All students will have access to careers advice, offered by school staff, and where necessary, external specialists. These sessions will focus on helping students identify their strengths, interests, and future goals, while also addressing any barriers to employment or further education.

4. Work Experience Opportunities:

Work placements/visits will be provided to students as appropriate (depending on need), allowing them to gain firsthand experience of the workplace and develop key employability skills.

5. Personal Development:

Personal development activities will support students in developing skills such as teamwork, problem-solving, and communication, which are essential in all careers. These activities are designed to build students' confidence and resilience, which are key attributes for success in the workplace.

6. Roles and Responsibilities

• Careers Leader: Clare Hammond

The Careers Leader will oversee the development and implementation of the careers program, ensuring that it aligns with the Gatsby Benchmarks and meets the needs of all students.

• Senior Leadership Team (SLT): Amy Clewlow and Emma Shutt

The SLT is responsible for supporting the Careers Leader and ensuring that resources are allocated appropriately for the delivery of the careers education program.

• Teaching Staff:

All teachers are expected to incorporate careers related learning into their teaching, ensuring that students see the relevance of their subjects in relation to future careers.

• Preparation for Adulthood (P4A) Lead: Clare Hammond

The P4A Lead will provide guidance, deliver group sessions, and ensure that students have the information and support they need to make informed decisions about their future.

• Governors:

The Governing Board will ensure that the careers education program is monitored and evaluated, providing oversight and support for the continuous development of the program.

7. Implementation of the Careers Program

1. Year 7-9:

- Introduction to different career sectors (including entrepreneurship) and skills development.
- Activities to build self-awareness and confidence in making career choices.
- Early exposure to employers and employees through guest speakers and industry visits.
- Introduction to potential career pathways.

2. Year 10:

- Focus on more specific career interests and pathways, including work placements/visits, apprenticeships, and further education options.
- Individual and group careers guidance sessions to help students make informed decisions about their options.
- Further opportunities for interactions with local employers and employees.

3. Year 11:

- Career advice focused on post 16 options, including apprenticeships, college placements, and other pathways. This will be linked to the year 11 annual review of their EHCP.
- Support with job applications, CV writing, and interview preparation.
- Planning for transition to adulthood and the world of work.
- Preferences identified and noted at the point of Annual Review.

8. Evaluation and Review

The careers program at Intuition School will be regularly evaluated to ensure that it meets the needs of students and complies with the Gatsby Benchmarks. Feedback will be collected from students, parents, staff, and employers, and this will inform improvements to the program. The policy will be reviewed annually by the Senior Leadership Team and the Governing Board to ensure its continued effectiveness.

9. Conclusion

At Intuition School, we believe that effective careers education and guidance are key to supporting student's personal development and preparing them for the future. By offering a well structured, inclusive, and student centered program, we aim to ensure that all students, regardless of their needs or background, are equipped with the skills, knowledge, and opportunities to make informed choices and pursue successful and fulfilling careers.

Provider Access Policy

1. Introduction

This policy sets out the school's arrangements for managing the access of education and training providers to pupils at *Intuition School*, to give 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** (as amended by the Skills and Post-16 Education Act 2022).

At Intuition School, we provide an educational community that is rich in aspiration, innovation and nurture. We use bespoke teaching methods and evidence based strategies that create an environment which encourages our students to emerge as emotionally secure and resilient young adults, ready for their next steps in life.

2. Student Entitlement

All pupils in Years 7 to 11 are entitled to:

- Find out about technical education qualifications and apprenticeships, as part of a careers programme that 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.

3. Management of Provider Access Requests

A provider wishing to request access should contact:

Careers Leader: Clare Hammond
Email: office@intuitionschool.co.uk
Telephone: 01782 315758

4. Opportunities for Access

Our school careers programme gives providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Year Group	Careers Activity Example	Provider Involvement
Years 7-9	Introduction to Careers and Aspirations. Economic well being.	Careers talks, educational visits.

Year 10	Post-16 Options & Work Experience Preparation (if appropriate).	Visits to colleges/FE, attending careers events, Careers talks, work experience.
Year 11	Transition Planning.	1 to 1 career/FE lessons/ interviews, CV workshops, college/FE visits, work experience.

Providers are invited to speak in school, workshops, parents' evenings and tailored sessions.

5. Premises and Facilities

The school will make suitable rooms and IT equipment available for discussions and presentations between providers and students. All arrangements will be discussed in advance with the Careers Leader to ensure compliance with safeguarding policies.

6. Safeguarding

Intuition School's safeguarding policy applies to all visitors, including providers. All visitors will be supervised while on site, and appropriate safeguarding checks will be completed as required.

7. Monitoring and Evaluation

This policy is monitored annually by the Careers Leader and reviewed as part of the school's overall Careers Programme evaluation. Feedback from pupils, staff and visiting providers will inform improvements.

8. Gatsby Benchmarks

Our Careers Programme follows the **Gatsby Benchmarks**:

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

We are committed to improving these benchmarks through ongoing staff training, curriculum links, and provider engagement.



Expression of Interest Form – External Providers
Working Together to Inspire and Prepare Students for their Future

SECTION 1: PROVIDER DETAILS

Organisation Name:
Contact Person:
Position/Role:
Email Address:
Telephone Number:
Website (if applicable):

SECTION 2: PROPOSED ENGAGEMENT

1. **Nature of Opportunity:**
(e.g., careers talk, workshop, mentoring, apprenticeship information, work experience, etc.)
2. **Target Year Group(s):**
☐ Year 7 ☐ Year 8 ☐ Year 9 ☐ Year 10 ☐ Year 11
3. **Proposed Date(s) or Term(s) for Delivery:**
4. **Brief Description of Offer/Activity:**

SECTION 3: SAFEGUARDING & RISK ASSESSMENT

5. **Have your staff/representatives working with students undergone an Enhanced DBS check?**
☐ Yes ☐ No
(If yes, please confirm DBS numbers and dates may be required upon approval.)
6. **Do you have a current Safeguarding/Child Protection Policy?**
☐ Yes ☐ No
(Please attach a copy or include a link to your policy.)
7. **Do you carry out risk assessments for activities delivered in school or with school pupils?**
☐ Yes ☐ No
(Please be prepared to share a copy before the visit.)
8. **Are your staff trained in safeguarding procedures (e.g., recognising abuse, reporting concerns)?**
☐ Yes ☐ No

SECTION 4: ACCESS & SUPPORT

9. Do you require access to any specific facilities or equipment (e.g., projector, classroom, Wi-Fi)?
10. Are there any reasonable adjustments or access arrangements we should be aware of for your staff?

SECTION 5: OUTCOMES & IMPACT

11. What outcomes or learning objectives do you hope to achieve from this engagement with students?
12. How does your provision link with any of the Gatsby Benchmarks (if applicable)?

DECLARATION

I confirm that the information provided is accurate and that our organisation understands and will adhere to Intuition School's safeguarding procedures.

Name:

Signature:

Date: