

Fulford School

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

Including Provider Access Policy



Last reviewed on:	January 2025
Next review due by:	January 2027
Responsible:	Assistant Head – Stephen Bailey

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Statement of intent

Fulford School is committed to providing all pupils in Years 7 – 13 with outstanding planned careers education, information, advice and guidance (CEIAG) that is impartial, includes information on the full range of opportunities and pathways available, and is adapted to meet the needs of the pupil. The Careers programme aims to raise pupil’s aspirations, challenge stereotypes and promote equality & diversity, and will be an essential part in helping pupils to make the most of their talents and select the most appropriate 14-19 pathways for them. Through the careers programme pupils will develop the skills they need to make future decisions, explore and research opportunities available to them, understand how to review their achievements, and present themselves in the world of work.

The development of Careers, with the focus on the 8 Gatsby Benchmarks, is integrated into the school development plan. All schools must give education providers and training providers the opportunity to talk to pupils about approved qualifications and apprenticeships. Further information on this is set out in **Appendix A – Fulford School Provider Access Policy**

1. Legal framework, statutory requirements & recommendations

This policy has been created with due regard to all relevant legislation including, but not limited to, statutory guidance developed by the Department for Education in October 2018 which refers to sections 42A, 42B and 45A of the Education Act 1997; section 72 of the Education and Skills Act 2009; and Schedule 4 of the School Information Regulations 2008. The policy has been created with current good practice recommendations from the Careers Development Institute and the Careers and Enterprise Company.

Since January 2018 schools have had to follow new regulations relating to CEIAG and to be compliant with the 8 Gatsby Benchmarks of Good Practice:-

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. 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

Other relevant school policies include:

SEND Policy
Equal Opportunities Policy
Data Protection Policy
Safeguarding Policy

2. Roles & responsibilities

The Head of Careers has overall responsibility for all aspects of CEIAG and reports to Assistant Head teacher, who is line managed by the Head teacher. This responsibility includes managing the careers budget; planning, monitoring and evaluating the provision of CEIAG, in consultation with the Assistant Head teacher; liaising and consulting with key staff including the Head of Personal Development, Heads of Year, Head of 6th Form, Heads of Curriculum Subject areas, SENCO, Pastoral, 6th Form Wellbeing Advisor and Link Governor; liaising and consulting with the Local Authority Specialist Learning and Employment Adviser; liaising and consulting with the external Enterprise Coordinator linked to Fulford School; liaising and Consulting with the external Enterprise Adviser linked to Fulford School; liaising and consulting with NYBEP; liaising and consulting with local colleges/providers; overseeing the Year 10 work experience programme; delivering personal guidance. The Head of Careers and the Head of Personal Development carry out joint planning when developing the careers programme element of the personal development programme to ensure all information is age appropriate, up to date, relevant to pupils in each year group, and is aligned with the good practice of the 8 Gatsby benchmarks.

Consultation with a wide variety of external partners and Governors is taken into account when developing the careers policy within school.

Individual curriculum areas and teachers contribute to the CEIAG programme throughout the whole school by linking careers into curriculum areas; informing pupils of careers related to their curriculum area; organising visits and speakers in school related to their curriculum area; delivering the careers programme through the careers modules within the Personal Development programme and through form time sessions. All staff are encouraged to support careers guidance by promoting careers related to their subject, sharing different pathways to future careers, raising pupil's aspirations, and are aware of how to access more specialist support through the Head of Careers.

All members of staff at Fulford School, both teaching and non-teaching roles, receive training through CPD to promote equality of opportunity, celebrate diversity and challenge stereotypes.

Key School Staff:

Head of Careers	Sarah Birkby
Assistant Head Teacher – Link SLT for Careers	Stephen Bailey
Deputy Head Teacher Pastoral	Tanya Elsworth
Deputy Head Teacher Curriculum	Andy Rosie
Link Governor - Careers	Matthew Walker
SENCO	Anna Mehta
Head of Personal Development	Richard Jones
Head of 6 th Form	Kasia Davies
CYC Specialist Learning & Employment Adviser	Tammi Sunley

3. Pupil entitlement and provision

Fulford School aims to provide clear impartial careers information, advice and guidance about all the options available to pupils Post 16/18 to enable pupils to make an informed decision and prepare for the future. All pupils in Years 7 – 13 are entitled to access information, advice and guidance from a qualified Careers Adviser in school. Impartial advice and guidance is available through the Head of Careers; the school careers programme delivered through Personal Development lessons and pastoral form time sessions; careers section on the school website; careers information in the school Resource Centre; online resources such as

the National Careers Service database and various other careers websites; LMI in a box; Start; Jed; BBC Bitesize; and through contact with employers/alumni/colleges/other providers. Targeted support is also available for those students living in York with an EHCP/Looked After Child through the Local Authority Specialist Learning and Employment Adviser.

The provision of careers information is primarily accessed via electronic software to ensure the most up to date and accurate information is accessed by pupils. The software provides a comprehensive source of current careers information, LMI, and career tools to support pupils with their future aspirations, goals and career planning. This also enables pupils to have greater access to information as all software should be accessible via the school system and can be accessed at home. This software includes JED (Job Explorer Database; Start.

Pupils are made aware that the raising of the participation age (RPA) means they must continue in education or training until they are 18. It does not mean they must stay in school, but can choose one of the following options:

- Full-time education, such as school, college or learning provider
- Work-based learning, such as an apprenticeship or traineeship
- Part-time education or training if you are employed, self-employed or volunteering for 20 hours or more a week

In Year 7

- The main focus of this year is to ensure pupils settle into Fulford School.
- Students across each year group benefit from a carefully designed pastoral curriculum that is delivered in form time. In Year 7 and 8 this is delivered through a 'careers week' each term. This involves a visiting speaker together with linked activities to build on this.
- Key industry themes/skills may include, (but not limited to) - 'All about me'; Teamwork; Creativity; Communication; Motivation; LMI local and national.
- Pupils are encouraged to start to think about their strengths and interests and to match these with potential careers.
- All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these opportunities and activities to widen their knowledge and future aspirations of the different options and careers available.
- Pupils are introduced to stereotyping across different aspects of life including careers.

Year 8

- The main focus of this year is to develop careers investigation skills and to raise awareness of the variety of different routes into employment.
- Students across each year group benefit from a carefully designed pastoral curriculum that is delivered in form time. In Year 7 and 8 this is delivered through a 'careers week' each term. This involves a visiting speaker together with linked activities to build on this.
- Key industry themes/skills may include, (but not limited to) - 'LMI local and national; Hospitality & Tourism; STEM; Business & Retail; Creative; Health.
- Introduce pupils to career related key terms.
- Introduce the concept of transferable skills and the importance of developing employability skills.
- Develop job comparison research looking at skills needed, income, qualifications, and employment conditions.
- All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- All pupils across Year 8 – 9 will receive 2 encounters over this period with technical education qualification providers/apprenticeship providers.
- Gender stereotyping – to recognise stereotypical views; understand how job stereotyping might affect own career choice.

- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these opportunities and activities to widen their knowledge and future aspirations of the different options and careers available.
- Pupils are encouraged to use the careers resources in more detail to explore different career areas and match careers to their strengths and interests.

Year 9

- The main focus this year is to support pupils in choosing their KS4 GCSE Options.
- Pupils will be supported to understand the options choices procedure at Fulford School; find out about which GCSEs they may need for different future careers; find out about what types of careers relate to subjects they are interested in.
- Pupils will be encouraged to find out more about STEM careers. All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these activities and opportunities to widen their knowledge and future aspirations of the different options and careers available.
- All pupils across Year 8 – 9 will receive 2 encounters over this period with technical education qualification providers/apprenticeship providers.
- Develop career research skills and decision-making skills.
- Job exploration.
- Careers websites exploration.
- Careers quizzes to assess personality, skills, interest and strengths and match to potential careers.
- The Stock Market Challenge – stock market simulation activity. Pupils work in teams to buy and sell shares/currencies just as a city trader would. They need to buy at a low price and sell at high price to maximise the value of their portfolio developing team working, money and confidence skills, as well as gaining an insight into business/financial careers.
- Pupils identified as potentially NEET, vulnerable or at risk of disengaging, are identified for early intervention, targeted and prioritised when arranging 1:2:1 careers interviews.

Year 10

- The main focus of this year is on preparing for the world of work.
- All pupils will take part in a 1-week work experience placement with an employer.
- Pupils will receive support to prepare for work experience including how to look for a placement; how to contact employers; positives of work experience; skills employers' look for; health & safety in the workplace.
- All pupils across Year 10 – 11 will receive 2 encounters over this period with technical education qualification providers/apprenticeship providers.
- Work experience reflection and recording post placement.
- Creating a CV, covering letter and mock application for a job.
- Pupils are informed of any relevant in person and/or virtual work experience opportunities; careers fairs; apprenticeship and employer fairs; University & HE fairs and encouraged to apply/attend to speak to representative's first-hand about the opportunities/courses they offer.
- Pupils will be encouraged to find out more about STEM careers. All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these activities and opportunities to widen their knowledge and future aspirations of the different options and careers available.
- Learning about where to find job opportunities.
- Visit to a local Higher Education institution, for example The University of York/York St John's University; talk/activities related to being a university student.

- Visit to a local Further Education institution, for example York College/Askham Bryan College
- Careers Fair – opportunity to engage with a number of local employers/Post 16 providers.
- Pupil voice - careers fair & University visit survey
- Pupils are encouraged to use the careers resources in more detail to explore different career areas and Post 16 Options.
- Pupils identified as potentially NEET, vulnerable or at risk of disengaging, are identified for early intervention, targeted and prioritised when arranging 1:2:1 careers interviews.
- Referral to Learning and Employment advisor for those pupils who are LAC/have an EHCP to support transition post 16.

Year 11

- The main focus of this year is on Post 16 options and applications.
- Pupils are made aware of all the options available to them Post 16 including:
 - Staying on at Fulford Sixth Form
 - Moving onto another Sixth Form/College course
 - Apprenticeships and Traineeships
 - Exploring the different types and levels of courses including A levels, T Levels, vocational courses, apprenticeships/traineeships and the advantages/disadvantages of each of these.
- Choosing what to do next – what is important to individual pupils when deciding what to do after year 11.
- All pupils across Year 10 – 11 will receive 2 encounters over this period with technical education qualification providers/apprenticeship providers.
- Decision making – influences on my decision, steps to making a decision.
- Support to make Post 16 applications.
- Job investigation including local job market information and where to find vacancies
- Learning about where to find volunteering opportunities.
- Pupils are encouraged to use the careers resources in more detail to explore different career areas and Post 16 Options.
- Completion of Post 16 Destination Questionnaire to identify pupils in need of additional support around Post 16 Options choices.
- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these activities and opportunities to widen their knowledge and future aspirations of the different options and careers available.
- Pupils are informed of any relevant in person and/or virtual work experience opportunities; careers fairs; apprenticeship and employer fairs; University & HE fairs and encouraged to apply/attend to speak to representative's first-hand about the opportunities/courses they offer.
- Pupils are informed of, and encouraged to attend, other local Post 16 provider Taster Days and Open Evenings.
- Pupils are informed of The Russell Group 24 leading UK Universities.
- Pupils have the opportunity to attend the Fulford internal Sixth Form taster day to sample studying A level subjects they may be interested in.
- An Alternative Taster Day will be offered for pupils who may be looking at a vocational course Post 16. Students will have the opportunity to visit both York College and Askham Bryan College to look at the courses available and find out more about each FE college.
- Apprenticeships presentation
- Pupils are encouraged to use the careers resources and careers quizzes in more detail to explore different career areas, careers matched to their skills and interests, and Post 16 Options.
- National Citizen Service – presentation
- Labour Market Information (LMI) - exploring different careers; qualifications needed; average salary; live vacancies; any apprenticeships available in that career area; jobs of the future; job prospects in the local York/North Yorkshire areas
- York College Presentation.
- Pupils will be encouraged to find out more about STEM careers. All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- Interview tips/skills.

- Mental health in the workplace.
- All pupils will have an interview with a member of the Senior Leadership Team – SLT Destination Interviews.
- All pupils will be provided with the opportunity for a personal guidance interview with a qualified careers adviser by age 16, with the opportunity for a further interview if attending the school sixth form.
- Pupils identified as potentially NEET, vulnerable or at risk of disengaging, are identified for early intervention, targeted and prioritised when arranging 1:2:1 careers interviews.
- Referral to Learning and Employment advisor for those pupils who are LAC/have an EHCP to support transition Post 16.

Year 12/13

- The main focus of Years 12/13 is to look at all the options available Post 18.
- Pupils are made aware of the options available to them Post 18 including university or another HE institution, apprenticeships, and employment.
- All pupils across Year 12 – 13 will receive the opportunity to attend 2 encounters over this period with technical education qualification providers/apprenticeship providers.
- Pupils will be encouraged to find out more about STEM careers. All pupils across Years 7-13 are informed of resources to research STEM careers and encouraged to find out about these.
- Pupils are encouraged to use the careers resources in more detail to explore different career areas and Post 18 Options.
- All pupils in Years 7 – 13 are included in the distribution of resources, activities, information and events during key weeks throughout the year including National Careers Week and National Apprenticeship Week. Pupils are encouraged to engage with these activities and opportunities to widen their knowledge and future aspirations of the different options and careers available.
- Pupils will work closely with their Tutor, and Head of Year, to enable them to make an informed next step Post 18.
- Pupils are informed of The Russell Group 24 leading UK Universities.
- Pupils are informed of any relevant in person and/or virtual work experience opportunities; careers fairs; apprenticeship and employer fairs; University & HE fairs and encouraged to apply/attend to speak to representative's first-hand about the opportunities/courses they offer.
- Job investigation including local job market information and where to find opportunities.
- Interview skills and preparation for interviews at University/employment.
- Finding out about alternative routes to university and how to apply to these.
- Recognising how to make a good application.
- UCAS, applications and personal statement support.
- Understanding pupil finance in HE.
- Apprenticeships Presentation.
- Labour Market Information (LMI) - exploring different careers; qualifications needed; average salary; live vacancies; any apprenticeships available in that career area; jobs of the future; job prospects in the local York/North Yorkshire areas.
- Career ready masterclasses and mentoring.
- Year 12 pupils have the opportunity to undertake a 1 week work experience placement.
- Pupils identified as potentially NEET, vulnerable or at risk of disengaging, are identified and offered the opportunity for a 1:2:1 careers interview.
- Referral to the Learning and Employment advisor for pupils who are potentially LAC/with an EHCP, to support transition into a Post 18.

4. Additional targeted support

Additional support is highlighted to specific groups such as pupil premium (PP), in care (LAC), risk of NEET, and SEND pupils to ensure that all pupils can access the school careers provision appropriately. The school work closely with the Local Authority Specialist Learning & Employment Advisor to identify EHCP/LAC students living in the boundaries of the City of York to provide additional/targeted support. These pupils will receive additional 1:2:1 support from the Specialist Learning & Employment Advisor to ensure a smooth transition into a positive Post 16/18 destination.

SEND pupils attending Fulford School, but who reside outside the boundaries of the City of York, are supported in school by The Head of Careers in terms of looking at their options and progression Post 16.

5. Work Experience

Work experience forms an integral part of the CEIAG programme at Fulford School with pupils in Year 10 and Year 12 participating in a 1-week work experience placement annually. The aim of the work experience placement is to enable pupils to experience a meaningful and valuable engagement with an employer, experience the world of work, and develop their employability and transferable skills. Fulford School contract with NYBEP to facilitate the arrangement of work experience. Pupils take responsibility to find their own work experience placement. NYBEP complete all the relevant health & safety checks for the chosen placements, the Head of Careers liaises with NYBEP and oversees the management of this process. Parents and pupils will be fully informed of the work experience process through the launch presentation. The Head of Careers is available to answer any parental queries. Pupils receive a Work Experience Information assembly which sets out the procedure for work experience and securing a placement. Pupils will complete a Work Experience booklet whilst on their work experience placement. Pupils will evaluate the work experience programme upon their return to school.

6. Resources

The Careers office is based in a central location within school enabling easy access for all pupils. Careers interviews take place in the careers office. Pupils are also able to “drop-in” at lunch/break time and after school for support. Pupils have access to a range of resources within the dedicated careers information area in the Resource Centre, including books, magazines, prospectuses and leaflets. This is available to all pupils at break and lunch time. Pupils have access to a number of online resources via the Careers page on the school website, as well as access to electronic careers software programmes such as Jed and Start. Links to careers web-based resources which can be accessed from home are also emailed to pupils and parents/carers.

Careers has an allocated annual budget within school which is managed by the Head of Careers. The Head of Careers informs staff about useful teaching resources, CPD and training opportunities, online events and resources/webinars.

7. Communication & parental involvement

Pupils and parents/carers will be informed of careers related resources, activities, and any external in person/virtual opportunities that the school is made aware of through a combination of the following: - the Careers Education, Information, Advice & Guidance Policy; letters/emails informing them of specific events; the careers page of the school website; the school social media platforms; access to the Head of Careers via phone, email or appointment.

Consultation involving parents/carers will be encouraged. Parents/carers may, with the consent of the pupil concerned, attend an individual advice and guidance session with the Head of Careers.

8. Relationships with external Post 16/18 Providers

The school maintains close working relationships with local Post 16/18 providers through a variety of means including, but not limited to:

- regular telephone/email contact
- attendance at Careers Adviser information sessions
- York Careers Education Network meetings
- liaison through the Link Employment Coordinator and link Employment Adviser
- liaison regarding individual pupils to ensure a smooth and positive transition
- invitation to participate in employer/provider lunchtime “drop-ins” in school
- invitation to participate in Careers events/activities held within school
- invitation to deliver presentations/assemblies within school
- liaison between employers/providers and individual curriculum areas

- liaison with employers through the Career Ready programme

9. Equal opportunities

Fulford School will promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Lessons about stereotypes in everyday life, and in employment, are taught via personal development lessons. As a school we monitor careers resources regularly to ensure that they encourage both boys and girls and pupils from minority ethnic backgrounds to enter different careers.

All information, advice and guidance will be provided impartially to pupils and will be provided free of bias and stereotyping. Pupils are encouraged to look at different options, future careers and courses/apprenticeships outside of normal gender stereotype.

10. Training

The Head of Careers attends conferences, careers fairs, webinars, seminars and exhibitions throughout the year and is a member of the York Careers Education Network, attending termly meetings to share good practice, as well as access training and up to date resources and information to ensure continuing professional development. Relevant information is relayed to school staff by the Head of Careers through discussions, emails and curriculum lead meetings, including sources of CPD for teachers. All staff involved with CEIAG are encouraged to take advantage of these opportunities.

11. Monitoring, evaluation & review

The CEIAG policy is guided by, and based on, current good practice from the CDI (Careers Development Institute); the CEC (Careers and Enterprise Company); and the 8 Gatsby Benchmarks, to ensure the school conforms to statutory requirements and ensure good practise. Pupil's opinions are actively sought as well as the views of different stakeholders such as parents, teaching staff, governing body, the link Employment Coordinator and link Employment Adviser. The school uses the compass self-evaluation tool to audit existing provision and consider how to improve and track progress towards meeting the Gatsby benchmarks.

The policy will be reviewed by the Assistant Head teacher, Head of Careers and the board of Governors every two years. During this period the policy will continually be reviewed in terms of any changing statutory requirements. The Assistant Head and the Head of Careers meet informally throughout each term to review and evaluate the careers provision in school. Feedback is submitted by the Head of Careers and Assistant Head during Senior Leadership Meetings/Governor meetings.

The Head of Careers collects annual destination data for all Year 11 leavers to inform the types of Post 16 provision Fulford pupils are moving onto, and to assess how well the careers programme is supporting pupils into a positive Post 16 destination. The data will be assessed and reviewed by the Assistant Head teacher and the Head of Careers on a yearly basis. This will enable the school to identify any areas of strength, or weakness, and inform the development of the careers programme within school. The school liaises with the Local Authority Specialist Learning and Employment Adviser to ensure support is offered to pupils with an EHCP/Looked After Child residing within the boundaries of the City of York.

Pupil, parent and provider feedback is sought to evaluate the success, and impact, of different activities such as work experience; careers fair; alternative college taster day activities; employer activities; university/college visits; use of different careers resources/websites/packages.

The department for education publishes a range of data on pupil destinations at 16 & 18 and we compare our school with all schools in England

Appendix A– Fulford School Provider Access Policy

Fulford School Provider Access Policy

Ownership: Fulford School

Date updated: January 2025

Rationale

High quality careers education and guidance in school or college 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 them 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.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Fulford School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Fulford School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Fulford School endeavors to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Fulford School policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Fulford School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

Development

This policy has been developed and is reviewed annually by the Head of Careers (Sarah Birkby) and the SLT member linked to Careers (Stephen Bailey) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Fulford School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Sarah Birkby, Head of Careers. Sarah Birkby may be contacted by telephone or email, Birkbys@fulford.york.sch.uk , Tel 01904 633300.

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers lessons, and Careers or Raising Aspirations events that Fulford School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Fulford School.

Details of premises or facilities to be provided to a person who is given access

Fulford School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Head of Careers will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Providers are welcome to leave a copy of their prospectus, posters or other relevant literature with the Head of Careers or at the Resource Centre. These will be displayed within the careers area in the Resource Centre which is available to all pupils at lunch and break times. Where appropriate, copies of presentations or website links can also be added to the careers page on the school website for use by pupils, parents/carers and staff.

Live/Virtual encounters

Fulford School 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.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Head of Careers coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Sarah Birkby, email: Birkbys@fulford.york.sch.uk

Sarah Birkby will raise the complaint to Stephen Bailey, Assistant Head of Fulford School.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team.

Policy Coordinator: Sarah Birkby

Policy Reviewed: January 2025

Appendix

Providers who have been invited into Fulford School to date include:

York College
Askham Bryan College
Derwent Training
NYBEP (Apprenticeships)
The Army/RAF/Navy
North Yorkshire Police
Various employers

Destinations of previous pupils from Fulford School include:

York College
Askham Bryan College
Bishop Burton College
Harrogate Army Foundation College
CAPA College
Leeds City College
Fulford School 6th Form
Bootham School
The Mount School
Peter Symonds College Winchester
Sparsholt College
Kalahbo High School, Hawaii
Archbishop Holgate's 6th Form
Huntingdon School 6th Form
All Saints School 6th Form
Hull City Football Club
Leeds United Football Club
i2i Football Academy
Blueberry Academy
Various Apprenticeship opportunities

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. All visitors are expected to follow the schools safeguarding procedures and policies –please see school website for further details.

	Autumn Term	Spring Term	Summer Term
Year 7	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities
Year 8	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities
Year 9	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities KS4 GCSE Options	Assembly/Form time opportunities Virtual opportunities
Year 10	Assembly/Form time opportunities Virtual opportunities	Assembly/Form time opportunities Virtual opportunities Work Experience Preparation and placement	Assembly/Form time opportunities Virtual opportunities Work experience reflection and recording Careers Fair
Year 11	Assembly/Form time opportunities Virtual opportunities Employer/Provider Lunchtime Drop-In & display stand – informal discussions with pupils	Assembly/Form time opportunities Virtual opportunities Employer/Provider Lunchtime Drop-In & display stand – informal discussions with pupils	Assembly/Form time opportunities Virtual opportunities Employer/Provider Lunchtime Drop-In & display stand – informal discussions with pupils
Year 12	Assembly/Form time opportunities Virtual opportunities Employability and Apprenticeship	Assembly/Form time opportunities Virtual opportunities Work Experience preparation	Assembly/Form time opportunities Virtual opportunities Work Experience placement and reflection

Year 13	Assembly/Form time opportunities	Assembly/Form time opportunities	Assembly/Form time opportunities
	Virtual opportunities	Virtual opportunities	Virtual opportunities