



**CROOKHORN COLLEGE**  
**Careers Education, Information,**  
**Advice and Guidance Policy.**  
**(Including Provider Access Policy)**

**Date of Policy:** January 2026

**Review Date:** January 2027

**This policy, alongside Crookhorn Colleges Careers Programme, will be reviewed on an annual basis**

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## 1. Commitment

Crookhorn College is committed to meeting and exceeding both the statutory guidance set out in the DfE statutory guidance 'Careers guidance and access for education and training providers' (January 2023) and the national 'Quality in Careers' standards - the national quality award for careers education, information and advice and guidance that is fully aligned with the Gatsby Benchmarks and fully complies with the Department for Education's Statutory Guidance.

We want all our students to be equipped with the relevant skills and knowledge they need to make informed decisions about their future beyond college. Hence, our careers programme seeks to provide an outstanding programme of careers education, information, advice and guidance (CEIAG) for all students in Year 7 to 11, which is delivered by all our staff, in partnership with businesses, alumni, training, FE and HE providers, parent/carers and governors.

## 2. Aims

This policy aims to set out our provision of impartial and informed careers guidance for our students. This includes the ways in which students, parent/carers, teachers and employers can access information about our careers programme. High-quality careers guidance is important for our students' futures, and our careers provision aims to:

- Help students prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop students awareness of the variety of education, training and careers opportunities available to them
- Help students to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Consider the individual needs of all students to tailor the programme accordingly and provide the right level of support.

## 3. 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 guidance refers to:

- [The Education Act 1997](#)
- [The Education and Skills Act 2008](#)
- [The College 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 college 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 in Appendix 1.

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

- We must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that colleges publish information about their careers programme on their website. This policy includes this information and shows how our college complies with this requirement.

We also act in line with our statutory duty under the Provider Access Legislation/ '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 college meets this duty, and can be found in Appendix 1.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will:

- Actively engage in setting the direction for a whole-college approach to careers guidance with the Headteacher, to make sure it is aligned with the College's vision, priorities and development plans
- Provide clear advice and guidance on which the College can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the College's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that 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 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the College to meet the legal requirements of the provider access legislation, including that the college has published a provider access policy statement
- Make sure that details of our careers programme and the name of the Careers Leader are published on the College's website

### **4.2 Headteacher**

The Headteacher will:

- Work with the governing board to set the direction for a whole-college approach to careers guidance, making sure it is aligned with the College's vision, priorities, and development plans
- Support the careers team to deliver the College's careers programme

- Build careers into staff development for teachers and support staff, and make sure that the Careers Leader and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to students by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

### **4.3 Senior leadership team (SLT)**

The SLT will:

- Support the careers programme
- Support the Careers Leader in developing their strategic careers plan
- Make sure the Careers Leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Work closely with the Careers Leader in the overall development and evaluation of the careers programme

### **4.4 Careers Leader**

Our Careers Leader is Donna Martin, and they can be contacted by phoning 02392 251120 or emailing [donna.martin@crookhorn.college.hants.sch.uk](mailto:donna.martin@crookhorn.college.hants.sch.uk). Our Careers Leader will:

- Take responsibility for planning and delivering the careers programme and working towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities
- Work with the SLT to make sure the careers programme is informed by our strategic careers plan aligned to the college's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances
- Network with employers, education and training providers, and other careers organisations
- Support the external careers advisers from Hampshire Futures to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs coordinator (SENCO) and careers advisers, 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 the 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
  - Engage with the relevant virtual college head and ensure a joined-up approach to identifying and supporting students' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of students.

## 5. Our careers programme

Our College has an embedded careers programme that aims to inform and encourage students to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to students from Year 7 onwards.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks:

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

Our programme doesn't show bias towards any particular institution, education or career path, and promotes a full range of technical and academic options for students. We consider the best interests of the student to whom the career guidance is given.

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.

### 5.1 How we meet our statutory requirements

Our College fulfils all statutory duties relating to Careers Education, Information, Advice and Guidance (CEIAG), in line with the *Careers Guidance and Access for Education and Training Providers* legislation and the Government-endorsed *Gatsby Benchmarks*. Careers learning is embedded across the curriculum and forms a core part of students' personal development.

## Curriculum Alignment with Careers

All subjects explicitly link curriculum learning to careers, ensuring students understand the relevance of their learning to future pathways. Our PSHRE (Personal, Social, Health and Relationship Education) curriculum for Years 7–11 includes planned and progressive teaching on careers, employability skills, and future decision-making.

## Access to Personal Guidance

Every student will receive at least one personal guidance meeting with a qualified careers adviser by the age of 16, in accordance with statutory guidance. Clear information about personal guidance, including how to request additional support, is communicated to students, parents, carers, and wider stakeholders through assemblies, tutor notices, direct communication, and the College website.

## Delivery of the Careers Programme

Our careers programme is delivered through a broad range of activities, including:

- PSHRE lessons from Years 7–11
- Tutor-led sessions
- Careers-focused assemblies
- Employer encounters and careers fairs
- Visiting speakers and careers events
- Experiences of workplaces
- Curriculum-based careers learning
- Personal guidance interviews

These activities sit within the College's strategic vision and are supported by senior leadership. The Careers Leader provides oversight and ensures the programme is continually developed, meets statutory requirements, and reflects the needs of all learners.

## **Student Entitlement**

Every student is entitled to a high-quality, impartial careers education and guidance programme as part of their experience at the College. Our CEIAG entitlement ensures that:

- Students receive accurate, impartial information about the full range of education, training, and employment opportunities.
- A wide range of skills, pathways, and opportunities are promoted to help students progress to appropriate and aspirational destinations.
- The programme raises aspirations, challenges stereotypes, and promotes equality, diversity, and inclusion at every stage.

### **Key Stage 3**

Our Key Stage 3 careers programme will support students in their planning and choices of GCSE subjects.

Further details of the learner entitlement can be found in Appendix 2 and in our provider access policy.

### **Key Stage 4**

Our Key Stage 4 careers programme aims to help students research and understand their choices and routes into education and training.

Further details of the learner entitlement can be found in Appendix 2 and in our provider access policy.

### **5.2 Students with special educational needs or disabilities (SEND)**

We expect that the majority of students with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our students with SEND and put in place personalised support and transition plans. This may include meetings with students and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

No information will be given to students without SEND that is not also offered to our students with SEND.

### **5.3 Students with diverse needs**

We address the diverse needs of all students, including those from disadvantaged backgrounds, most and more able and those with varying career aspirations by ensuring that our career programme is inclusive and equitable, by providing tailored support to help every student achieve their potential.

## **6. Access to our careers programme information**

A summary of our college's careers programme is published on our college website, including details of how students, parents, teachers and employers can access information about the careers programme.

Students, parent/carers, teachers and employers can request any additional information about the careers programme by contacting Donna Martin our Careers Leader.

### **6.1 Access to students' participation records**

We measure the progress of students and keep records as they move through the Key Stages. We collect, maintain and use accurate data for each student on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each student of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions using Unifrog. Students have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy.

## **7. Assessing the impact on students**

Our career programme is designed so students can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives via surveys, leavers' information, feedback from students, parent/carers, teachers and employers, and evaluation of event.

## **8. Links to other policies**

This policy is underpinned by the College's policies for teaching and learning, assessment, recording and reporting achievement, PSHRE and work experience, equal opportunities, health and safety, and special needs.

## **9. Monitoring and review**

This policy, the information included, and its implementation will be monitored by the governing body, senior leadership team and Career Leader, and is reviewed annually.

**Crookhorn College Provider Access Policy Statement**

**(To include The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)**

**Date updated: January 2026**

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## 1. Commitment

Crookhorn 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. The college 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, and ensuring 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).

### 1. Aims

This policy statement aims to set out our arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

## 2. Statutory requirements

Colleges are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Colleges must provide a minimum of 6 encounters with technical education or training providers to all students in years 8 to 13 (see more detail in section 2.1 below).

Colleges must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#), the [Skills and Post-16 Education Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

This policy shows how our college complies with these requirements.

### 2.1 The 6 encounters colleges must offer to all students in years 8 to 13

Colleges must offer:

- 2 encounters for students during the 'first key phase' (year 8 or 9)
  - All students must attend
  - Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- 2 encounters for students during the 'second key phase' (year 10 or 11)
  - All students must attend

- Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- 2 encounters for students during the 'third key phase' (year 12 or 13)
  - Students can choose to attend
  - Encounters can take place any time during year 12, and between 1 September and 28 February during year 13

These encounters must happen for a reasonable period during the standard college day. Colleges can continue to provide complementary experiences but encounters outside of college hours won't count towards these requirements.

Colleges must ask each provider to provide the following information as a minimum:

- Information about the provider and the approved qualifications or apprenticeships they offer
- Information about what careers those qualifications and apprenticeships can lead to
- What learning or training with the provider is like
- Answers to any questions from students

Information about how we meet this requirement can be viewed on page 11.

## **2.2 Meaningful provider encounters**

Our college is committed to providing meaningful encounters to all students.

1 encounter is defined as 1 meeting/session between students and 1 provider.

We are committed to providing meaningful encounters to all students using [the Making it meaningful checklist](#).

Meaningful online engagement will also be considered with providers where requested, and these may be broadcast into classrooms or the college assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

## **3. Entitlement**

All students in Years 8 to 13 at Crookhorn College are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our careers programme, which 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, e.g. through activities and events such as options events, assemblies and careers related events
- Understand how to make applications for the full range of academic and technical courses

## **4. Management of provider access requests**

### **4.1 Procedure**

Outline the procedures that providers must follow when requesting access to students:

A provider wishing to request access should contact Donna Martin, Careers Leader

Telephone: 02392251120 ext. 261

Email: Donna.Martin@crookhorn.hants.sch.uk

#### 4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into college to speak to students and/or their parents/carers:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7	Smart Start involves an employer led presentation/activity.	PSHRE careers rotation	
YEAR 8	PSHRE careers rotation	Employer event for students– market stall event giving overview of local, opportunities and skills requirements Key Stage 4 options event Meetings with the careers adviser	
YEAR 9	Post-16 Fair: apprenticeship/FE/HE	PSHRE careers rotation	<b>No encounters – encounters must have taken place by 28 February</b>
YEAR 10	Work experience preparation sessions	PSHRE careers rotation Networking event with providers and employers Technical/vocational tasters at local college Work Experience	
YEAR 11	PSHRE careers rotation Post-16 open evening Post-16 Fair: apprenticeship/FE/HE Meetings with careers adviser Post-16 applications	Post-16 interviews continue Apprenticeships – support with applications	<b>No encounters – encounters must have taken place by 28 February</b> Confirmation of post-16 education and training destinations for all students

	AUTUMN TERM	SPRING TERM	SUMMER TERM
ALL	Visits and trips to providers including colleges, universities and employers offering apprenticeships.	Girls in Engineering National Apprenticeship Week National Careers Week	

Please speak to our Careers Leader to identify the most suitable opportunity for you.

#### **4.3 Granting and refusing access**

Where appropriate access will be given for providers to attend during college assemblies, timetabled Careers or PSHRE lessons, and Careers events that we are arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Crookhorn College

#### **4.4 Safeguarding**

Our safeguarding/child protection policy outlines the college's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

#### **4.5 Premises and facilities**

Crookhorn College 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 Careers Leader 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 college staff who will facilitate.

#### **5. Previous providers**

In previous years we have invited and/or hosted the following providers from the local area to speak to our students this includes Local colleges, universities, WASP Engineering, Comserv, Leaves, Airbus, BEA, Serco, Corrigenda and Grainger PLC to name a few.

#### **6. Destinations**

Last year, our year 11 students moved to a range of providers in the local area. Further information can be viewed on our website.

#### **7. Complaints**

Any complaints related to provider access can be raised following the college complaints procedure.

#### **8. Links to other policies**

Safeguarding/child protection policy, Careers guidance policy, Curriculum policy

## **9. Monitoring arrangements**

The college's arrangements for managing the access of education and training providers to students are monitored by Donna Martin, Careers Leader.

This policy will be reviewed by Donna Martin annually in line with the DfE recommendation.

At every review, the governing board will approve the policy.

## Appendix 2

### Student Entitlement

This document sets out the entitlements all students can expect as part of a high-quality careers education programme, aligned with the revised Gatsby Benchmarks for 2024. Our commitment is to ensure every student gains the knowledge, skills, and experiences necessary to make confident, informed choices about their future pathways.

#### Gatsby Benchmark 1: A Stable Careers Programme

Every student is entitled to a stable, structured careers programme that is embedded within the college's curriculum and culture. This programme will be led by a designated Careers Leader and supported by senior leadership. It will be regularly reviewed and improved to ensure it meets the needs of all learners, including those with special educational needs and disabilities (SEND).

#### Student Entitlement

- Access to a clearly defined and well-structured careers programme from Year 7 onwards.
- Regular updates and information through assemblies, PSHRE lessons, newsletters, and the college website.
- Opportunities to provide feedback so the programme continues to meet their needs.

#### Gatsby Benchmark 2: Learning from Career and Labour Market Information

Students will access high-quality, up-to-date information about study options and labour market opportunities to support informed decision-making.

#### Student Entitlement

- Access to current and relevant careers and labour market information to guide next steps.
- Support in interpreting and applying this information to personal career planning.
- Opportunities to meet employers, industry representatives, and further education providers to gain real-world insight.

#### Gatsby Benchmark 3: Addressing the Needs of Each Student

Students are entitled to personalised guidance and support that recognises their individual needs, interests, and aspirations.

#### Student Entitlement

- One-to-one personal guidance meetings with a qualified careers adviser.
- A personalised career action plan that can be reviewed and updated.

- Tailored support for students with SEND or disadvantage to ensure equitable access to opportunities.

#### **Gatsby Benchmark 4: Linking Curriculum Learning to Careers**

Students should understand how curriculum subjects relate to future career opportunities.

##### **Student Entitlement**

- Lessons and activities that highlight how subject knowledge connects to different career pathways.
- Opportunities to experience how subject-specific skills are used in the world of work.
- Participation in events, projects, and challenges that link curriculum learning to real-life career scenarios.
- Access to guest speakers and industry experts demonstrating real-world applications of subject knowledge.

#### **Gatsby Benchmark 5: Encounters with Employers and Employees**

Students will learn directly from employers about work, employment, and essential workplace skills.

##### **Student Entitlement**

- At least one meaningful encounter with an employer each academic year.
- Opportunities for work experience placements in Year 10 and workplace visits from Year 7 to 11.
- Engagement with a diverse range of employers to broaden understanding of the labour market.

#### **Gatsby Benchmark 6: Experiences of Workplaces**

Students should gain firsthand experience of workplaces to build an understanding of working environments and expectations.

##### **Student Entitlement**

- Opportunities to visit workplaces and explore a range of industries and roles.
- Support before, during, and after workplace visits to maximise learning.

### **Gatsby Benchmark 7: Encounters with Further and Higher Education**

Students will learn about the full range of post-16 and post-18 pathways, including academic, technical, and vocational options.

#### **Student Entitlement**

- Opportunities to visit colleges, universities, and apprenticeship providers.
- Information sessions on pathways such as A-levels, T-levels, apprenticeships, and vocational courses.
- Support with applications, interview preparation, and entrance requirements.

### **Gatsby Benchmark 8: Personal Guidance**

Students are entitled to personal guidance to support their career planning and decision-making.

#### **Student Entitlement**

- Access to one-to-one guidance with a qualified careers adviser by the end of Year 11.
- Follow-up sessions to review progress and develop next steps.
- Drop-in guidance sessions available to all students.