



Springwell Lincolnshire

Careers Policy and Provider Access Statements

<u>DATE POLICY WRITTEN:</u>	November 2025
<u>GOVERNOR RATIFICATION DATE:</u>	November 2025
<u>DATE OF REVIEW:</u>	September 2026

1. Introduction & Aims

High-quality careers education is a crucial part of the education provided for young people at Springwell Lincolnshire. The policy aligns with one of the key aims of the curriculum model: to "support students to make positive decisions about their future and next steps".

This policy aims to set out our community of school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents and carers, teachers and employers can access information about our careers programme. The careers education curriculum has been designed with the following aims in mind:

- Raise the aspirations of all young people.
- Challenge stereotypical thinking (e.g., in terms of gender).
- Increase motivation by linking activities in school with preparation for life post-16.
- Ensure that all students are able to make and plan for positive choices about their future.
- Ensure that all students have a positive destination to move onto when they leave Springwell.
- Help pupils prepare for the workplace, by building self-development and career management skills.
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them.
- Meet the Gatsby Benchmarks and statutory requirements under section 42a of the Education Act 1997.

2. Statutory Requirements:

The careers provision is in line with the statutory guidance developed by the DfE, which refers to section 42A and 45A of the Education Act 1997.

Careers guidance must adhere to the following principles:

- Be impartial.
- Include information on a range of pathways, including apprenticeships.
- Be adapted to the needs of the pupil.

The Executive Vice Principal (Safeguarding, Attendance Behaviour and Culture) is responsible for ensuring the careers programme is compliant with this obligation.

This policy is based on the statutory [Careers guidance and access for education and training providers](#) from the Department for Education (DfE). This policy is also in line with the Skills and Post-16 Education Act 2022 (the 'provider access legislation'). It explains that our school must provide a minimum of 6 encounters with technical education and apprenticeship providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement (section 8).

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader.
- A summary of the careers programme.
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme.

We also act in line with our statutory duty under the provider access legislation (also known as 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.

Springwell Lincolnshire is committed to ensuring a range of education and training providers can access students to inform them about approved technical education qualifications and apprenticeships. Springwell Lincolnshire acts impartially, showing no bias towards any route (academic or technical), in line with the statutory duty and the Provider Access Legislation.

3. Roles and Responsibilities:

The Governing Body will:

- o Actively engage in setting the direction for a whole-school approach to careers guidance with the EVP, to make sure it is aligned with the Springwell Lincolnshire's vision, priorities and development plans.
- o Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements.
- o Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements.
- o Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement.
- o Make sure that independent careers guidance is provided to pupils throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils.
- o Make sure that a range of education and training providers can access pupils to inform them of approved technical education qualifications and apprenticeships.
- o Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement.
- o Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website.

The Executive Vice Principal will:

- o Work with the governing board to set the direction for Springwell Lincolnshire's approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans.
- o Support the careers team to deliver the school's careers programme.
- o Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision.
- o Make sure that personal guidance is provided to pupils by an external, qualified careers adviser.
- o Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way.
- o Coordinate and manage careers activities and the budget for these.
- o Work with Academy SLTs to make sure the careers programme is informed by a strategic careers plan aligned to SLCL's priorities.

- o Establish and develop key relationships to drive progress and continuously improve the careers programme.
- o Establish and develop links with external employers, education and training providers, and careers organisations.
- o Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances.
- o Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams.
- o 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 pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans.
- o Network with employers, education and training providers, and other careers organisations.
- o Ensure there are suitably qualified Careers Leaders within Springwell Lincolnshire.
- o Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils.
- o Review our school's provider access policy statement at least annually, in agreement with our governing board.

Academy Senior Leadership Teams will:

- o Support the careers programme.
- o Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced.
- o Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme.
- o Network with employers, education and training providers, and other careers organisations
- o For children in care; engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions.

4. Our Careers Programme and Core Entitlements:

Springwell Lincolnshire has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways.

The programme content responds to:

- The needs of the pupils in the school.
- The skills and expertise of staff working in the school.
- The local context, career, and labour market information.

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 pupils. We consider the best interests of the pupil 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 pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including: lessons, tutor-led discussion, displays, events, guest speakers & career/industry exposure opportunities.

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

Primary Core Entitlement

The primary careers programme, is focused on broadening horizons, raising aspirations, and helping pupils understand the vast world of work. This learning will be embedded within the curriculum to make learning relevant and inspire pupils about their future.

Primary pupils will experience the following, with activities tailored to be age-appropriate for Key Stage 1 and Key Stage 2:

- **Curriculum-Linked Learning:** Exploring how core subjects like Maths, English, and Science relate to different careers, jobs, and the skills people use in the workplace.
- **Challenging Stereotypes:** Activities designed to openly challenge stereotypical thinking (e.g., in terms of gender or background) about who can do what job.
- **Encounters with Role Models and Employers:** Opportunities to meet or learn from different people (including volunteers, parents, or alumni) in a wide variety of roles to understand diverse career journeys and skills.
- **Understanding Skills for Work:** Introduction to basic employability and life skills (like teamwork, communication, and resilience) and discussions on why these skills are important for school and for a job.
- **World of Work Exploration:** Creative activities, discussions, or visits (in-person or virtual) that explore different workplaces, helping children understand the types of buildings, uniforms, and tasks associated with various jobs.
- **Discussion of Aspirations:** Opportunities for pupils to talk about their hopes, ambitions, and potential future paths in a safe and encouraging environment.

Key Stage 3 Core Entitlement

Students will access different aspects of this programme, depending on the length and context of their time at Springwell:

- Careers education as part of the PSHE programme.
- Curriculum work in all subjects which includes links to potential careers.
- Curriculum trips which make links to potential careers explicit.
- Assemblies which include careers information and inspiration.
- Meaningful encounters with employers, either in school or on trips and visits.

- Personalised support for students and their families in Year 9 regarding next steps and options (if relevant).
- ambitions, and potential future paths in a safe and encouraging environment.

Key Stage 4 Core Entitlement

All students will experience the following:

- Careers education as part of work towards NOCN qualification(s).
- Curriculum work in all subjects which includes links to potential careers.
- Curriculum trips which make links to potential careers explicit.
- Assemblies which include careers information and inspiration.
- Meaningful encounters with employers, in school or on trips and visits.
- Individual impartial and professional careers guidance.
- Individual sessions and support as part of the careers and next steps support programme.
- Visits from and trips to colleges and other post 16 providers.
- A meaningful experience of a work place, either by participating in voluntary work, or in a work placement relevant to their interests.

These programmes are co-constructed with the NEETs prevention officer who will take day-to-day responsibility for ensuring that all pupils are appropriately supported in the finding and securing of next step pathways.

Our careers leaders will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education. Our careers leaders may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

5. Resources:

A budget for the development of the Careers Programme will be allocated from the overall school budget. Executive Vice Principals for each school will be responsible for agreeing this allocation with Head of Academy, and for the effective deployment of this resource.

Central budget resourcing is utilised for the use of;

- **Unifrog:** as an online careers and destinations platform to provide students with impartial, comprehensive guidance on their post-school options, as well as ensuring pupils are able to access work experience opportunities.
- **Careers Connect:** providing our independent careers advice, guidance, and coaching.

6. NEET Prevention:

The NEET prevention officer works with the Executive Leadership team, and Academy SLTs to provide high-quality advice and support, aiming for meaningful, appropriate, and positive destinations, while delivering the Gatsby Benchmarks. The NEETs prevention officer takes day-to-day responsibility for ensuring all pupils are appropriately supported in finding and securing next step pathways.

The types of activities that the NEETs officer will run include:

- Working with students in school, in person or virtually.

- Working with students and their families in the home, or on virtual calls.
- Meeting with colleges and post 16 providers, virtually or in person.

The support offered by the NEETs prevention officer includes, but is not limited to:

- Identifying appropriate destinations based on interests and likely academic achievement in year 11.
- Support with application letters and forms for post 16 courses and training offers.
- Interview and assessment centre preparation and transporting students to these.
- Attending interviews and assessment centres with students as support where appropriate and allowed.
- Liaising with post 16 providers regarding students' learning and support needs.
- Finding and supporting students with letters for appropriate work experience placements.
- Conducting health and safety checks with new work experience providers.
- Regular, frequent follow-ups after students leave Year 11.
- Support for individual pupils for 24 months in post 16 destinations.

7. Quality Assurance and Development of Careers Education:

The Executive Leadership Team will quality assure activities happening as part of the careers programme by applying our normal quality assurance systems.

- The work of the NEETs prevention officer will be quality assured by the Executive Vice Principal (Safeguarding, Attendance, Behaviour and Culture), who has responsibility for Careers and impartial advice and support.
- The Assistant Principal leading on Teaching & Learning for each school will be responsible for the development of careers education across Springwell Lincolnshire. They will work with the Executive Vice Principal (Safeguarding, Attendance, Behaviour and Culture), with responsibility of curriculum to review provision in line with the Gatsby framework, and plan medium and long term development with a view to achieving the benchmarks.
The Assistant Principal leading on Teaching & Learning and Head of Academy at each school will be responsible for completion of Compass+ reviews as well as the Leadership Matrix review.

8. Provider Access Statement:

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:

Springwell Lincolnshire 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. Springwell Lincolnshire 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.

Springwell Lincolnshire endeavours 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:

Springwell Lincolnshire 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).

A provider wishing to request access should contact the Executive Vice Principal at each Springwell school:

jack.willamson@springwell-lincs.co.uk – Mablethorpe

nicola.lang@springwell-lincs.co.uk – Lincoln

sarah.hurley@springwell-lincs.co.uk – Grantham / Spalding

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. The core content of these programmes is outlined above.

The school will make appropriate spaces available for discussions between the provider and students. The school will also make available AV and other specialist equipment to support the provider presentations. This will all be discussed and agreed in advance of the visit with the Assistant Principal or a member of the school team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Assistant Principal. The prospectus will then be made available to all students during their careers education.

Information about the excellent careers opportunities that are available in Lincolnshire is available at the Family Services Directory, which can be located through this link:

<https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/home.page>

Useful information for students, parents and carers:

If you have any questions about your future, or your child's future, please give us a call or email. Your child's class teacher is the first point of contact, and they can refer you to our NEET Prevention Officer, who meets with all students regularly during their time in KS4, and will happily meet with parents, carers and families if you want to be more involved in supporting your child with their next steps.

Useful websites:

- www.nationalcareersservice.direct.gov.uk – This is the Government's hub for careers advice for people of all ages where you can find help with drafting letters, CVs, exploring your skills or seeking careers advice.
- www.gov.uk/topic/further-education-skills/apprenticeships – the National Apprenticeship Service website provides general advice and information about apprenticeships. This website also advertises current vacancies.
- www.careersbox.co.uk – videos about what it is like to do different jobs.
- www.how2become.com – detailed advice on how you can get into work in a wide range of different types of job.
- www.fasttomato.com – an interactive careers website to help with 'careers matching' programme to help with career choice (log in for a free guest pass).
- www.notgoingtouni.co.uk – opportunities that exist for people who do not want to go to university, including things like apprenticeships, training programmes, etc.
- www.jobapplications.co.uk – this site has useful videos, demonstrating how to complete the online applications for many top companies in the UK, as well as providing detailed information on salaries and interviews. Applications forms can be printed off directly from this site.
- www.allaboutschoolleavers.co.uk – displays current apprenticeship and school leaver programme opportunities, to the latest school leaver job news, and gives career journey advice.
- www.allAboutApprenticeships.co.uk – gives live apprenticeship vacancies, organised by sector or area. Also offers plenty of advice on making applications.