



Provider Access Statement and Careers Guidance Policy

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Statutory Policy	Yes
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Date of Review	Section/Subheading	Details of changes
November 2023	Roles and Responsibilities	Careers Lead staff member details updated
November 2024	Roles and Responsibilities	Information added regarding use of Unifrog
	Our Careers Programme	Amended two weeks of Year 10 Work Experience to one week
November 2025	Our Careers Programme	Year 7 taking part in work-based learning



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Careers Guidance

1. Aims

Our aim is that in our school everyone is empowered and equipped to become an active citizen, who celebrates diversity and has a commitment to a shared and just future. This is incorporated in the school's core values of Compassion, Ambition Resilience and Excellence.

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Stoke Newington School & Sixth Form seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Careers education (CE) plays a critical part in helping all young people to achieve their potential and go on to live fulfilling lives in an adult world. Together with careers information, advice and guidance (IAG), careers education can increase the motivation and achievement of all students and can especially raise the aspirations of those with initially limited horizons.

At Stoke Newington School & Sixth Form, we aim to ensure every single student develops the skills, behaviour and attitudes critical to success in an adult and working life as an active citizen, in a world where 'Lifelong Learning' will be the norm.

This policy aims to set out our school's provision of impartial and informed careers guidance for our students. This includes the ways in which students, parents/carers, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our students' futures, and our 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

2. Statutory Requirement

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 School Information (*England) Regulations 2008

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



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

Our school must now secure independent careers guidance from Year 7 (instead of from Year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This information can be found by clicking [here](#).

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

3. Roles and Responsibilities

Careers Lead

Our Careers Lead is Saida Warsame, and they can be contacted by phoning 020 7241 9600 or emailing Sai.War@sns.hackney.sch.uk

Our careers leader will:

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

Senior Leadership Team (SLT)

Our Senior Leadership Team will:

- support the careers programme
- support the careers leader in developing their strategic careers plan
- make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- allow training providers access to talk to students in Years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- network with employers, education and training providers, and other careers organisations

The Governing Body

Members of the Governing Body will:



- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all students throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of students
- Make sure that a range of education and training providers can access students in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement.

The Baker Clause

The Baker Clause ensures that students from any background or ability are given access to explore future pathways and prepare for the world of work. In essence, enriching a student's knowledge of future pathways improves their life opportunities which further contributes to a rewarding economy.

The way in which we meet the Baker Clause is by:

- Ensuring colleges and training providers access every student in Year 8 – 13 to discuss non-academic routes that are available to them.
- Having a broad range of education providers and employers involved in the careers programme.
- Ensuring that future thinking starts in Year 7, to enhance student's career development.
- Education providers talk in school assemblies with year groups.
- Students can track and record their career experiences and individual career plans on Unifrog. This is a user-friendly platform that helps students make the best choices, and submit the strongest applications, allowing teachers and counsellors to manage progression effectively as well as track and monitor student activities and interactions to best support any application.
- Collaborating with parents and guardians to create a link to a 'workforce' that allows the student to connect with real-life beyond school.

4. Our Careers Programme

Our school 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**:

- A stable careers programme with a careers leader
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance



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

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

Our careers programme is delivered through a number of methods, including:

- careers lessons delivered through the Life Skills curriculum each year (Year 7-13)
- tutor-led discussions delivered during the school's registration/tutor programme
- participation in Careers & Enterprise enrichment trips and programmes
- work experience in Year 10 and in the Sixth form.
- Careers Advice Centre open at times to suit students
- meet professionals & guest speakers in their workplace and/or in school
- support with personal statements, CVs, references, college and university applications

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address the needs of all students, including support from teachers and external agencies, such as the independent Careers Adviser. Careers information is available in the library, our careers office, and on Unifrog platform.

Key Stage 3

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

Year 7 - Inspiring Individuals

An opportunity for professionals able to challenge career stereotypes and raise aspirations for our Y7 students with a range of inspiring assembly presentations. Students will begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals and be able to access, use and complete work using careers resources via Unifrog. Students to receive careers lessons within registration. Students will be able to go on a careers trip to interact with professionals in their workplace. Year 7 students have the opportunity to take part in work-based learning by taking part in 'Take your child to work day' and log a diary entry of their experience.

Year 8 - Planning your Future

An opportunity for students to discuss careers which may be linked to their favourite subjects or option choices. We are looking for professionals able to enthuse our Y8s about careers linked to English, Maths, Science, Expressive Arts (Art, Photography, Drama, Media, Music) Sport, Design & Technology, Humanities (Psychology, sociology, geography, history), Economics & Business, Modern Foreign Languages and ICT. Year 8s will also have an insight to Graphics and Product Design from professionals who will raise aspirations in this department.

An opportunity for Y8 students to visit a range of universities. Organisations include: University of Oxford & Cambridge, Queen Mary University, London School of Economics, and University of East London. If your university can offer a taster day please contact the Careers Leader. Students will take part in Pathways events, for example, Destinations Day where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4.



Key Stage 4

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

Year 9 – Understanding the World of Work

Students discover the interests and skills that make them unique, and link them to potential careers. Student start to understand their own competencies and the importance of teamwork in success. They continue to research different vocations, potential pathways they would need to travel to achieve their goals of working in these vocations and understand how their current studies starts to enable them to achieve this. Students will take part in an employability workshop to understand the world of work.

Year 10 – Understanding the World of Work

One week of Work Experience is offered in term 3 to Year 10, to help enrich students understanding of the world of work. Student are expected to find their own placements to help them develop the resilience, but support is given through the pastoral team and careers to ensure students are placed to gain meaningful experiences. Activities to support this include the introduction to CV writing, developing effective communication skills and understanding what is required to work. Students' progress will be monitored by their teachers and feedback is passed onto students.

Year 11 – Making Choices and Post-16 Progression

Students learn about the opportunities available to them post-16. This is a great time to ask students to record their intentions for the end of this academic year. Student will be given the opportunity to attend a sixth form taster day to further understand potential subject choices beyond year 11.

Students will also be given the opportunity to visit and speak to external providers offering a series of alternative provisions, such as employment, apprenticeships, and technical qualifications. Students will be given impartial advice and guidance on post-16 education, employment and training and apprenticeship options, being offered at least one individual appointment with a qualified, independent, impartial careers adviser, which is logged through Unifrog.

Students will continue their journey in understand different vocational pathways, future steps required to achieve these and how current learning and choices enable them to achieve this. Student to attend a meeting with careers to discuss their future options, this includes a requirement that all students apply for at least two opportunities external to the schools sixth form offer.

Key Stage 5

Our Key Stage 5 careers programme supports students in planning for their future, including university and alternative pathways. This includes:

Post-18 Progression

We are always interested in professionals able to offer our students positive work experience placements which reflect their career and educational plans. Sixth Form Progression will take place late in term 3, including a careers networking event, open to providers and local businesses who can offer undergraduate, school leaver, degree apprenticeship and school leaver employment opportunities, support and advice.

Students are all invited to national events to access a wide array of post-18 opportunities and the focus of their tutorial programme in term 3 of year 12 and term one of year 13 is designed to open



doors for students when making decisions on next steps. Students will also receive information and support with financial planning for university, work and training.

Students will understand the UCAS process and be able to research different universities and courses using online resources, write a personal statement for a UCAS, apprenticeship or job application, have been mentored by their tutor through the university application process or supported with job or training applications, and be given access to information on how to apply for internships, sponsorships or gap year placement.

Year 12 students can apply to be part of our early entry programme to fully prepare them when applying for Oxford, Cambridge, Medicine & Veterinary Science qualifications.

Understanding the World of Work

Year 12 Work Experience offered in term 3 of year 12 to help enrich students understanding of the world of work. Student are expected to find their own placements to help them develop the resilience, but support is given through the pastoral team and careers to ensure students are placed to gain meaningful experiences.

5. Parental Engagement

Our careers programme also supports parents/carers in planning for their child's future

This includes:

- Regular after-school drop-in careers surgery, by telephone (direct line to careers room), or by appointment.
- Special parent briefings relating to Work Experience, Option Choices, Post 16, Post 18, SEND, Achievement, etc. which will be publicised as and when they are scheduled.
- Careers information provided on Parent Forum meetings, and chance to ask questions.
- Information available at parents/carers and options evenings to update students and parents/carers about learning pathways and all available choices for each relevant year group.
- Careers to provide information and access to vocational education including further education colleges, work-based education, training providers and apprenticeships, to ensure that young people are aware of the full range of academic and vocational options open to them, which match their needs and abilities.

6. 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.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

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



The careers leader will collaborate with the SEND department by ensuring that the parents and guardians of SEND students have access to colleges with suitable SEND provision for their child. Education providers are invited to parent forums to answer questions the parents and guardians may have, as well as provide resources.

SEND students are given priority when conducting Year 11 and Year 13 careers interviews. They are interviewed first and given follow up appointments, if necessary, so that they are well supported.

7. Access to our Careers Programme Information

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

Students, parents/carers, teachers and employers can request any additional information about the careers programme by contacting Saida Warsame by [clicking here](#).

8. 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 through student & parent surveys; leavers' information; student voice; feedback from parents/carers, teachers and employers, and using the platform UNIFROG across all year groups to monitor student access to careers and where they are meeting benchmarks.



Provider Access Statement

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. At Stoke Newington School our aim is to work with parents/ carers, staff, governors, and members of the local community, to equip our students to leave school as ambitious and creative individuals who have been empowered to make good education and training choices based on their personal aspirations. This policy aims to help students develop skills and knowledge to confidently make realistic and informed decisions about their future career and work-related options. This ensures that students are well supported through the transition between the key stages of their education journey.

2. Statutory Requirements

Stoke Newington School is required to ensure that there is an opportunity for a range of education and training providers to access students in Years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Our school is committed to providing 6 encounters with technical education or training providers to all students in Years 8 to 13.

Our school 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 Act 2022](#) and on page 43 of guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#).

3. Policy Statement

Stoke Newington School is committed to:

- Provide all students in Years 7 to 13 with a programme of careers activities that advances them with opportunities to learn about the world of work.
- Ensure that students follow a careers education programme that inspires, encourages, and equips them with the skills and qualities needed for future careers and employment.
- Ensure that students have access to a wide range of information sources that promote careers and work-related learning.
- Encourage students to express their strengths and reflect on areas for improvement.
- Ensure that students receive impartial and independent career advice that allows them to make informed choices about their future careers and pathways.
- Ensure that all students access up to date information about colleges, universities, apprenticeships, and alternative pathways to support their future decisions.
- Ensure that students have encounters with employers through workshops, year group assemblies, career events and through work experience.
- Ensure training providers provide information about apprenticeships, approved qualifications and which careers they can lead to.

Stoke Newington School has an established partnership with Ask Apprenticeships who provide information to students to access to Apprenticeships. Students will be informed through year group assemblies, as well as workshops. Students will have access to Career trips outlining pathways and will have direct contact with pathway providers where they can ask any questions and take resources home.

Our school is committed to providing meaningful encounters to all students. Meaningful live online engagement is also an option at our school. Career provision such as workshops and trips are put in place so that each student can experience this provision as an individual, with the opportunity to ask questions and gain expertise.



3. Student Entitlement

All students in Years 7 to 13 at Stoke Newington School & Sixth Form are entitled to:

- Take part in workshops or assemblies that outline the various different education qualifications and apprenticeship opportunities. This provides our students with the relevant information of educational pathways and their training options available at each key stage.
- Local providers, such as Young Hackney, are in partnership with Stoke Newington School and the forward opportunities they offer, including technical education and apprenticeships, through activities and events such as options events, assemblies, and taster events.

Stoke Newington School follows The Gatsby Benchmark framework, which allows the school to adhere to its legal duties. The Gatsby Benchmarks are:

1. A stable career 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 as part of the Gatsby Benchmarks and the Careers Statutory Guidance (October 2018)

Students at Stoke Newington School and Sixth Form can expect to:

- Take part in a careers programme that equips them from Year 7 to Year 13. Students will learn about the different educational pathways available to them once they leave school. Students will also build on transferable and employability skills valued by employers in the world of work.
- Have meaningful encounters with representatives from professionals through assemblies, trips and workshops, careers events and work experience.
- Be provided with access to a range of education providers, including colleges, universities and apprenticeship organisations. This includes Careers days, assemblies and workshops.
- Understand the link between what they learn in lessons to their life and career beyond school. This includes a better understanding of how their learning will support them in future employment opportunities by keeping them up to date with labour market information.
- Discuss their career and educational choices with staff including form tutors, their teachers, Heads of Year, Prospects, and our Careers Leader.
- Provided support and guidance when making option choices for Key Stage 4 studies GCSEs; Year 11 when choosing their Post-16 options; and during Year 13, when students are considering their Post-18 options, including apprenticeships, university courses and work opportunities.
- Develop their self-awareness and career management skills, which are required for the future through work experience and mock interview workshops.
- Access to one-to-one guidance with a trained, impartial careers adviser at least once during their time at school, by the end of Year 11.
- Have a say in what their experiences are of taking part in the CEIAG programme, to ensure that the service to meet the needs of all individuals.

4. Management of Provider Access Requests

Procedure

Providers should contact the named person below when requesting access to students. During this communication it should be made clear on what their intentions are with this access and how this will benefit the students identified. A provider wishing to request access should contact Saida Warsame, Careers Lead, by [clicking here](#).



Communication with Parents/Carers

Communicating with parents/carers is a valuable element for careers education and are invited to participate in CEIAG initiatives. Parents are informed in the following ways:

- Parents/carers can access CEIAG opportunities through the school website, newsletters, and letters.
- The Careers Lead's contact details are accessible on the school website.
- There are various parent/carers forums especially at key transition points where they are updated on what the students will be learning about.
- Parents/carers are invited to attend guidance sessions offered to SEND students.

Opportunities for Access

A number of events are integrated into our careers programme at SNS. This will offer providers an opportunity to come into our school to speak to students and/or their parents/carers. These include, but are not limited to:

- Assembly and tutor group opportunities
- Networking event with providers and employers
- Technical/vocational tasters at local college/s, training providers
- Work experience preparation sessions
- Higher education (HE) fair
- Employer and Higher education event for students & parents
- Workshops – HE and higher apprenticeship applications

Granting and Refusing Access

We have several opportunities whereby access to our students will be given. Examples include during registrations, assemblies, and PPP lessons, however, should we determine the opportunity to be of value then we can arrange these within the school day at other points.

Safeguarding

Our Child Protection Policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

5. Previous Providers

In previous years we have invited the following providers from the local area to speak to our students, including Young Hackney, BSix Sixth Form College, Ask Apprenticeships.

6. Student Destinations

Previous Year 11 Students have moved on to colleges that provide courses suited to their needs and opportunities to retake GCSE's if necessary. Students have moved on to a number of different Colleges, including City and Islington Sixth Form College, Westminster Kingsway College, New City College, and Haringey Sixth Form College.

Our year 13 students move to a range of providers in the local area after. Students have secured places at a number of universities to study many different courses to date including the University of Manchester, the University of Liverpool, Cardiff University, the University of St Andrew's, and the University of Leeds. Those applying for Art Foundation qualifications have attended institutions such as Ravensbourne and Central Saint Martins