



Careers Policy and Provider Access Statement

2026-27

Policy name	Careers Policy and Provider Access Statement
Version	V2.1
Status	Live
Author	Academy Business Leader
Policy owner	Careers Leader
Approval body	Trust Board
Date approved	October 2026
Review cycle	Annual. The provider access statement (section 10) must be reviewed every year
Next review due	Autumn 2027
Published on	Both (Trust website and National College)
Applies to	Trust-wide

1. Purpose and scope

- 1.1** This policy sets out how The Cedars Academy Trust (the Trust) provides careers education, information, advice and guidance (CEIAG) to pupils at both sites: Cedars Academy: Low Fell and Cedars Academy: High Heworth. Section 10 is the Trust's provider access policy statement.
- 1.2** It covers pupils in Years 7 to 11 at Cedars Academy: Low Fell and Years 7 to 13 at Cedars Academy: High Heworth.
- 1.3** Every pupil has an education, health and care plan (EHCP). The careers programme is built around each pupil's needs, their aspirations and the preparing for adulthood outcomes in their EHCP.
- 1.4** The aims of the careers programme are:
- self development: helping pupils to understand themselves and the influences on them, for example through the personal development curriculum and person-centred planning;
 - career exploration: helping pupils to investigate opportunities in learning and work, for example through work-related learning, college link courses and leisure opportunities;
 - career management: helping pupils to make and adjust plans, and to manage change and transition.
- 1.5** Pupils are entitled to careers education and guidance that is impartial and confidential, part of the whole curriculum, and planned in partnership with them and their parents or carers. The programme promotes equality of opportunity and challenges stereotypes about the jobs people can do.

2. Legal and statutory framework

- 2.1** This policy meets the Trust's duties under:
- the Education Act 1997, section 42A (independent careers guidance for pupils in Years 7 to 13) and section 42B (access for education and training providers), as amended by the Technical and Further Education Act 2017 and the Skills and Post-16 Education Act 2022;
 - the Education and Skills Act 2008 (young people must stay in education or training until 18);
 - the Children and Families Act 2014 and the SEND Code of Practice 0 to 25 years (January 2015);
 - the Equality Act 2010.
- 2.2** It follows the DfE statutory guidance 'Careers guidance and access for education and training providers', last updated 23 June 2026, and the eight Gatsby Benchmarks in the form used from 2025-26.

3. Roles and responsibilities

- 3.1** The Trust Board must make sure that pupils in Years 7 to 13 receive independent careers guidance, and that the provider access statement in section 10 is in place, published and reviewed every year. Two link trustees for careers meet the Careers

Leader annually, check progress towards the Gatsby Benchmarks and report to the Trust Board.

- 3.2** The senior leadership team (SLT) makes sure careers has the resources it needs and is reflected in each site's Development Plan.
- 3.3** The Careers Leader leads careers across the Trust. They:
- set the careers strategy and share it with the Trust Board;
 - link the careers programme to each site's Development Plan;
 - plan the careers curriculum and identify staff training needs;
 - manage contracts and partnerships, including with the careers adviser;
 - coordinate work experience for post-16 students at Cedars Academy: High Heworth;
 - improve the programme using feedback from pupils, parents, staff and employers, and pupils' destinations;
 - review this policy, including the provider access statement, every year.
- 3.4** Each site has a Careers Co-ordinator. They coordinate the careers programme at their site, build links with employers and providers for placements in Key Stages 3 and 4, help staff to plan careers learning into lessons, and record each pupil's careers encounters.
- 3.5** The independent careers adviser is provided by Gateshead Council's Early Help Careers Information, Advice and Guidance (IAG) Team and is qualified to at least Level 6. The adviser gives impartial guidance to pupils and helps pupils and parents to consider all of their options at each point of transition.
- 3.6** All staff should contribute to pupils' career learning in their role. Teachers should link careers to their subject teaching.

4. The careers programme

- 4.1** The Trust has a planned careers programme for each year group. It is adapted to suit each pupil, so that pupils leave with the skills and knowledge they need for further education, training or employment.
- 4.2** The programme is measured against the eight Gatsby Benchmarks:
- a stable careers programme;
 - learning from career and labour market information;
 - addressing the needs of each young person;
 - linking curriculum learning to careers;
 - encounters with employers and employees;
 - experiences of workplaces;
 - encounters with further and higher education;
 - personal guidance.
- 4.3** Work-related learning uses the context of work to build useful knowledge and skills. It has three strands: learning through work (direct experience of work or work shadowing), learning about work (for example through vocational courses) and

learning for work (enterprise and employability skills, for example through school-based enterprise activities).

- 4.4** Employer engagement includes workplace visits and work experience placements; work taster events such as games and competitions; careers fairs; open days at further and specialist education providers; and help with CV writing, job searches and interviews.
- 4.5** Every pupil should have at least one experience of a workplace by the age of 16. Post-16 students at Cedars Academy: High Heworth should have a further experience before they leave. Post-16 placements are based on each student's level of need and linked to the career goals in their vocational profile.
- 4.6** Pupils learn that they must stay in education or training until 18, and that this can mean full-time study, an apprenticeship or supported internship, or work or volunteering of 20 hours or more a week combined with part-time study.
- 4.7** Pupils and parents have access to information about local jobs and study options, in formats that suit pupils' communication needs.

5. Meeting the needs of each pupil

- 5.1** From Year 9, and at every annual review after that, each pupil's EHCP review must focus on preparing for adulthood, including employment. Careers guidance informs these reviews.
- 5.2** Careers guidance uses the outcomes and aspirations in each pupil's EHCP. For looked-after children it also uses their personal education plan, and the designated teacher works with the Virtual School.
- 5.3** Pupils hear about the full range of routes, including supported internships and supported employment, and about how disabled people are supported at work. Where possible, pupils hear from disabled adults about their careers.
- 5.4** The Trust works with Gateshead Council, Gateshead IAG (formerly Connexions) and the Early Help service and to support pupils who are hard to reach or at risk of not continuing in education or training after 16.
- 5.5** Post-16 students at Cedars Academy: High Heworth are told about the 16 to 19 Bursary Fund, including the bursary for vulnerable students, and how to apply.

6. Personal guidance

- 6.1** Every pupil should be offered a personal guidance meeting with the independent careers adviser by the end of Year 11. Post-16 students at Cedars Academy: High Heworth should be offered a further meeting before they leave.
- 6.2** Meetings are adapted to each pupil's communication needs. Parents and carers are invited where this helps the pupil.

7. Sharing information and destinations

- 7.1** The Trust shares information with Gateshead Council so that it can support young people to take part in education or training. This includes basic details such as name

and address, and any other information the Council needs to track progress. Young people with an EHCP can be supported up to age 25.

- 7.2** Cedars Academy: High Heworth must tell the Council as soon as possible when a 16 or 17 year old leaves education or training before completing it.
- 7.3** The Trust's privacy notices tell pupils and parents what is shared and how to ask for information beyond basic details not to be shared.
- 7.4** The Careers Co-ordinators keep records of pupils' work placements and destinations. Records are held in line with the Trust's data protection and records management arrangements.

8. Assessment, training and quality

- 8.1** Careers learning is assessed in line with the Trust's assessment arrangements. Pupils are supported to record their own achievements
- 8.2** Post-16 students at Cedars Academy: High Heworth follow an accredited course leading to an employability qualification.
- 8.3** Careers training is included on the annual staff training timetable. Training needs are identified through appraisal and careers team meetings.
- 8.4** Key staff take part in the North East Careers Hub, including its community of practice for special schools to share good practice.
- 8.5** The Trust is working towards the Quality in Careers Standard.

9. Monitoring, evaluation and review

- 9.1** The Careers Leader and Careers Co-ordinators monitor the programme through observation of activities; discussion with staff, pupils, parents and workplace providers; scrutiny of pupils' work and accredited modules; and the placements and destinations records.
- 9.2** The careers team meets regularly. Progress against the Gatsby Benchmarks is evaluated using Compass+.
- 9.3** The Trust should publish on its website: the Careers Leader's name, email address and telephone number; a summary of the careers programme; how the Trust measures the programme's impact; the date of the next review; and the provider access statement in section 10.
- 9.4** Complaints about careers provision are handled under the Trust's Complaints Policy.
- 9.5** The Careers Leader reviews this policy every year and presents it to the Trust Board for approval.

10. Provider access policy statement

10.1 This statement sets out how the Trust manages access to pupils by education and training providers, so that they can tell pupils about approved technical education qualifications and apprenticeships. It meets the Trust's duty under section 42B of the Education Act 1997.

Pupil entitlement

10.2 Pupils in Years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships, as part of a careers programme covering the full range of education and training options at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships;
- to understand how to apply for the full range of academic and technical courses.

Six provider encounters

10.3 Every pupil is offered at least six provider encounters:

- two in Year 8, or in Year 9 between 1 September and 28 February. Pupils must attend.
- two in Year 10, or in Year 11 between 1 September and 28 February. Pupils must attend.
- two in Year 12, or in Year 13 between 1 September and 28 February. The Trust must put these on. Attendance is optional for pupils.

10.4 At Cedars Academy: Low Fell this applies to pupils in Years 8 to 11. At Cedars Academy: High Heworth it applies to pupils in Years 8 to 13. The duty follows the pupil's year group, not the level they are working at.

10.5 Encounters take place during the school day and last for a reasonable period. Events outside school hours, such as parents' evenings, do not count towards the six.

10.6 In each encounter the provider must explain who they are, the technical qualifications or apprenticeships they offer, the careers these can lead to, and what learning or training with them is like. Pupils must be able to ask questions.

10.7 Encounters are adapted so each pupil can take part in a meaningful way. Adaptations may include:

- small groups or one-to-one sessions instead of assemblies;
- a visit to the provider's site, where this suits the pupil better than a visit to school;
- preparing pupils beforehand with visual supports, social stories or familiar staff;
- briefing providers on pupils' communication needs before the visit;
- including supported routes, such as supported internships and college SEND provision;
- inviting parents and carers to attend with their child.

10.8 Adaptations change how an encounter is delivered, not whether it happens. No pupil is left out of an encounter because of their needs. A pupil who misses a mandatory

encounter is offered an alternative or catch up. The Careers Co-ordinators record every encounter in Compass+.

Requests for access

- 10.9** A provider who wants to speak to pupils should contact the Careers Leader (contact details in Appendix 1). The Careers Leader will identify the most suitable opportunity, which may be a careers lesson, an assembly, a group session, a taster event or a visit to the provider.
- 10.10** Requests are normally granted where the provider offers approved technical education qualifications or apprenticeships that are relevant to our pupils. A request may be refused or moved where it clashes with examinations or other fixed events, where the content cannot be adapted to pupils' needs, or where the provider does not agree to the Trust's safeguarding requirements.
- 10.11** All visitors must follow the Trust's safeguarding arrangements for visitors, as set out in the Safeguarding and Child Protection Policy.

Premises and facilities

- 10.12** The Trust will provide a hall, classroom or private meeting room, as suits the activity, and audio, visual and other equipment to support presentations. This is agreed in advance with the Careers Leader or a member of SLT.
- 10.13** Providers may leave prospectuses or course information with the Careers Leader, who will make them available to pupils, parents, carers and staff.

Complaints

- 10.14** A provider who is unhappy with how a request has been handled should contact the Careers Leader first. If the matter is not resolved, it is handled under the Trust's Complaints Policy.

11. Linked policies and documents

- Safeguarding and Child Protection Policy
- SEND Information Report
- Complaints Policy
- Equality Statement and Objectives
- Data protection policy and privacy notices
- Health and Safety and First Aid Policy
- Development Plans for each site

Appendix 1: Careers contacts

Role	Name	Contact
Careers Leader (trust-wide)	Julie Vincent, Headteacher, Cedars Academy: High Heworth	Julie.vincent@cedarstrust.org.uk
Careers Co-ordinator, Cedars Academy: Low Fell	Naomi Godfrey	Naomi.godfrey@cedarstrust.org.uk
Careers Co-ordinator, Cedars Academy: High Heworth	Louise Moens	Louise.Moens@cedarstrust.org.uk
Independent careers adviser	Gateshead Council Early Help Careers IAG Team	Via online form: https://www.gateshead.gov.uk/article/3668/Careers-Information-Advice-and-Guidance-IAG
Link trustees for careers	Jamie Cairns, Susan Farnie	Via the Governance Professional or Careers Leader