Pathway Trust

Careers Education, Information, Advice & Guidance (CEIAG) and Provider Access Policy

Policy effective from	21 September 2026
Policy owner	Director of Secondary Schools
Policy applies to	Downend School Mangotsfield School Marlwood School Priory Community School The Castle School The King Alfred School Worle Community School
Policy changes since last version	New policy

Part 1: Careers Education, Information, Advice & Guidance (CEIAG)

1. Purpose

1.1 Every secondary school within our trust must provide a structured, high-quality and impartial programme of Careers Education, Information, Advice, and Guidance (CEIAG) for all pupils from **Year 7 to Year 13** (and up to age 25 for students with an Education, Health and Care plan).

1.2 The primary objective is to empower pupils to make informed choices about their future pathways, challenge stereotypes, and equip them with the self-development skills needed to achieve positive, sustained employment destinations.

2. Statutory Compliance

2.1 To ensure full compliance across the trust, every school must fulfill the following requirements:

A. Alignment with the Gatsby Benchmarks

Schools must use the **8 Gatsby Benchmarks** as their structural framework and track progress electronically to aim for 100% compliance:

- A stable careers programme.
- Learning from career and labour market information (LMI).
- Addressing the needs of each pupil.
- Linking curriculum learning to careers.
- Encounters with employers and employees.
- Experiences of workplaces.
- Encounters with further and higher education.
- Personal guidance.

B. Provider Access Legislation (PAL) & The Baker Clause

Every school must publish and enforce a **Provider Access Policy Statement** (see Part 2). Schools with a sixth form must facilitate a minimum of **six encounters** with technical education or apprenticeship providers and schools without a sixth form must facilitate **four encounters**:

- **Years 8 and 9:** Two mandatory encounters for all pupils.
- **Years 10 and 11:** Two mandatory encounters for all pupils.
- **Years 12 and 13:** Two encounters hosted by the school (attendance is optional).

C. Impartial One-to-One Guidance

Careers guidance must remain strictly neutral and show no bias toward academic or technical routes. Every pupil must have access to independent, impartial, personal

guidance from a qualified **Level 6 Careers Adviser** at least once by the end of Year 11, with an additional opportunity offered during Key Stage 5.

D. Statutory Website Disclosures

Every school must maintain transparency by publishing specific, updated careers data directly on its website. Schools must have a dedicated careers page on their website which is kept up to date and reviewed by the school leadership team annually. This should include:

- Careers leadership and contact information
- Overview of the school careers programme (details of the careers curriculum, how it is delivered and how resources can be accessed)
- How the school monitors the impact of the careers programme (including details of tracking tools, student feedback and destination monitoring)
- Historic provider encounters: list of providers who have been invited into the school, including Further Education & Technical Colleges, Higher Education & Universities, Employers & Training Networks
- Destinations of previous pupils: list of common destinations including Further Education (local Sixth Forms and Colleges), Apprenticeships (local employers and training schemes) and Higher Education (universities)

3. School Delivery

3.1 While the statutory baselines above apply to all Pathway schools, the trust has delegated to Headteachers operational freedom to tailor delivery to their local community context:

- **Delivery Model:** Schools can choose how to schedule careers learning (e.g. dedicated PSHE/Life Skills lessons, integrated subject curriculums, or collapsed timetable drop-down Careers Days).
- **Work Experience Structure:** School leadership teams decide the structure of workplace experiences (e.g. traditional one-week block placements, regular part-time placements, or hybrid/virtual work experiences) based on local employer ecosystems. Schools will outline plans to secure up to two weeks' worth of work experience for young people by the end of Key Stage 4.
- **Software & Tracking Systems:** Schools have the autonomy to select their preferred digital monitoring platforms (e.g. Unifrog, Compass+, Morrisby or Start) to log student encounters and analyse destination data.
- **Local Partnerships:** Schools are encouraged to build independent networks with regional businesses, colleges, and training providers matching the specific job market demographic of their area.
- **Website:** Schools are to ensure the information on the website meets all the requirements in section 2 above, but they have the flexibility to display this information as they see fit and works for their particular setting.

4. Accountability

- Trustees will ensure schools are meeting all statutory duties regarding careers advice and provider access through reporting from the Director of Secondary Schools who is the trust's strategic lead for CEIAG.
- The Headteacher will oversee the strategic implementation of this policy at each school.
- The Headteacher will appoint a designated Careers leader and allocate them adequate time and financial resources to fulfill their duties.
- The Careers leader will plan, deliver, and evaluate the school's careers programme.
- The Careers leader will coordinate provider access requests, maintain accurate records of pupil encounters, and manage the complaints process.
- The school's Community Council will periodically review the impact of the school's careers programme, offering feedback to school and trust leaders from a community and parent perspective.

Part 2: Provider Access Policy Statement

The **Provider Access Policy Statement** applies to all secondary schools in the trust.

1. Rationale and Commitment

1.1 High-quality careers education and guidance is critical to young people's futures. It prepares them for the workplace by providing a clear understanding of the world of work, including routes to jobs and careers that they 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.

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

1.3 Our schools are 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 school is fully aware of its responsibility to set students on the path that will secure the best outcome, enabling them to progress in education and work and give employers the highly skilled people they need. This means acting impartially, in line with statutory duty, and not showing bias towards any route, whether academic or technical.

1.4 The school 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, in strict compliance with the **Baker Clause** and **Provider Access Legislation**.

2. Aims

2.1 Our policy for access to other education and training providers aims to:

- Develop the knowledge and awareness of our students regarding all career pathways, including technical qualifications and apprenticeships.
- Support young people to learn about opportunities for education and training outside of school before making crucial choices about their future.
- Reduce drop-out rates from courses and avoid the risk of students becoming NEET (Not in Education, Employment, or Training).

3. Student Entitlement

3.1 Our schools fully support the statutory requirement for students to have direct access to other providers of further education, technical training, and apprenticeships.

3.2 Pathway Trust defines an encounter at one of its schools as at least 15 minutes.

4. Management of Provider Access Requests

4.1 **Point of Contact**

Requests for access must be directed to the Careers leader (further contact information is available on each school website)

School	**Careers leader**
Downend School	Emma Merryweather and James Smale
Mangotsfield School	Kerry Phillips
Marlwood School	Anika Mould
Priory Community School	James Wilmot
The Castle School	Laura Underwood
The King Alfred School	Oliver Bird
Worle Community School	Leeza Cuthbertson

Please include the following information when requesting access:

- Name of provider requesting access & details of provision/company
- Contact Name at Provider and Contact Details
- Proposed date, time and length of session
- Number of staff who propose to visit (All visitors will be subject to our safeguarding policy.)
- Aims and objectives of session including year group
- Please indicate which Gatsby Bench marks relate to the session
- Proposed format, timings and duration of session including facilities and equipment required
- Support required from the school including staffing to enable the school to provide appropriate supervision

4.2 **Grounds for Granting Requests**

At least 6 weeks' notice must be given unless expressly agreed by the careers lead. Access will be given for providers to attend during school assemblies, timetabled Careers or Personal Development lessons, and Careers or Raising Aspirations events. Students may also travel to visit another provider as part of a trip organised in partnership with the school. Live online/virtual encounters will be considered where

requested, and these may be broadcast directly into classrooms or the school assembly hall.

4.3 **Grounds for refusing requests**

Requests will be considered against:

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the school's Safeguarding policy.

Careers leads will record a log of all provider requests for access and the outcomes.

4.4 **Premises, Facilities and Support**

The school will provide an appropriate room or hall, to be agreed upon in advance. All standard rooms are equipped with computers, projectors, and screens but all IT requirements should be confirmed in advance. Specialised computer rooms can be arranged upon request. The Careers leader will coordinate with the provider to ensure facilities fit the audience.

Appropriate safeguarding checks will be executed on arrival. Providers will be met, signed in, and supervised by a member of staff who will facilitate the session. Technical checks must be completed in advance to ensure system compatibility for virtual sessions.

4.5 **Parent/Carer Involvement**

Parental involvement is actively encouraged. Parents/carers may be invited to attend specific career network events to meet providers directly.

5. **Complaints Procedure**

5.1 Any complaints regarding provider access should be raised in the first instance with the Careers leader, in line with the trust's Feedback, Concerns and Complaints Procedure.