

Nishkam School West London



Careers Education Strategy

(Secondary Phase)

Strategy Version	Approved/ Reviewed	Signed by Careers Lead	Signed by Headteacher	Signed by School Governors
1.1	September 2022	L.Haras-Gummer	W.Dineen	B.Panesar
1.2	September 2023	J.Kerrisk	W.Dineen	B.Panesar
1.3	September 2024	J.Kerrisk	W.Dineen	B.Panesar

Contents

Nishkam School West London	1
National Context & Rationale	3
Our Intent.....	4
Strategic Objectives	4
Implementation	5
PSHE and Personal Development Curriculum.....	11
Visiting Speaker Programme 2024-2025	11
Monitoring, Evaluation and Review.....	12
Provider Access	13

National Context & Rationale

Careers Education and Information, Advice and Guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- Supporting young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenging stereotypes
- Enabling young people to sustain employment and achieve personal and economic well-being throughout their lives

All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and help them plan and manage their careers effectively in a changing global world of learning and work

New careers strategy guidance was issued by the DfE in December 2017. The guidance set out that secondary schools and colleges will continue to be responsible for making sure that their students can access independent careers guidance. The guidance sets out eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence.

The eight Gatsby benchmarks of Good Career Guidance are:

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

For all of the young people at NSWL we aim to:

The overarching aims of the careers programme are:

1. To ensure that students develop the skills and attitudes necessary for success in adult and working life.
2. To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
3. To equip students with the necessary decision-making skills to manage those same transitions.
4. To develop in students an awareness of the wide variety of education, training and careers opportunities both locally nationally and internationally.

5. To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey.
6. To foster links between the school, local businesses and further/higher education establishments.
7. To enable students to experience the world of work and develop transferable skills.
8. To ensure that wherever possible, all young people leave the school to enter employment, further education or training.

The intent for NSWL's Careers Programme and how it will be implemented are summarised in this strategy document.

Our Intent

The Careers Programme at NSWL aims to help our students develop the knowledge, skills and understanding needed to make realistic and informed decisions about their futures and to make positive transitions during their education, training and work. We aim to raise the aspirations of what our students and their families believe is possible and to facilitate students realising these aspirations.

In line with our faith-based and values driven approach, the Careers Programme aims to ensure that our students can have a positive career. A positive career is defined by the Career Development Institute as a career in which the individual is "happy with how they spend their time, make contributions to the community and have a decent standard of living".

Our Careers Programme is:

- **Universal** – All students at NSWL have access to all aspects of the Careers Programme
- **Progressive**- The Careers Programme follows a spiral curriculum model where they learn about careers in each academic year from Year 7-11. Each year, students will build upon knowledge from the prior academic year so that their careers knowledge develops progressively over time.
- **Outcome focused**-All students will be able to make informed choices about their post-16 and post 18 education and employment options.

Strategic Objectives

The Careers Programme has a clear set of strategic objectives to ensure that our planned intent is met.

1. To embed careers education systematically across the school and achieve all 8 Gatsby benchmarks.
2. Embed Unifrog into the careers provision in the school ensuring that students and parents are actively using Unifrog to guide their choices
3. Ensure the school is working towards achieving the formal accreditation of a careers programme by gaining the "Quality in Careers Standard"

Implementation

The Careers Programme is delivered through a combination of the PSHE programme and subject lessons, events, visits, individual and small group guidance appointments, assemblies, enrichment and drop-drown days. It is flexible to meet the needs of students at different stages of their learning journey and with specific needs such as SEND, EAL, HAPs and young carers.

Our implementation strategy for 2024-2025 is outlined below.

Gatsby Benchmarks	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>Benchmark 1- A stable careers programme</p> <p><i>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</i></p> <p>1. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<ol style="list-style-type: none"> 1. JKE is nominated Careers Lead for the School. JKE is an Assistant Headteacher and member of SLT. JKE to meet regularly with Headteacher. JKE has completed Careers and Enterprise Company Induction training 2. JKE has written the Careers Strategy for 2024-2025 in line with the SIP and it has the explicit backing of the Headteacher. 3. Careers strategy will be published on the school website so parents are informed. Parents will also be emailed the access code to Unifrog so that they can access the platform and support their pupils with their decision making. 4. Information about careers programme to be published in school bulletin so staff are informed 5. Compass tool used to evaluate the efficacy of the careers programme. Compass + reviews will be conducted half-termly. 6. Evaluation of careers programme to occur at the end of each term. This will be done through surveys of parents, students, staff and employers. 7. Staff to receive training on how to use the Unifrog platform 8. All careers activities to be logged on Unifrog platform and synced with Compass + Platform 						

<p>Benchmark 2-Learning from Career & Labour Market Information (LMI) <i>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</i></p> <p>1. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>2. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children</p>	<ol style="list-style-type: none"> Careers Drop Down day - Your Life You Choose Speaker Day Careers lessons in PSHE Curriculum Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-16 and post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor time 	<ol style="list-style-type: none"> Careers lessons in PSHE Curriculum Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-16 and post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Students to participate in Heathrow Future Engineers Workshop 	<ol style="list-style-type: none"> Careers lessons in PSHE Curriculum Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-16 and post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Year 9 Drop Down day focused on careers and GCSE choices 	<ol style="list-style-type: none"> Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-16 and post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Kickstart Express Programme Sessions learning about local labour market in Hounslow/London Careers education and Unifrog lessons during tutor time 	<ol style="list-style-type: none"> Careers Drop Down Days Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-16 and post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Careers education and Unifrog lessons during tutor time 	<ol style="list-style-type: none"> Careers lessons in PD Curriculum Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Use of the Unifrog platform during supported study periods. 	<ol style="list-style-type: none"> Careers lessons in PD Curriculum Students & parents to use Unifrog to access Careers Library, Know-How Library, LMI information and information about post-18 opportunities Access to careers resources in LRC Useful careers websites to be published on School Website Students to participate in National Careers Week and National Apprenticeship week activities in Tutor Time Use of the Unifrog platform during supported study periods.
<p>Benchmark 3 - Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p> <p>1. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>2. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p>	<ol style="list-style-type: none"> Careers lessons in PSHE curriculum to challenge stereotypes. Students will have their own unique Unifrog profile to help explore their interests and learn about Post-16 and Post-18 opportunities. Students will learn to identify their own personal skills and interests in relation to careers 	<ol style="list-style-type: none"> Careers lessons in PSHE curriculum to challenge stereotypes. 1-1 Careers interviews and action plans given Students will have their own unique Unifrog profile to help explore their interests and learn about Post-16 and 	<ol style="list-style-type: none"> Careers lessons in PSHE curriculum to challenge stereotypes. Students will have their own unique Unifrog profile to help explore their interests and learn about Post-16 and Post-18 opportunities. Students will learn to identify their own personal skills and interests in relation to careers 	<ol style="list-style-type: none"> Careers lessons in tutor time curriculum challenge stereotypes 1-1 Careers interviews and action plans given Local apprenticeship, further education and higher education providers present to students Students will have their own unique Unifrog profile to help explore their interests and learn about Post-16 and Post-18 opportunities. 	<ol style="list-style-type: none"> Assemblies on Post-16 and Post-18 Options Local colleges and apprenticeship providers to be invited in to speak to students Students will have their own unique Unifrog profile to help explore their interests and learn about Post-16 and Post-18 opportunities. Unifrog records will allow us to track the progress of all students across the school. 	<ol style="list-style-type: none"> Assemblies on Post-18 options Careers lessons in PD curriculum to challenge stereotypes 1-1 Careers interviews and action plans given Local apprenticeship, further education and higher education providers present to students Students will have 	<ol style="list-style-type: none"> Assemblies on Post-18 options Careers lessons in PD curriculum to challenge stereotypes Local apprenticeship, further education and higher education providers present to students Students will have their own unique

<p>3. All pupils should have access to these records to support their career development.</p> <p>4. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>	<p>through Careers lessons and use of the Unifrog platform</p> <p>4. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>5. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p>	<p>Post-18 opportunities.</p> <p>4. Students will learn to identify their own personal skills and interests in relation to careers through Careers lessons and use of the Unifrog platform</p> <p>5. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>6. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p>	<p>through Careers lessons and use of the Unifrog platform</p> <p>4. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>5. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p> <p>6. Brilliant Club – Year 9</p>	<p>Unifrog records will allow us to track the progress of all students across the school.</p> <p>5. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>6. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p> <p>7. Future Frontiers – Year 10</p>	<p>4. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>5. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p> <p>6. Future Frontiers – Year 11</p>	<p>their own unique Unifrog profile to help explore their interests and learn about Post-18 options.</p> <p>6. Students will learn to identify their own personal skills and interests in relation to careers through Careers lessons and use of the Unifrog platform</p> <p>7. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>8. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p> <p>9. Brilliant Club – Year 12</p>	<p>Unifrog profile to help explore their interests and learn about Post-18 options.</p> <p>5. Students will learn to identify their own personal skills and interests in relation to careers through Careers lessons and use of the Unifrog platform</p> <p>6. Careers Lead (JKE) will be able to monitor progress of each student on Unifrog platform.</p> <p>7. Careers Lead (JKE) will log all careers activities that students engage in to keep a systematic record.</p>
<p>Benchmark 4-Linking curriculum learning to careers</p>	<p>1. Careers lessons in PSHE curriculum</p> <p>2. Step into NHS Competition</p> <p>3. Unifrog platform will allow students to explore careers by School Subject</p> <p>4. STEM teachers link to careers within STEM SoLs</p> <p>5. Careers explored in tutor time sessions</p> <p>6. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Careers lessons in PSHE curriculum</p> <p>2. Unifrog platform will allow students to explore careers by School Subject</p> <p>3. STEM teachers link to careers within STEM SoLs</p> <p>4. Careers explored in tutor time sessions</p> <p>5. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Careers lessons in PSHE curriculum</p> <p>2. Information about careers given with Options information</p> <p>3. Unifrog platform will allow students to explore careers by School Subject</p> <p>4. STEM teachers link to careers within STEM SoLs</p> <p>5. Careers explored in tutor time sessions</p> <p>6. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Unifrog platform will allow students to explore careers by School Subject</p> <p>2. STEM teachers link to careers within STEM SoLs</p> <p>3. Careers explored in tutor time sessions</p> <p>4. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Assemblies on Post-16 and Post-18 Options</p> <p>2. Unifrog platform will allow students to explore careers by School Subject</p> <p>3. STEM teachers link to careers within STEM SoLs</p> <p>4. Careers explored in tutor time sessions</p> <p>5. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Assemblies on Post-16 and Post-18 Options</p> <p>2. Unifrog platform will allow students to explore careers by School Subject</p> <p>3. STEM teachers link to careers within STEM SoLs</p> <p>4. Careers explored in tutor time sessions</p> <p>5. All subjects to have explicit links to careers within their schemes of learning</p>	<p>1. Assemblies on Post-16 and Post-18 Options</p> <p>2. Unifrog platform will allow students to explore careers by School Subject</p> <p>3. STEM teachers link to careers within STEM SoLs</p> <p>4. Careers explored in tutor time sessions</p> <p>5. All subjects to have explicit links to careers within their schemes of learning</p>

<p>Benchmark 5-Encounters with employers and employees Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <p>1. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. 2. A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>	<p>1. Your Life You Choose Speaker Day</p> <p>2. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Heathrow Future Engineers workshop</p> <p>2. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Army workshops</p> <p>2. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Visiting Speaker Programme</p> <p>2. Selected students to participate in Future Frontiers programme</p> <p>3. Kickstart Express Work Experience Programme</p> <p>4. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Visiting Speaker Programme</p> <p>2. Virtual Work Experience</p> <p>3. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Visiting Speaker Programme</p> <p>2. Week of Work Experience</p> <p>3. Virtual Work Experience</p> <p>4. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>	<p>1. Visiting Speaker Programme</p> <p>2. Students will use Unifrog to explore the Careers Library where peoples from a range of careers discuss their roles</p>
<p>Benchmark 6- Experiences of workplaces Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <p>1. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>2. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>1. Your life you choose</p>	<p>1. Heathrow Future Engineers Workshop</p>		<p>1. Selected students to participate in Future Frontiers programme where they will visit one business four times</p> <p>2. Kickstart Express work experience programme for all students in Year 10</p>	<p>1. Virtual work experience</p>	<p>1. Experience of a workplace</p> <p>2. Future Frontiers workplace experiences</p> <p>3. Virtual work experience week</p>	<p>1. Virtual work experience week</p> <p>2. Some students to complete additional Work Experience opportunities</p>
<p>Benchmark 7- Encounters with further and higher education All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> <p>1. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the</p>	<p>2 x assemblies from local colleges or apprenticeship provider</p>	<p>1. 2 x assemblies from local colleges or apprenticeship provider</p> <p>2. Visit to University Campus/In-school workshop with local university</p>	<p>1. 2 x assemblies from local colleges or apprenticeship provider</p> <p>Selected students to participate in Brilliant Club Scholars programme</p>	<p>1. University campus visit days</p> <p>2. Assemblies about post-16 options/Post -18 options</p> <p>3. Colleges and further education providers to come in to talk to pupils about post-16 options</p>	<p>1. Assemblies about post-16 options/Post -18 options</p> <p>2. Colleges and further education providers to come in to talk to pupils about post-16 options</p>	<p>1. Assemblies about post-16 options/Post -18 options</p> <p>2. Selected students to participate in Brilliant Club Scholars programme</p> <p>3. University campus visit days/UCAS convention</p>	<p>1. Assemblies about post-16 options/Post -18 options</p>

<p>opportunity to meet both staff and pupils.</p> <p>2. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>3. A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>							
<p>Benchmark 8-Personal Guidance</p> <p><i>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</i></p> <p>1. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18</p>		<p>1. Students to have 1-1 careers interviews with qualified external advisor and action plan created</p>		<p>1. Students to have 1-1 careers interviews with qualified external advisor and action plan created</p> <p>2. Future Frontiers Cohort of 20 students will have a business coach and have 4 coaching sessions.</p>	<p>1. All students to meet with member of SLT or Connexons advisor to discuss their post-16 options.</p> <p>2. Future Frontiers Cohort of 19 students will each have an hour long meeting with Transition Manager from Future Frontiers to create action plan for Year 11 and post-16 options.</p>	<p>1. Students to have 1-1 careers interviews with qualified external advisor and action plan created</p>	<p>Students to have one to one support with regards to their UCAS personal statement and university application. Additional support will be offered accordingly in line with the needs of each student.</p>

PSHE and Personal Development Curriculum

All students in Year 7-9 have weekly PSHE lessons whilst Year 12 have a weekly Personal Development lesson. The PSHE and PD lessons form a spiral curriculum based upon the PSHE Associations guidelines for best practice. One core theme covered in the curriculum is "Living in the wider world" and part of this theme is careers and enterprise education.

Students will develop their knowledge and skills by learning about topics such as:

- What is a career?
- What are my interests?
- Decision making: How to choose what to study at KS4
- What type of career is best for me?
- How to write a CV
- What is work-life balance?
- What does success mean to me?

Students will use the Unifrog platform when learning about careers and enterprise education. This will allow students to track their own preferences, skills and interests.

The knowledge and skills covered in careers and enterprise lessons are mapped to the CDI's Careers Development Framework. Over the course of their studies from Year 7-13 students will develop the six career development skills that people need to have a positive careers. These skills are:

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture

Visiting Speaker Programme 2024-2025

Students in Year 10, 11 and 12 will have the opportunity to hear from leading industry experts from a wide range of professions including:

- Business and Consultancy
- Medicine and Dentistry
- Accounting
- Engineering
- PhD Researchers
- Law
- Civil Service
- Tradespeople
- Charity
- Graphic Design

These talks will highlight pathways to these professions and to inspire our students to start thinking about what career they would like to pursue in the future.

For anyone that would be interested in delivering careers talk to our students please contact the Careers Lead, Mr Jamie Kerrisk.

Email: Enquiries.NSWL@nishkamschools.org

Telephone: 0203 141 8760

Monitoring, Evaluation and Review

Role of the headteacher

The Headteacher will ensure that:

- the work of the Careers Lead and CEIAG events are supported and monitored
- a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

Role of the Careers Lead

The Careers Lead (Mr Jamie Kerrisk) will ensure that NSWL is working towards achieving the "world-class" standards set out by the Gatsby benchmarks. In order to achieve this standard the careers lead will:

- Ensure termly reviews of the effectiveness of the Careers Programme are undertaken. Methods for measuring effectiveness are outlined in this strategy document.
- Use the Compass self-assessment tool to measure areas of strength and improvement and act on this feedback
- Ensure the school is working towards achieving the formal accreditation of a careers programme by gaining the "Quality in Careers Standard"
- Give providers of Technical Qualifications, including apprenticeships, and Higher Education are given the opportunity to talk to our students and ensure that the school is compliant with Section 42B of the Education Act 1997
- Engage in regular CPD to ensure that they have the appropriate knowledge and skills.

Measuring Effectiveness

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the student and parent survey
- Feedback from external visitors such as Ofsted
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

Whole School Review

This strategy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the governors when any additions or amendments are made.

Provider Access

This strategy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 and Provider Access Legislation (2023).

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.

The provider access legislation is new guidance that comes into force from January 2023. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

Commitment

NSWL 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. NSWL 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.

NSWL endeavours to ensure that all students are aware of all routes to higher skills and can 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).

Requests for access

A provider wishing to request access should contact **Mr Jamie Kerrisk**

- Telephone: 0203 141 8760
- Email: Enquiries.NSWL@nishkamschools.org

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that NSWL is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with NSWL.

Details of premises or facilities to be provided to a person who is given access

NSWL 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 or Careers Adviser 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 Careers Team who will facilitate.

Live/Virtual encounters

NSWL will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

For details on how we meet the statutory Provider Access Legislation requirements please refer to our Provider Access Legislation (PAL) strategy.