



Title:	Careers Education Policy
Policy Coordinator:	Jiten Patel
Date Reviewed:	27th January 2025
Date Ratified:	27th January 2025
Status:	Statutory
Delegation:	Management Committee
Review Frequency	Annually
Policy Review Date	January 2026

Chair of Management Committee:	Seeta Mevani
Head Teacher:	PK Maselino

We have structured our service to meet the following legislation as recommended by the statutory government guidelines:

- DfE Careers Strategy: Making the most of everyone's skills and talents (December 2017)
- DfE Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges (January 2023)
- DfE Guidance on Work Experience 16-19 (October 2013)
- Education Act (2011)
- Section 29 of the Education Act (2011)
- Skills and Post-16 Education Act (2022)
- CDI (Careers Development Institute) Careers Development Framework (April 2021)
- Gatsby Foundation Good Career Guidance (2014)

The following documentation is also related to this policy:

- Careers guidance and access for education and training providers (DfE) January 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1127489/Careers_guidance_and_access_for_education_and_training_providers_.pdf
- Gatsby Charitable Foundation: Good Career Guidance (Gatsby Charitable Foundation)
- Understanding the role of the Careers Leader (Careers and Enterprise Company)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe we provide good careers guidance that:

- connects learning to the future;
- motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding;
- widens pupils horizons, challenges stereotypes and raises aspirations;
- provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life

We acknowledge the Government's career guidance (Jan 2023) that clearly sets out a 'long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.' The statutory guidance sets out in the 'strategy to make sure that young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.'

We understand that in order to achieve this aim we must use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision.

We are aware that the Gatsby Benchmarks are not a statutory framework but by adopting them we can feel confident that we are fulfilling our legal duties namely:

Gatsby Benchmarks

The eight Gatsby benchmarks that define best careers provision in secondary schools are:

1. A stable careers 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.

We aim to ensure students meet all of the above benchmarks during their time at The Helix Education Centre which will be reflected in higher numbers of pupils progressing to positive destinations such as:

- Further education colleges
- School sixth forms
- Technical routes
- Apprenticeships
- Universities
- Employment

Annually, we publish KS4 education attainment and destinations.

We understand that it is our statutory duty:

- to provide clear advice and guidance:
- With which a strategy for careers education can be based and guidance which meets legal requirements and is developed in line with the Gatsby Benchmarks;
- To make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 7-11 and to inform them about approved technical education qualifications and apprenticeships

Aims

The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Help young people investigate opportunities for further learning and employment, to make well informed and appropriate decisions and manage transitions across key stages.
- Ensure that, wherever possible, all young people leave the school with employment, further education, or training, therefore minimising the number of students who are NEET (Not in Education, Employment or Training).
- Ensure that all departments will link curriculum learning with careers, and that STEM careers are promoted.

CEIAG at The Helix Education Centre aims to provide pupils with the skills, knowledge and understanding to support the three core aims of the CDI framework for Careers, Employability and Enterprise Education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

We wish to work closely with the Pupil Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings

Parental Involvement

Parents/carers will naturally have a strong interest in achieving the right outcomes for their child and therefore have a substantial impact on the career decisions their child makes, with no student making career decisions in isolation. The school wants to ensure parents/carers are well informed and involved right from the start, enabling students to receive careers support at home, as well as at school.

The Helix Education Centre encourages parental involvement in the careers programme. Examples from previous year include:

- 'Choices' with experts on apprenticeships, traineeships, T levels, higher education and employability skills, in the shape of a Careers Fair each academic year.
- Opportunity to speak with the Careers Adviser School Link from Prospects following Parents' Evenings, otherwise known as 'Target Setting Days' at the school.
- Advice given on a one to one basis where needs determine.
- Parents/Carers are kept up to date with career-related events, activities and opportunities via letters and emails home.
- Useful careers information for parents with students at all stages of their school life is available on the school website in the Careers Section -
- Questionnaire sent to parents in the summer term about their child's experience of careers activities within school and support from careers department and suggestions for enhancement of careers programme.

Responsibility for the Policy and Procedure

Role of the Management Committee

The Management Committee has:

- Delegated to the Headteacher to appoint a careers leader who has the necessary skills and commitment;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring:
 - full compliance with all statutory responsibilities;
 - the school complies with all equalities legislation;
 - funding is in place to support this policy;
 - this policy and all policies are maintained and updated regularly;
 - all policies are made available to parents;
 - the involvement of the Pupils' Council in:
 - determining this policy with the Management Committee;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Management Committee
- the nomination of a link MC member to:
 - visit the school regularly;
 - work closely with the Headteacher and the careers leader;
 - ensure this policy and other linked policies are up to date;

- ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Management Committee when requested;
 - annually report to the Management Committee on the success and development of this policy
- the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Careers Leader and Nominated MC member to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure:
 - compliance with section 42a of the Education Act 1997 that all registered pupils are provided with independent careers guidance from year 8 to 13;
 - that independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - promotes the best interests of the pupils
 - compliance with the Technical and Further Education Act 2017 to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8-11 in order to inform them about approved technical education qualifications or apprenticeships;
 - a policy statement is in place setting out the circumstances in which education and training providers will be given access to pupils;
 - the policy statement is annually reviewed and published;
 - publication of the school's careers programme including:
 - the contact details of the Careers Leader;
 - a summary of the careers programme;
 - the impact of the careers programme on pupils;
 - the date of the next review of the information published
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;

- annually report to the Management Committee on the success and development of this policy

Role of the Careers Leader

The Careers Leader will:

- have the skills and commitment and the backing of the senior leadership team to deliver the careers programme across all eight Gatsby Benchmarks;

<p>1. A stable careers programme</p>	<p>Every school should have an embedded programme of career education and guidance that is understood by students, parents, teachers, governors / Management Committee and employers</p>	<ul style="list-style-type: none"> ▪ 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 for it. ▪ 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. ▪ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, 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.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>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 delivery considerations throughout.</p>	<ul style="list-style-type: none"> ▪ A schools career programme should actively seek to challenge stereotypical thinking and raise aspirations. ▪ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ▪ All pupils should have access to these records to support their career development. ▪ Schools should collect and maintain accurate data for each pupil on their education. Training or employment destinations for at

		least three years after they leave the school.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> ▪ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within a wide range of careers.
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.	<ul style="list-style-type: none"> ▪ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. ▪ *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.
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.	<ul style="list-style-type: none"> ▪ 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. ▪ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	Every student 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.	<ul style="list-style-type: none"> ▪ By the age of 16, every pupil should have had a meaningful encounters* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. ▪ 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. ▪ A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (member of staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> ▪ 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.
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(Careers guidance and access for education and training providers (DfE))

- provide leadership by:
 - ensuring the career guidance provision is of high quality and meets all external requirements;
 - reviewing and evaluating career guidance;
 - promoting career guidance within the school

- provide good management by:
 - planning the programme of activities in career guidance;
 - monitoring the delivery of the careers programme to ensure it meets the needs of the school's diverse range of learners;
 - supporting staff who provide information and advice to pupils;
 - managing the work of the Careers Advisers;
 - overseeing the overall management of budget and resources;
 - ensuring that appropriate training is in place to support the implementation of career guidance

- co-ordinate:
 - the relationship between different subject leads to ensure that career guidance is effectively delivered;
 - tutors, mentors and learning support staff to identify pupils needing guidance;
 - and manage (with the SENCO) support for pupils with Education, Health and Care (EHC) Plans by ensuring they are fully included in the careers programme

- network with schools, apprenticeship providers, employers, Local Enterprise Partnership, National Collaborative Outreach Programme, National Careers Service and other external organisations

- ensure pupils receive their entitlement by providing a programme based on:
 - Year 7: An introduction to careers

- Year 8: Choosing the right options
- Year 9: Career Discovery
- Year 10: Post-16 and beyond
- Year 11: Planning for the future

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated MC member;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Management Committee on the success and development of this policy

Role of Pupils

Pupils in years 8-11 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses

Role of Parents/Carers

Parents/Carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school

Role of School Personnel

School personnel will be aware of and support this policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and target setting days;
- Headteacher reports to the Management Committee;
- Information displays in the main school entrance;
- Text messages

- School events;
- Meetings with school personnel;
- Written communications with home;
- Annual report to parents;
- Email

Training

All school personnel:

- have equal chances of training, career development and promotion;
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work assiduously to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our pupils about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all pupils to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated MC member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Management Committee for further discussion and endorsement.

Linked Policies

- Curriculum
- Teaching and Learning
- Assessment

Provision of Careers Education,
Information, Advice & Guidance
(CEIAG)
Service Level Agreement

Between

Prospects Services (part of Shaw Trust)

and

The Helix Education Centre

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1 CEIAG Statutory Responsibilities

1.1 **Careers Education, Information, Advice and Guidance (CEIAG) Statutory Responsibilities**

A range of statutory guidance is available from the Department for Education (DFE) which gives institutions/ providers/ organization's clear directives on their duties for providing independent CEIAG to young people. This includes:

- Education Act 2011
- Careers Guidance and access for education and training providers - Statutory Guidance for governing bodies, school leaders and school staff (January 2018)
- Careers Guidance for further education colleges and sixth form colleges (January 2023)

Prospects aim to provide institutions/ providers/ organisations with inspirational and innovative high-quality careers guidance that has been directed by the new Careers Strategy and has the Gatsby Benchmarks at the heart of it.

1.2 **Gatsby Benchmarks**

The 8 benchmarks that schools and colleges need to meet by September 2020 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 Experience of workplaces
- 7 Encounters with further and higher education
- 8 Personal Guidance

1.3 **London Ambitions**

Prospects has developed a strategic response to the London Mayor's Office, London Ambitions Careers Offer, setting out a pragmatic way to tackle some of the challenges that young people face when trying to make the right careers choices.

The 7 elements to the London Ambitions Careers offer are:

- 1 Access to impartial, independent and personalised CEIAG
- 2 At least 100 hours experience of the world of work
- 3 An explicit, publicised careers policy and careers curriculum
- 4 A governor with responsibility for ensuring students relate their learning to the world of work
- 5 Up to date, user friendly labour market information
- 6 Developing careers clusters
- 7 Use of the London Ambitions Portal.

DRAFT

2 Services

2.1 Prospects

Prospects deliver a resilience focused CEIAG service which covers a wide range of topics and delivery styles whilst simultaneously promoting the principle of good quality and impartial careers education including:

- Empowering young people to plan and manage their own future
- Responding to the needs of each learner
- Providing comprehensive information and advice
- Raising aspiration
- Actively promoting equality of opportunity and challenges stereotyping
- Helping young people to progress

2.2 Menu of Services

Please see menu below

Menu of Services

- One to one careers guidance interview provided by a qualified Careers Professional
- Small group careers interview
- Group work sessions – Areas can include:
 - Occupational Industry areas
 - Work Experience preparation and debrief
 - Occupational Choice – growth sectors, Labour Market Information (LMI)
 - Progression routes (sector specific)
 - Targeted careers talks, e.g. alternative post 16 routes
 - Social Media and job search. CV Writing – paper based or introduction to digital CV's
- Apprenticeships – myth buster
- Introduction to work experience
- College / School applications
- On line mock interviews (college and job interviews) – Use of interview stream
 - Pearson's accredited employability programme. Employable, ME, Motivated and Empowered
 - Other Careers activities
 - Careers Fair

- CPD available for staff inset days
- Open evenings / parents event's
- Additional activities available from the Prospects Group
 - Careers' Walks
 - City Summer Schools
 - Careers In Practice
 - Careers Resources
 - Support to achieve a Careers Quality Award
 - Consultancy
 - Whole institution resilience training

If you would like us to deliver something that is not listed please refer to '[Prospects Careers Information, Advice and Guidance Services Menu 2024/25 – Building resilience, building futures](#)' or discuss with your Prospects contact.

3 Delivery of Service

3.1 Delivery Days (10 in total)

The delivery of services by Prospects staff ensures that The Helix Education Centre are fulfilling statutory duties in accordance with the needs of students to access impartial careers education, information, advice and guidance and meeting the requirements highlighted in the London Ambitions Careers offer.

3.2 Delivery Requirements

To enable visiting Prospects staff to provide the service effectively the institution/ provider/ organisation will provide the following:

- A suitable confidential interview space where one to one interviews can be conducted
- Access to internet and printing facilities
- Access to an outside telephone line
- An updated list of names of young people in the year groups being worked with
- A follow up system required when young people do not attend appointments
- Background information about young people e.g. SEND records, attendance records, predicted grades etc

3.3 Delivery Monitoring and Evaluation

The delivery of this Service will be monitored throughout the year and must be reviewed each term (December, April and June) using the Service Delivery Review Form on page 14. In addition, Prospects will carry out online young person

evaluation using Prospects 'Smart Survey' which will be used to provide feedback to the schools to ensure continuous service delivery improvement.

Any issue, should in the first instance, be reported to the Prospects member of staff delivering in the institution. If an agreement/ solution cannot be reached, this should then be raised with the Prospects' Service Manager.

Meetings	Date
Date of first Service Delivery Meeting	Sept 24
Date of first Service Delivery Review (first term)	Dec 24
Date of second Service Delivery Review (second term)	March 25
Date of final review / end of year review (June)	Jun 25

3.4 Delivery Terms and Conditions

Prospects will ensure that any, ad-hoc, days lost for reasons of annual leave, sick or CPD will be given back to the school in lieu. However, longer term absences will be covered by an alternative adviser(s) e.g. hospitalisation / long term sickness.

The institution should have a copy of Prospects full Terms and Conditions if a copy is required electronically please email corporateservices-yfp-london@prospects.co.uk to request.

3.5 Delivery Activities

Prospects services are available to young people as agreed with The Helix Education Centre across *(As & when needed – subject to new admissions)* and activities are personalised to give the support required.

The menu of services on offer has been discussed and the activities below have been agreed for delivery:

Year group (7-11)	Activity Description of activity / volumes, including one to one interviews, group work and parents evenings.	Number of Days allocated
	<p>1:1 interviews held on site, for 1 hour per child. In most cases, each pupil will receive one interview throughout the academic year, although in some cases, a child can receive another interview later in the year, as part of a refresher if needed.</p> <p>Additionally, and as part of the delivery package, other opportunities are also offered to all Year 11 pupils in the shape of (events such as: Future Steps, LEAN, XCITE etc) and local opportunities and to hear from a range of Colleges, Universities, Training Providers and employers, alongside employability sessions skills - CV writing, job searching and interview skills.</p> <p>Parents are also notified of when the interviews are taking place and any relevant forthcoming events with the view to promoting and encouraging participation.</p> <p>As part of PSHE, career learning is incorporated within other subjects at THEC. For instance, (personal financial planning skills) are taught in Maths, whilst (self-presentation) is taught in both English and as part of Functional Skills.</p> <p>Further evidence of THEC linking curriculum learning to careers, is through a strategic approach by way of developing a coherent rationale for embedding careers in subject learning as highlighted above. Furthermore, teachers are confidently talking about careers related to their subject matter and understand the routes, pathways and the skills in demand from employers.</p>	<p>If cohort has 12 YP for instance, then this would be split into 4 (1/2 days) allocated to The Helix for 1:1 careers interviews.</p> <p>3 YP would be seen during each ½ day allocation</p>

3.6 Delivery Activities - Targeted Support (if applicable)

It is a statutory requirement for schools to ensure that learners from vulnerable groups including CLA, YJS and SEND have access to independent and impartial advice, guidance and information, including the full range of specialist provision.

Please identify the specific target group being supported including those identified as 'at risk of NEET' (RONI).

Year group (7-11) / Target Group (SEND/YJS/CLA)	Activity Description of activity / volumes, including one to one interviews, group work and parents evenings.	Number of Days allocated
	<p>Any pupil subject to any of the groups above (SEND/YJS/CLA etc), are prioritised as needing to be seen at the earliest opportunity with respect to IAG. This would usually be done in the form of a 1:1 interview, held on school site (for any safeguarding reasons, alternative venues will be arranged) to ensure the pupil does not miss out.</p>	<p>Ad hoc (subject to school needs)</p>

4 Equality & Diversity

Prospects Services staff will:

- Challenge discrimination
- Promote equality of opportunity
- Provide a responsive and accessible service

All Prospects staff have undertaken Equalities & Diversity training and are required to update their knowledge / practice on a 2-yearly cycle

Prospects Services have an up-to-date Equalities and Diversity Policy in place.

5 Disclosure & Barring Service

All Prospects staff who come into contact with young people and vulnerable young adults have an enhanced DBS check and receive on-going safeguarding training. Should the institution / organisation wish to seek evidence of this please email corporateservices-ypf-london@prospects.co.uk.

6 Health & Safety and Business Continuity

When on site, Prospects staff will follow the Helix's health and safety and business continuity policies. Please ensure members of Prospects staff are informed of your policies and procedures relating to health and safety, fire safety, critical incidents and are shown where emergency exits are.

Policy or Procedure	Date Informed
Health & Safety Policy	September 2024
Fire Safety including emergency exits and meeting point	September 2024
Business Continuity Plan	September 2024

7.1 Prospects Services Contacts

Job Role	Name	Phone Number	Email Address
Adviser	Tommie Champion	07709 839 675	tommy.Champion@shaw-trust.org.uk
Targeted Adviser	N/A	N/A	N/A
SEND Adviser	Debbie Louisy	07714 736 675	debbie.louisy@shaw-trust.org.uk
Other Adviser	N/A	N/A	N/A
Service Manager	Dean Hatfield	020 8438 1650	dean.Hatfield@Prospects.co.uk
MI & Data Contact	MI Team	01708 898061	miteam-ypf-london@prospects.co.uk

7.2 Helix Education Centre Contacts

Job Role	Name	Phone Number	Email Address
Careers Co-ordinator	Jiten Patel	Office: 020 8353 4173	jpatel110.310@lgflmail.org
		Mobile: 07771 778 774	
SENCO / CLA Lead	Dhanisha Tailor	020 8353 4170	dtailor11.310@lgflmail.org

Safeguarding Lead	Jiten Patel	Mobile: 07771 778 774	jpatel110.310@lgflmail.org
Head Teacher	PK Maselino	Office: 020 8353 4173 Head's PA: Sonia Patel	pmaselino.310@lgflmail.org spatel@thehelix.harrow.sch.uk
Assistant Head Teacher	Dhanisha Tailor	020 8353 4170	dtailor11.310@lgflmail.org
Inclusion Lead	Jiten Patel	Mobile: 07771 778 774	jpatel110.310@lgflmail.org
Pre-16 Data Contact	Vacancy	020 8353 4170	N/A
Post 16 Data Contact	Vacancy	020 8353 4170	N/A
Work Experience Lead	Jiten Patel	Mobile: 07771 778 774	jpatel110.310@lgflmail.org

8 Signatures

Institution / Provider / Organisation			
Name (Please Print)	PK Maselino	Signed	PK Maselino
Position / Job Title	Headteacher	Date	May 2024

Institution / Provider / Organisation			

Name (Please Print)	Jiten Patel	Signed	J Patel
Position / Job Title	Inclusion Manager & Designated Safeguarding Lead	Date	January 2025

Prospects Services			
Name (Please Print)		Signed	
Position / Job Title		Date	

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APPENDICES

Appendix 1 – UK General Data Protection Regulations (GDPR)

As an organisation Prospects Services takes its responsibilities to protect data seriously.

Prospects Services provide information, advice & guidance and mentoring on behalf of your institution/ organisation. Under UK GDPR the institution is the data controller and Prospects is the data processor, we will therefore store, share and process data in line with your privacy notice.

In areas where Prospects Services have a contract to deliver Youth Support Services (including Tracking) we request data under instruction from the local authority. We will collect, store and process data on young people in order to meet statutory requirements. Prospects will process this information following interventions with young people onto CCIS. The data, as required by the controller, is used based on the following legislation and central government policy.

Legal Obligations – why data is requested:

Below are the details of the statutory duties that support our request for data as required under instruction by the local authority

1) Education Skills Act 2008

- Section 10 - Promote the duty of effective participation in education or training
- Section 12 - Duty to make arrangements to identify persons not fulfilling the duty
- Section 13 - Notification of non-compliance with the duty
- Section 14 - Educational institutions: duty to provide information
- Section 17 - Sharing and use of information held for purposes of support services
- Section 68 - Support services: provision by local authorities
- Section 70 - Local education authority – supplementary powers
- Section 72 - Educational institutions: duty to provide information
- Section 77 - Supply of information by public bodies

The primary duty is detailed here:

72 Educational institutions: duty to provide information

- (1) *Relevant information about a pupil or student who is attending an educational institution in England must be provided by the responsible person to a person involved in the provision of services in pursuance of section 68 or 70(1)(b), on a request by that person.*
- (2) *A request under subsection (1) by a person involved in the provision of services in pursuance of 68 or 70(1)(b) may be made only for the purposes of the provision of those services.*
- (3) *In subsection (1), “relevant information” means—*
 - (a) *the name, address and date of birth of the pupil or student;*
 - (b) *the name and address of a parent of the pupil or student;*

- (c) *information in the institution's possession about the pupil or student.*
- (4) *Information within subsection (3)(c) must not be provided under subsection (1) if—*
 - (a) *the pupil or student concerned, in the case of a pupil or student who has attained the age of 16, or*
 - (b) *a parent of the pupil or student concerned, in the case of a pupil or student who has not attained the age of 16, has instructed the responsible person not to provide information of that kind under this section.*
- (5) *In this section - definition of an “educational institution” and responsible person*
 - (a) *a community, foundation or voluntary school,*
 - (b) *a community or foundation special school,*
 - (c) *a city technology college, a city college for the technology of the arts or an Academy,*
 - (d) *a pupil referral unit,*
 - (e) *an institution within the further education sector, or*
 - (f) *an institution in receipt of funding from the Learning and Skills Council for England;*

“responsible person” means—

- (a) *in relation to a school within paragraph (a) or (b) of the definition of “educational institution”, the governing body*
- (b) *in relation to an institution within paragraph (c) or (f) of that definition, the proprietor;*
- (c) *in relation to a pupil referral unit, the local education authority by which it is maintained;*
- (d) *in relation to an institution within the further education sector, the governing body within the meaning given by section 90 of the Further and Higher Education Act 1992 (c. 13).*

2) Department for Education (DFE)

a) Participation of young people in education, employment or training (statutory guidance for local authorities) September 2016 (RPA)

“The department monitors the performance of local authorities in delivering their duties, and specifically in their tracking and supporting of 16 and 17 year olds, using data collected by authorities and submitted to the National Client Caseload Information System (NCCIS).”

This guidance clearly states the duty on local authorities, young people and providers in relation to:

- RPA, NEET and Unknown
- September Offer
- Activity Survey
- Early Leavers

Full details can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561546/Participation-of-young-people-in-education-employment-or-training.pdf

b) NCCIS management information requirement 2018-2019

“This Management Information (MI) Requirement sets out the information that must be reported to the Department for Education’s (DfE) National Client Caseload Information System (NCCIS) in the financial year beginning April 2018.”

This guidance clearly states the duties as above and in addition clarifies the requirements around Intended Destinations and Year 11 cohort checking.

What is the UK GDPR legal basis for requesting data under instruction?

Prospects request data as instructed by local authorities on the basis of the following:

- Legal Obligation – based on the statute and statutory obligation listed above
- Public Task – ‘in the exercise of official authority’ and to perform a specific task in the public interest that is set out in law.

What data and when might we request?

In line with DFE deadlines and under instruction by local authorities Prospects Services will request data from institutions/ providers/ organisations throughout the year. Below is a table of specific data fields requested and relevant timelines.

	All Schools		Schools without Sixth Forms		Post 16 Institutions Only		
	Year 11 - Cohort Check	Year 11 - Intended Destinations	Year 11 - September Offers	Activity Survey	Year 11 & 12 September Offers (Internal)	Year 11 & 12 September Offers (External)	Enrolment Data
Firstname	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Surname	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DOB	Yes	Yes	Yes	Yes	Yes	Yes	Yes
ULN	Yes	Yes	Yes	Yes	Yes	Yes	Yes
UPN	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Gender	Yes	NA	NA	NA	NA	Yes	Yes
Ethnicity	Yes	NA	NA	NA	NA	Yes	Yes
Address	Yes	NA	NA	NA	NA	Yes	Yes
Postcode	Yes	NA	NA	NA	NA	Yes	Yes
Home Phone	Yes	NA	NA	NA	NA	Yes	Yes
Mobile	Yes	NA	NA	NA	NA	Yes	Yes
Email	Yes	NA	NA	NA	NA	Yes	Yes
Previous Institution	NA	NA	NA	NA	NA	Yes	Yes
Institution	NA	Preferred Institution of Study	Institution offered	Institution progressed to	NA	NA	Yes
Qualification (eg A levels, BTEC National)	NA	Preferred Qualification	Offered Qualification	Qualification progressed to	Offered Qualification	Offered Qualification	Yes
Subject (not required for A levels, IB or GCSE)	NA	Preferred	Offered subject	Subject progressed to	Offered subject	Offered subject	Yes
Prospects Deadline Date	NA	January	June	January	June/September	June/September	October

In addition to the above, institutions/ providers/ organisations have a duty (Sections 12 and 13 of the Education Skills Act 2008) to identify and notify the local authority of any young people who leave their Post 16 provision prior to the end of the course completion date to enable re-engagement into a suitable RPA compliant destination.

Data Collection, Storage and Retention

- Data in transit and at rest must be encrypted.
- Data emailed must be sent by encryption or other secure portal. (e.g. Egress or Prospects Secure Email)
- Data is processed onto the relevant CCIS database to enable submission of DFE statutory returns.
- Original data files collected by Prospects on behalf of the local authority will be stored on secure servers on our Azure network and will be retained for the length of time as specified by the local authority under their retention policy.
- Action Plans handwritten on behalf of students in your institution will be stored securely and destroyed at the beginning of the next academic year.
- Typed Action Plans will be stored securely within the Prospects Azure system or within the school system.

Appendix 2 - Delivery of Service Review / Termly Review / Annual Review / Impact Report

Name of School	
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Term		Days used this term		Number of young people Seen	
Number of days purchased annually		Days used this year		Number of Interventions	

Year group (7-11)	Activity Description of activity / volumes, including one to one interviews, group work and parents evenings.	Number of Days used

What worked well?
What would have been better?
How has the service benefitted your young people?

Feedback			
Students		Staff	
Parent/Carers		Careers Co-ordinator	

Additional comments from school on service provided

Reviewers names (please print)		Date of Review	
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Appendix 3 - Action Plan template

Action Plan

Young Person Name:		IYSS Number:	
Current Situation:		DOB:	

Future Plans and Career Aspirations

Education & Training

Steps I need to take to achieve my Future Plans and Career Aspirations	By Whom	When

It is a good idea to share your plan with your parents/carers

Adviser Details			
Adviser Name:		Phone Number:	
Address:		Email:	
Date:			

Prospects Services provide information, advice, guidance and mentoring on behalf of Local Authorities and Education Institutions (i.e. schools and colleges). In meeting its contractual and legal requirements, Prospects will store, share and process personal information as required by the data controller or yourself. Where Prospects is the data controller our privacy statement can be found at <http://www.prospects.co.uk/Home/Privacy-Policy>

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Information

Resources

Researching Career ideas

- <https://nationalcareersservice.direct.gov.uk>
- www.icould.com
- www.careersbox.co.uk

Apprenticeships & Training

- www.apprenticeships.gov.uk (including Traineeships)
- www.notgoingtouni.co.uk
- <http://careermap.co.uk>
- www.schoolleaverjobs.co.uk
- www.thebigchoice.com

Researching and making choices 16+

- www.ucasprogress.com
- www.russellgroup.ac.uk/informed-choices
- www.choiceslondon.com

University

- www.ucas.com
- www.ukcoursefinder.com
- www.unistats.com
- www.push.co.uk
- www.whatuni.com
- www.bestcourse4me.com
- www.thecompleteuniversityguide.com
- www.opendays.com
- www.prospects.ac.uk

Volunteering & Self Employment

- www.do-it.org.
- www.volunteeringmatters.org.uk

Special Needs

- www.disabilityrightsuk.org

Work

- www.gov.uk/browse/working
- www.indeed.co.uk

Finance

- www.gov.uk/student-finance (Higher Education)
- www.gov.uk/1619-bursary-fund

Appendix 4 – Updated May 2022

<https://www.gov.uk/government/news/making-our-apprenticeship-system-simpler-for-employers-training-providers-and-apprentices>

Making our apprenticeship system simpler for employers, training providers and apprentices

A number of improvements and simplifications to apprenticeships will come into force from August 2022

Over the past 5 years apprenticeships have been transformed into a high-quality skills programme for learners and employers. Employers have created more than 640 standards to meet their skills needs, training is delivered by registered providers which are regularly inspected, and apprentices complete rigorous end-point assessment, so employers know that they are fully competent in their role.

Having reformed the apprenticeships programme, we now want to make it simpler to use for employers, training providers and apprentices themselves. To this end, apprenticeships will be further improved from August 2022.

These improvements include:

- **We are making it simpler for individuals to accelerate their apprenticeship** by placing a greater focus on provider assessment of prior learning and experience. By improving how providers take account of this at the start of their apprenticeship - and funding them to do a robust upfront assessment - apprentices will be able to cut out training they do not require and complete their apprenticeship more quickly. This means that they can spend more time in the workplace and will become fully competent sooner, boosting employer productivity and their own earnings potential.
- **We will introduce a consistent baseline for off-the-job training**, specifying the minimum number of hours that a full-time apprentice must spend in training. This will simplify the reporting for providers and create a level-playing field among apprentices who are on the same standard but working different hours. This means that apprentices who work more than 30 hours a week will be able to spend more time on the job delivering for employers, while still getting the vital training they need to complete their apprenticeships.
- **We are changing English and Maths requirements** for those Level 2 apprentices who start with the lowest level of prior attainment in English and Maths. People who start a L2 apprenticeship without L1 English and Maths will no longer need to automatically attempt L2 English and Maths tests to complete their apprenticeship. It will mean that thousands of L2 apprentices can focus on securing a L1 English and Maths qualification with only those who are really ready to take the Level 2 tests attempting them.
- **We will provide a more efficient payment service** for providers by reducing the data needed to make payments and improving Apprenticeship Service financial reports, helping providers understand what they are being paid for each apprenticeship and why. We will start testing these improvements towards the end of the year. We will also do more to ensure that all employers promptly receive their £1,000 additional support payment if they take on an eligible young apprentice. Having engaged employers and providers on changing payment profiles, we received a clear message that system simplicity is the priority for them, so we are not making changes to our payment profiles.

More details on forthcoming changes

The changes to recognition of prior learning, off-the-job training and English and maths are due to come into effect in August 2022 and are outlined in the draft apprenticeship funding rules for main providers (August 2022 to July 2023), the draft Apprenticeship funding rules for employer-providers (August 2022 to July 2023) and the draft Apprenticeship funding rules and guidance for employers (August 2022 to July 2023). [All three documents are available on GOV.UK](#)