



Careers Education and Access Policy

Bolder Academy

MacFarlane Lane Isleworth Middlesex TW7 5DB
Registered in England and Wales No: 08932893
Careers Education and Access Policy November 2020

This policy is called:	Careers Education and Access Policy
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Introduction

The aims of Bolder Academy's career education and access policy is to:

- Ensure students receive a programme of advice and guidance that is structured and is delivered by individuals with the right skills and experience.
- Adhere to the Gatsby Charitable Foundation's Benchmarks when implementing the career provision.
- Provide co-ordinated external support.
- Employ an appropriately skilled and experienced leader to ensure excellent provision.
- Employ a Careers Leader in the Academy.
- Fulfil statutory duties to secure independent careers guidance.
- Provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.
- Ensure high numbers of students' progress to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment.

Working with Others

Bolder Academy works closely with Sky, who provide a bespoke provision across each year group. We also work closely with St Marys University and other London based Universities; Teach First and other leading organisations such as DHL and Amazon; the borough's careers network who supports with Apprenticeship providers; and the LEAN Network who have provided an enterprise adviser for the Academy.

Moreover, several professionals from a range of industries including construction, medicine and marketing have offered support by providing videos which gives insight into their roles and general career advice.

This policy has also been shaped with support from the Careers Leaders Development Programme – Teach First.

Bolder Academy's Obligations

Bolder is aware of its obligations to meet the Government requirements for careers education. See table below.

Requirements and expectations on all schools	Action required by Government	Action taken to date by Bolder Academy
Ongoing (legal duty came into force in September 2012)	Every school must ensure that students are provided with independent careers guidance from year 8 to year 13.	Students from year 7 onwards, from Sept. 2018, will be provided with opportunities to engage with career talks given by visiting speakers. This is achieved through the extended day curriculum.
From January 2018 (legal duty came into force on 2 January 2018)	<p>Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.</p> <p>Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.</p>	Students from year 7 onwards, from Sept. 2018, will be provided with opportunities to engage with career talks given by visiting speakers (including those who have been on apprenticeship programmes and received a technical education). This is achieved through the extended day curriculum.
From January 2018	<p>Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020.</p> <p>For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.</p>	The extended school provision, links with Sky and the PSHCE curriculum has been mapped against the Gatsby benchmarks from Sep 2018. It also ensures that every student has an opportunity to encounter employers once a year.
From September 2018	Every school should appoint a named person to the role of Careers Leader to lead the careers programme.	The Deputy Head, Adam Bones, oversees Careers across the Academy.
From September 2018	Every school will be expected to publish details of their careers programme for young people and their parents/carers.	This policy, the extended day programme and the PSHCE programme are published on the Academy's website.

Governors – Roles and Responsibilities

The Governing Board is aware of its responsibilities that the Academy should:

- Provide clear advice and guidance to the Headteacher on which she can base a strategy for careers education and guidance which meets the legal requirements.
- Ensure careers education is developed in line with the Gatsby Benchmarks.
- Appoint a member of their Governing Board who takes a strategic interest in careers education and guidance and encourages employer engagement.

The Governing Board also understands that arrangements are in place to allow a range of education and training providers to access all students in years 8-13 to inform them about approved technical education qualifications and apprenticeships. The Board will also ensure that a policy statement setting out the arrangements is published.

Responsibilities of Bolder Academy

The careers strategy at Bolder Academy recognises that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

Effective careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

Importance will be placed on every student meeting education and training providers to understand the full range of educational opportunities that are available to them.

Students at the Academy will be provided with ample opportunities through the extended curriculum to make informed choices regarding:

- an academic option;
- and a technical route, including T levels or an apprenticeship.

Information about progression options will include higher and degree level apprenticeships or higher technical education, including technical degrees.

Bolder Academy

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Careers Education and Access Policy November 2020

Information Sharing

Bolder Academy will provide relevant information about all of its students to local authority support services to enable them to gather information about careers. This includes:

- Basic information such as the student's name, address and date of birth.
- Other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education.

The Academy's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.

The Academy will (once it has students in year 11) notify local authorities whenever a 16 or 17-year-old leaves an education or training programme before completion. This notification will be made at the earliest possible opportunity to enable the local authority to support the young person to find an alternative place.

Careers guidance for Students with Special Educational Needs or Disabilities

Bolder Academy will ensure that careers guidance for its students with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach.

The Academy will also work with families of students with SEND to help them understand what career options are possible, with the right support, for their child. Careers guidance for students with SEND will be based on the students' own aspirations, abilities and needs.

The Academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the student's horizons

Linking curriculum learning to careers

Subject teachers will support the Academy's approach to careers education and guidance.

The curriculum offers excellent opportunities for developing the knowledge and skills that employers need and subject teachers are powerful role models to attract students towards their subject and the careers that flow from it. This has been highlighted, where appropriate, in curriculum plans published on the Academy website.

Subject teachers will also seek to highlight career links that can be made to students at the start, or at a suitable point, within the unit of study.

In addition, the Academy will:

- Ensure good maths skills amongst all students.
- Ensure every student is exposed to the world of work (including STEM).
- Ensure students study the core academic subjects at GCSE – English, maths, science, history, geography and a language – the English Baccalaureate (EBacc).
- Make it clear to students that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme. There are exemptions for some students with Education, Health and Care plans.

Bolder Academy

MacFarlane Lane Isleworth Middlesex TW7 5DB
Registered in England and Wales No: 08932893
Careers Education and Access Policy November 2020

Appendix 1: Provider Access Policy

Introduction

This policy statement sets out the Bolder Academy's arrangements for managing the access of providers to student at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

Student Entitlement

All students in years 8-13 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.
- To 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.
- To understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact:

office@bolderacademy.co.uk

Opportunities for Access

A number of events, integrated into the Academy's careers programme, will offer providers an opportunity to come into the Academy to speak to students and/or their parents/carers.

Premises and Facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The Academy will also make available AV to support provider presentations.
This should be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant
course literature for distribution,

Bolder Academy

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Careers Education and Access Policy November 2020

Appendix 2: The Gatsby Benchmarks

We publish a separate document, on the careers page of our website, as to how Bolder Academy meets each of these Gatsby benchmark criteria.

<p>A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>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>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>Learning from career and labour market information</p>	<p><i>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.</i></p>	<p>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>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>Addressing the needs of each student</p>	<p><i>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.</i></p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>Addressing the needs of each student</p>	<p>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.</p>	<p>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.</p>
<p>Encounters with employers</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter</p>

Bolder Academy

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Careers Education and Access Policy November 2020

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.	By the age of 16, students should have received 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.
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.	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 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.
Personal Guidance	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.	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 Education and Access Policy November 2020

Appendix 3: Compliance with the 'Baker Clause'

As part of our careers programme, we believe that all of our students should have access to high-quality support and guidance regarding approved technical education qualifications or apprenticeships.

The Academy provides opportunities for students 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.

Below details a list of the current opportunities students in Year 7 and 8 receive:

Year 7 Provision	Year 8 Provision	Year 9 Provision
<ol style="list-style-type: none"> 1. Activities led by St Marys University. 2. Career focussed assemblies from a variety of professions. 3. Being Bold enrichment activities that include, but are not limited to: computing skill building; journalism and assisting with primary and nursery schools. 4. Be Ready courses linked to apprenticeships and careers. 5. A-Z careers video delivered in Prep to support with apprenticeships and careers. 6. Activities led by DHL to support with apprenticeships and careers. 	<ol style="list-style-type: none"> 1. Activities led by West Thames College. 2. Career focussed assemblies from a variety of professions. 3. Being Bold enrichment activities that include, but are not limited to: computing skill building; journalism and assisting with primary and nursery schools. 4. Be Ready courses linked to apprenticeships and careers. 5. A-Z careers video delivered in Prep to support with apprenticeships and careers. 6. Activities led by DHL and London borough of Hounslow to support with apprenticeships and careers. 	<ol style="list-style-type: none"> 1. Activities led by Royal Holloway 2. Career focussed assemblies from a variety of professions 3. Being Bold enrichment activities that include, but are not limited to: computing skill building; journalism and assisting with primary and nursery schools. 4. A-Z careers video to support with apprenticeships and careers. 5. Activities led by DHL to support with apprenticeships and careers.

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 Careers Education and Access Policy November 2020

Careers Provision Map: The Gatsby Benchmarks in Practice at Bolder

Benchmark 1: A stable careers programme

It is a requirement that every school has a stable, structured careers programme that has the explicit backing of the senior leadership team, and has an identified and appropriately trained person responsible for it. Bolder Academy believes in the importance of a robust careers programme to support students have a Bolder future. The programme is regularly evaluated with feedback from students, parents, teachers and employers as part of the Academy's evaluation process.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> The Deputy Head oversees the Career's programme alongside a dedicated member of teaching staff (the careers lead). All staff engage with the Careers Programme by identifying opportunities and individuals to take these up. The Careers Policy is published on the Academy's website in a way that enables students, parents, teachers and employers to access and understand it. Governors engage fully with the Careers Policy during relevant FGB meetings. The careers programme is embedded across all aspects of the Academy and the curriculum offer. The Academy is engaged with the Teach First Careers Programme to ensure the Careers Lead is abreast of current thinking. Regular parent and student communication takes places through the Academy newsletter. 	<ul style="list-style-type: none"> Students are introduced to career links at the beginning of their cycle in every subject. Students reflect on their experiences throughout the year. In study skills students analyse a different career each week through A-Z videos. Students will also look at career lessons through the Be Ready Platform. Inspirational and career assemblies and talks – through Speakers for School and local businesses (partnership with Sky) and LEAN network. PSHCE Programme (through the drop down days and Culture and Society) includes presentations and activities from employers, apprenticeships and universities. Being Bold (enrichment activities) – all students participate in these as part of the extended day. Students explore labour market information through a thought for the week session and through study skills. 	<ul style="list-style-type: none"> Students are introduced to career links at the beginning of their cycle in every subject. Students reflect on their experiences throughout the year. In study skills students analyse a different career each week through A-Z videos. Students will also look at career lessons through the Be Ready Platform. Inspirational and career assemblies and talks – through Speakers for School and local businesses (partnership with Sky) and LEAN network. PSHCE Programme (through the drop down days and Culture and Society) includes presentations and activities from employers, apprenticeships and universities. Being Bold (enrichment activities) – all students participate in these as part of the extended day. Students explore labour market information through a thought for the week session and through study skills. 	<ul style="list-style-type: none"> Students are introduced to career links at the beginning of their cycle in every subject. Students reflect on their experiences throughout the year. Through being Bold weeks and homework, students analyse different careers through A-Z videos. Inspirational and career assemblies and talks – through Speakers for School and local businesses (partnership with Sky) and LEAN network. PSHCE Programme (through the drop down days and Culture and Society) includes presentations and activities from employers, apprenticeships and universities. Being Bold (enrichment activities) – all students participate in these as part of the extended day.

Benchmark 2: Learning from career and labour market information

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> By the age of 14, all students will have accessed and used information about career paths and the labour market to inform their own decisions on study options. 	<ul style="list-style-type: none"> Reference to careers and labour market information made through PSCHE, Thought for the week and study skills. Students complete a range of e-learning modules using the Be Ready platform, during study skills. The platform allows students to access up to date and good quality information about employment opportunities and career options. Career talks and activities, led by external facilitators, make reference to labour information. 	<ul style="list-style-type: none"> Reference to careers and labour market information made through PSCHE, Thought for the week and study skills. Students complete a range of e-learning modules using the Be Ready platform, during study skills. The platform allows students to access up to date and good quality information about employment opportunities and career options. Career talks and activities, led by external facilitators, make reference to labour information. 	<ul style="list-style-type: none"> Reference to careers and labour market information made through PSCHE, Thought for the week and study skills. Career talks and activities, led by external facilitators, make reference to labour information.

Benchmark 3: Addressing the needs of each student

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> • Bolder Academy's careers programme actively seeks to challenge stereotypical thinking and raise aspirations. • Bolder will have a systematic records of the individual sessions students have attended. • Bolder will collect and maintain accurate data for each student on their education, training or employment destinations (when they reach the end of compulsory schooling). 	<ul style="list-style-type: none"> • Students reflect on their career activities, in guided sessions led by staff members. • PSHCE lessons and drop down days include Diversity Role Models; Sports Leaders. • Multi-agency meetings keep this as a standard item for LAC, EHCP students. • Pupil Premium students are prioritised to engage with the Bronze Club. • Student Voice activities and well-being surveys conducted each term. • All students will engage with sessions from St Marys University. • The career videos shown in study skills will highlight a range of career paths and qualifications. 	<ul style="list-style-type: none"> • Students reflect on their career activities, in guided sessions led by staff members. • PSHCE lessons and drop down days include Diversity Role Models; Sports Leaders. • Multi-agency meetings keep this as a standard item for LAC, EHCP students. • Pupil Premium students are prioritised to engage with the Silver Club. • Student Voice activities and well-being surveys conducted each term. • All students will engage with sessions from West Thames College. • The career videos shown in study skills will highlight a range of career paths and qualifications. 	<ul style="list-style-type: none"> • Students reflect on their career activities, in guided sessions led by staff members. • PSHCE lessons and drop down days include Diversity Role Models; Sports Leaders. • Multi-agency meetings keep this as a standard item for LAC, EHCP students. • Pupil Premium students are prioritised to engage with the Gold club. • Student Voice activities and well-being surveys conducted each term. • All students will engage with sessions from Royal Holloway University. • The career videos shown in study skills will highlight a range of career paths and qualifications.

Benchmark 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.

Overall Provision	Year 7 Provision (2018-2019)	Year 7 Provision (2019-2020)	Year 8 Provision (2019-2020)
<ul style="list-style-type: none"> By the age of 14, every student at Bolder will 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. 	<ul style="list-style-type: none"> In Science, students participate in the CREST Award Scheme. Students will engage with a STEM project led by Accenture. In Computer Science, students participate in coding and editing workshops delivered by Sky. Students participate in the Bebras challenge. Presentations skills are part of the English curriculum and Drama curriculum. In history and geography, students complete a careers project called layers of London. Students will participate in a range of STEM activities led by Bowmer + Kirkland. Technology is a core part of the academic curriculum, with students receiving lessons in this subject area each week. Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. All department leads have met with careers lead to discuss strategies of career implementation. Career links will be introduced at the beginning of each cycle with questions targeted to individual careers – as demonstrating in the handbook. This planned curriculum, may change slightly across the year. An up to date list will be generated through each Being Bold week. 	<ul style="list-style-type: none"> In Computer Science, students participate in sessions led by Sky experts. Students participate in the Bebras challenge. Presentations skills are part of the English curriculum and Drama curriculum. Students will participate in a range of STEM activities led by Bowmer + Kirkland. Technology is a core part of the academic curriculum, with students receiving lessons in this subject area each week. Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. All department leads have met with careers lead to discuss strategies of career implementation. Career links will be introduced at the beginning of each cycle with questions targeted to individual careers – as demonstrating in the handbook. This planned curriculum, may change slightly across the year. An up to date list will be generated through each Being Bold week. 	<ul style="list-style-type: none"> In Computer Science, students participate in sessions led by Sky experts. Students participate in the Bebras challenge. Presentations skills are part of the English curriculum and Drama curriculum. Students will participate in a range of STEM activities led by Bowmer + Kirkland. Technology is a core part of the academic curriculum, with students receiving lessons in this subject area each week. Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. All department leads have met with careers lead to discuss strategies of career implementation. Career links will be introduced at the beginning of each cycle with questions targeted to individual careers – as demonstrating in the handbook. This planned curriculum, may change slightly across the year. An up to date list will be generated through each Being Bold week.

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> • Every year, from the age of 11, students will 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. 	<ul style="list-style-type: none"> • Every student in Year 7 has the opportunity to take part in coding and editing workshops led by Sky. • All students receive inspirational assemblies throughout the year, led by Speakers for Schools and Sky. • In study skills students hear from a range of career professionals and learn about their workplace and the valued skills. • Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. • Students participate in a range of STEM based activities led by employers and employees. 	<ul style="list-style-type: none"> • Every student in Year 8 has the opportunity to take part in design courses led by Sky and a visit to Sky Academy for a careers day. • All students receive inspirational assemblies throughout the year, led by Speakers for Schools and Sky. • In study skills students hear from a range of career professionals and learn about their workplace and the valued skills. • Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. • Students participate in a range of STEM based activities led by employers and employees. 	<ul style="list-style-type: none"> • Every student in Year 9 has the opportunity to take part in various activities led by Sky on their campus. • All students receive inspirational assemblies throughout the year, led by Speakers for Schools and Sky. • In study skills students hear from a range of career professionals and learn about their workplace and the valued skills. • Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. • Students participate in a range of STEM based activities led by employers and employees.

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none">• By the age of 16, every student will have had at least one experience of a workplace, additional to any part-time jobs they may have.• By the age of 18, every student will have had one further such experience, additional to any part-time jobs they may have.	<ul style="list-style-type: none">• All students in Year 7 visit Sky Central throughout the year.• All students participate in a DHL virtual activity.• Students experience a series of educational visits throughout the year, with references made to future career opportunities.	<ul style="list-style-type: none">• All students in Year 8 visit Sky Central throughout the year.• All students participate in a DHL virtual activity.• Students experience a series of educational visits throughout the year, with references made to future career opportunities.	<ul style="list-style-type: none">• All students in Year 9 visit Sky Central throughout the year.• All students participate in a DHL virtual activity.• Students experience a series of educational visits throughout the year, with references made to future career opportunities.

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> By the age of 16, every student at Bolder will 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 opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. <p><i>Need to confirm if these are one off or regular</i></p>	<ul style="list-style-type: none"> Every student in Year 7 will engage with sessions led by St Marys University for a 'University Taster Day'. Humanities master class led by Royal Holloway University STEM activities are supported by various local universities. Creative arts sessions are supported by the University of West London. English and Maths master class delivered by Oxford University. Geography master class on globalisation delivered by Royal Geographic Ambassador and Oxford University Student. 	<ul style="list-style-type: none"> Every student in Year 8 will engage with sessions led by West Thames for a 'Apprenticeship Taster Day'. Humanities master class led by Royal Holloway University STEM activities are supported by various local universities. Creative arts sessions are supported by the University of West London. English and Maths master class delivered by Oxford University. Geography master class on globalisation delivered by Royal Geographic Ambassador and Oxford University Student. Students have an assembly and Q+A with apprenticeship providers. 	<ul style="list-style-type: none"> Every student in Year 8 will engage with sessions led by Royal Holloway for a 'University Taster Day'. Humanities master class led by Royal Holloway University STEM activities are supported by various local universities. Creative arts sessions are supported by the University of West London. English and Maths master class delivered by Oxford University. Geography master class on globalisation delivered by Royal Geographic Ambassador and Oxford University Student. <p>Students have an assembly and Q+A with apprenticeship providers.</p>

Benchmark 8: Personal Guidance

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.

Overall Provision	Year 7 Provision (2020-2021)	Year 8 Provision (2020-2021)	Year 9 Provision (2020-2021)
<ul style="list-style-type: none"> • Every student will have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. <p>This needs to be a focus in year 10 and 11.</p>	<ul style="list-style-type: none"> • Students complete a series of reflective tasks based on careers activities they have participated in. • Leadership opportunities provided, through career prefects and student leadership roles. • Career videos are shown and students are encouraged to interact, asking questions which can be communicated to the professional. Students can also guide who they would like to hear from. 	<ul style="list-style-type: none"> • Students complete a series of reflective tasks based on careers activities they have participated in. • Leadership opportunities provided, through career prefects and student leadership roles. • Career videos are shown and students are encouraged to interact, asking questions which can be communicated to the professional. Students can also guide who they would like to hear from. 	<ul style="list-style-type: none"> • Students complete a series of reflective tasks based on careers activities they have participated in. • Leadership opportunities provided, through career prefects and student leadership roles. • Career videos are shown and students are encouraged to interact, asking questions which can be communicated to the professional. Students can also guide who they would like to hear from. • Options evening to promote and discuss subject choices. • A tutor time/week dedicated to personal guidance – making GCSE choices, and deciding on next steps.



Bolder Academy

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