



# CAREERS POLICY & STRATEGY

<b>Recommended by:</b>	Careers Leader
<b>Recommendation Date</b>	28 <sup>th</sup> April 2026
<b>Ratified by:</b>	LAGB
<b>Signed:</b>	<i>J Goodman</i>
<b>Position on the board</b>	Chair of Governors
<b>Ratification Date</b>	28 <sup>th</sup> April 2026
<b>Next Review:</b>	April 2027
<b>Policy Tier (Central/Hub/School):</b>	School

<b>Contents</b>	<b>Page number</b>
1. Vision	3
2. Our Commitment	4
3. Management and Review	5
3.1 Implementation	4
3.2 Student entitlement	6
3.3 Staff development	12
3.4 Resources	12
3.5 Monitoring and Evaluation	12
4. Partnerships/Service Level Agreements	13
5. Engaging Parents/Carers	14
6. Relationships to other internal policies	14
7. Statutory guidance	14

## Careers Education Information Advice and Guidance (CEIAG)

### 1. Vision

Our vision for careers education at Gospel Oak School is to develop the knowledge, attributes, skills and experiences of our students to enable them to make effective, informed decisions about their future education, training and employment. All students are provided with careers guidance and opportunities from Year's 7 to 13. Gospel Oak School is committed to ensuring that all our students have high quality impartial advice on career opportunities, and that they progress onto appropriate courses or employment on leaving the school. It is very important to us to know that all students are aware of the opportunities available to them and how to get there.

We are committed to ensuring that our students receive the highest quality of Careers Education, Information, Advice and Guidance and deliver a program that will;

- Provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- Provide personal advice and guidance which is in the best interests of, and meets the needs of all students;
- Be based on the Gatsby Benchmarks for Good Careers Guidance;
- Contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- Provide opportunities to work in partnership with employers, training providers, local colleges and others;
- Provide opportunities to inspire students through real-life contact with the world of work;
- Develop enterprise and employability skills including skills for self-employment;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage students to see career development as a life-long process;
- Develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- Ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- Provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- Support social mobility and social justice by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities
- Be weaved and embedded into subjects across the curriculum (including PSHE).

## **2. Commitment**

Gospel Oak School is committed to providing structured learning opportunities for work-related learning and economic well-being and intends to fulfil any statutory obligations by;

1. Securing independent and impartial careers guidance for students 11-18, that includes information on the range of education and training options, including apprenticeships and vocational pathways.
2. Decreasing the number of students not staying in education or training or entering employment for at least 2 terms after Year 11.
3. Working towards full achievement and sustained delivery of the Gatsby Benchmarks, measured through Compass and Compass+ and reviewed regularly by senior leaders and governors.
4. Ensuring equality, diversity and inclusion is mainstreamed through careers provision, breaking down gender stereotypes, encouraging diversity and raising aspirations for all students.
5. Recognising the importance of providing young people with real-life contacts and experiences from the world of work.
6. Working closely with Connexions, our Enterprise Advisor and other partnerships to assist with raising aspirations.
7. Updating the school website with latest information to support parents, students and employers.
8. Using Compass+ to track individual student engagement and ensure equitable access to careers provision.
9. Increasing meaningful employer encounters across all key stages, including targeted opportunities for disadvantaged students.
10. Strengthening careers education across the curriculum through subject-linked opportunities

## **3. Management and Review**

Our dedicated Careers Leader works within the school to provide links to a range of businesses and networks. The Careers Leader facilitates links to the Local Enterprise Partnership and the Careers Hub and coordinates employer visits both in and out of school. Furthermore, in her expert capacity, she will counsel, advise and signpost students to one-to-one help to support them along their desired career pathway. Our Careers Leader reports regularly to the Senior Leadership Team and Governing Body, including updates on Compass evaluation, Gatsby Benchmark progress, and student destination data.

### **Key Roles**

SLT Link – **Michelle Martin**

PSHE Link – **Jack Bowser**

Careers Leader – **Sarah Wilkins**

Work Experience Co-ordinator – **Sarah Wilkins**

**3.1 Implementation** The careers programme is delivered through a combination of curriculum learning, PSHE, employer engagement, and targeted enrichment opportunities. Detailed implementation is outlined in the Careers Programme Plan.

**3.1.1 Curriculum** A dedicated online area is available for teachers to access high quality resources linked to each subject area. Teachers can access these resources when linking their subject to career related learning e.g.

during National Careers Week or Apprenticeships week. Virtual and in person talks/speakers are also now a key feature of the curriculum, linking careers to the curriculum.

**3.1.2 Work Experience** In Year 10 students have the opportunity to spend up to a week on work experience. The Year 10 program is designed around preparing for work experience and sourcing an employer. All Year 12 students will have an opportunity to participate in work experience/volunteering through opportunities offered and timetabled sessions.

**3.1.3 Talks & Visits** All students, will have the opportunity to attend talks and presentations by speakers representing a wide range of professions and sectors throughout the school year. These are given by representatives from companies and aim to inform on the work, opportunities, training and routes into a variety of careers. Talks can be delivered to students looking at pathways which are technical, academic or vocational. Talks are advertised to students in advance. Invitations to events can be targeted to ensure students' particular career interests are met.

- Speakers for Schools
- Morgan Stanley
- KPMG
- PWC
- Aston University
- Science Technology Engineering and Math's Fair – A range of employers
- Careers Fair – A range of universities, employers, training providers
- Provider Access Legislation Week – A range of training providers running assemblies.
- Birmingham University
- Girton College – Cambridge
- Brilliant Club
- Construction Apprenticeships – Sandwell Council
- Talent Foundry – Employer enterprise days
- Armed Forces days

**3.1.4 Workplace/HE Visits** A range of external visits take place throughout the year based on student interest including;

- Campus Experience Days with Aspire to Higher Education
- Speed Networking with the Local Education Partnership (Black Country Business Festival)
- World Skills Show
- Apprenticeships Fair
- What Career Live!
- UCAS Convention
- Inspiring the Black Country Apprenticeship show
- KPMG

Students are selected based upon their of area of interest, or maybe as part of their study, or through the promotion of social justice.

**3.1.5 KS3 Modern Work experience** Modern Work Experience (WEX) at Key Stage 3 focuses on early exposure, skill development, and raising aspirations through structured encounters with employers, industries, and the world of work. While KS3 students are not yet undertaking formal placements, they engage in meaningful, age-appropriate experiences that build the foundations for successful work experience at KS4 and beyond.

At KS3, Modern WEX aims to:

- **Introduce students to the concept of work and career pathways** through assemblies, employer talks, and digital platforms.
- **Develop key employability skills early**, including teamwork, problem-solving, communication, creativity, and digital literacy.
- **Ensure students experience a broad range of sectors**, including emerging and future-focused industries such as technology, healthcare, engineering, creative media, green careers, and finance.
- **Provide exposure to the labour market** through curated LMI activities, linking curriculum learning to real-world applications.
- **Embed career-related learning within the curriculum**, helping students understand how subjects connect to future opportunities.

Modern KS3 WEX experiences include:

- **Virtual workplace encounters** with local, national, and global employers.
- **Digital work experience tasters** via platforms such as Unifrog, Springpod or employer-created resources.
- **Industry-led enterprise challenges** where students respond to real employer briefs.
- **Career insight workshops** focusing on future skills, AI literacy, sustainability, and digital competencies.
- **Onsite encounters** with visiting professionals, employer roadshows, and themed events (e.g., National Apprenticeship Week, National Careers Week).
- **Problem-solving or innovation days** delivered in partnership with external organisations.

These activities ensure that all KS3 students gain **broad, equitable exposure to the world of work** long before they begin formal placements. By incorporating hybrid (virtual and in-person) opportunities and employer-led challenges, the KS3 programme reflects the expectations of **Modern Work Experience**, preparing students for the demands of a rapidly changing labour market and supporting informed choices as they transition into KS4.

**3.1.6 Responding to Opportunities** Through the vast range of networks, the school is very often offered opportunities throughout the year, relating to a particular subject area, vocation or career pathway. These will be assessed and acted upon on an individual basis through Senior Leadership with recommendations from the careers leader, taking into consideration time, cost and impact on school.

**3.1.7 Alumni** The School has over 300 members of Alumni within the database, and utilises these contacts where possible, within the careers programme to inspire young students. For example, a midwife; a student working for Red Bull or Microsoft, a law graduate and an Oxford University Alumni to name a few examples. We have seen great benefit from engaging with relatable role-models.

**3.1.8 Drop Down Days** Drop Down days are utilised to implement the careers programme. This may be to facilitate employer encounters, UCAS administration, options events and enterprise days.

**3.1.9 PSHE Lessons** Careers lesson and resources are used during PSHE lessons for at least one half term. Careers lessons are delivered by tutors using high quality bespoke resources and mapped against the Careers Development Framework for each year group, and are implemented at key transition points. Resources are sourced by Careers Leader, Senior Leadership Team Link and Personal, social, health and economic education Lead.

**3.2 Student Entitlement** All students will:

- Have access to a minimum number of employer encounters and experiences of workplaces, in line with Gatsby Benchmarks 5 and 6.
- Take part in a careers programme through the implementation plan as outlined above and the PSHE programmes in Years 7-13 that helps them to:
- Receive a number of encounters and interactive experiences to learn about the world of work
- Be supported at key transition points to make informed decisions (Year 9, 11 and 13)
- Understand their education, training, employment and other progression opportunities
- Develop the skills they need to plan and manage their own personal development and career progression
- Access relevant information and learning from taster activities and experience of work (year 10 and 12)
- Provide feedback and ideas on how to improve the careers programme.
- Have access to, and support with using careers information that is both timely and easily accessible, including information from other providers, Unifrog, the library and sixth form which is unbiased and up to date.

Student engagement is monitored through Compass+ and Unifrog to ensure equitable access and targeted intervention where needed.

**Obtain careers guidance that is:**

- Impartial
- Confidential
- Focused on their individual needs and is fit for purpose

- Supportive of equal opportunities
- Provided by people with relevant training and expertise

### Labour Market

- Students will be kept up to date with changes in the labour market and the future of work through assemblies and events.

### Year 7

Name of session	Details of session	Delivered by	Gatsby Benchmarks 1-8
Challenging Stereotypes	An Interactive drop down day exposing students to a range of employer encounters	Careers Leader in partnership with Careers Hub.	2,5,4
Personal Social Health and Economic Careers Programme	Unifrog - Personal Social Health and Economic Programme <ol style="list-style-type: none"> <li>1. Careers and your future</li> <li>2. Transition points in your life</li> <li>3. Personal Skills and Qualities</li> <li>4. Finding Careers Information</li> <li>5. Character Traits and Skills</li> <li>6. Career Management</li> <li>7. Smart target and Action Points</li> </ol>	PSHE Teachers – timetabled weekly lessons	4
Morgan Stanley Project	Sustainability Enterprise Challenge – solving problems for businesses	Teams from Morgan Stanley	4, 5, 6
Brilliant Club	Aimed to increase access to top universities for students from under – represented backgrounds.	Careers Leader / PHD Student	1,2,3,4,5,6,7,8
Girton College – University of Cambridge	Girton College's <b>Pathways to Higher Education</b> scheme provides aspiration-raising activities, including campus visits, workshops, and competitions. These sessions introduce students to university life, encourage curiosity, and build confidence in their academic potential.	Outreach Lead from Cambridge University	3,4,7

### Year 8

Activity	Details	Delivered by	Gatsby Benchmarks 1-8

Team Building	Students learn why teamwork is important in the workplace (employability skills)	External Provider	3, 5
Interviews	Students present their dream job and aspirations in an 'interview' setting and receive feedback. Prior learning during tutor times.	Interviews conducted by a range of partners and employers of the Gospel Oak School	1,2,3,4,5,6,7,8
Maths in the real world	Budgeting and finance	Barclays Bank	4, 5
RSA8	Sustainability Project	Head of year	1,2,4,5,6
PSHE Careers Programme	Unifrog Year 8 PSHE Programme 1. Careers Interests and jobs 2. Labour Market Information 3. Making Decisions 4. Exploring Careers 5. Options and Pathways 6. Qualifications and Pathways 7. Skills and Qualities revisited	PSHE Teachers – timetabled weekly lessons	4

### Year 9

Name of session	Details of session	Delivered by	Gatsby Benchmarks 1-8
An introduction into the 'Options' process and your pathways for the future	A step by step guide on how and why students need to make this next decision, choices, how the whole process will work	Form Tutors/designed by careers lead and SLT	3,4,8
Learning about Labour Market Information	A bespoke programme about the Labour Market in the Black Country	Local Employers	2,5
What is an Apprenticeship?	Using the resources on the Amazing Apprenticeships website, students learn all about apprenticeships.	Form tutors	2,5,8
What is University and how can I get	A motivational session with activities to understand the qualities required to become ready for University even at this young age.	Newman University	7,8

there?			
A survey to let us know your interests	It's important for us to know your thoughts so that we can shape our support and help you make informed decisions	Careers Leader	3
Parents Evening with a Subject Marketplace	An opportunity for Year 9 and their parents to discuss subject choices with teachers directly	All subjects departments	4,3,8
Unifrog Launch	A launch for all Year 9 students to start accessing the utilising the platform as part of the Guided Choices/Options process. e.g. Subject libraries.	Careers Lead/Pastoral Team/Form Tutors	2,3,4,5,6,7
PSHE Careers Programme	<p>Unifrog Year 9 PSHE Programme</p> <ol style="list-style-type: none"> <li>1. Understanding the Workplace</li> <li>2. Jobs and Occupations</li> <li>3. Occupation Classifications</li> <li>4. Business Structures</li> <li>5. Work Hierarchy and Structure</li> <li>6. Equality and Stereotypes in the Workplace</li> <li>7. What is Enterprise</li> </ol>	PSHE Teachers – timetabled weekly lessons	

### Year 10

Name of session	Details of session	Delivered by	Gatsby Benchmarks 1-8
Health and safety briefing assembly	1 hour assembly by External Work Experience Company	Work Experience Services or other provider	5,6
Logging on system	Every student will require time to log onto system – IT suite require	Work Experience Services	5,6
Work Experience Works	This session will launch the Gospel Oak Work Experience programme. It will encourage students to devise their very own Work Experience Action Plan with step by step instructions with support from key staff.	Tutor Led	5,6
Mock Interview Day	A Mock Interview Day simulates real job interviews, helping them practice interview skills, build confidence, and receive constructive feedback. It	Careers Leader	4,5,6,8

	offers a valuable opportunity for students to gain insight into professional expectations and refine their communication abilities. This event prepares them for future career opportunities.		
PSHE Careers Programme	<p>Unifrog Year 10 PSHE Programme</p> <ol style="list-style-type: none"> <li>1. Employment &amp; Financial Management</li> <li>2. Importance of saving money</li> <li>3. Importance of saving money</li> <li>4. Employment Rights</li> <li>5. Understanding a Payslip</li> <li>6. What are enterprise Skills</li> <li>7. Targeted Advertising - Online</li> </ol>	Delivered during Tutor time	4,

### Year 11

Name of session	Details of session	Delivered by	Gatsby Benchmarks 1-8
Options after Year 11 Assemblies – invite colleges & providers as appropriate	<p>Explanation of the routes</p> <p>Vocational/Technical/Academic</p> <p>Sixth Form</p> <p>Apprenticeships</p> <p>College</p> <p>Implications for future careers – subject choices</p> <p>University</p>	SLT/Head of P16/Careers Leader	2,3,5,7,8
CV Writing Workshop	Students given template and handwrite CVs ready to type up later, and develop in tutor sessions	Employers/ Careers Leader	2,3,4,5,7,
Preparing for Interviews, and presenting yourself to employers	PSHE Session in Tutor time	Tutors, and where possible invite employers.	2,3,4,5,7
Apprenticeship Workshop (for relevant students)	How to find an apprenticeship	Amazing Apprenticeships or other provider	2.3.4.5.7.8
What can Gospel Oak School 6 <sup>th</sup> form offer you? Open Evening, Assemblies, in school events	<p>Curriculum</p> <p>Trips</p> <p>UCAS Support</p> <p>Careers Support</p> <p>Motivational Speakers Programme</p> <p>Work Experience</p>	Head of P16	2,3,4,5,7,8

	Bursary		
Labour Market Assembly	Jobs of the future -What are they? -What skills are required of the future labour force? -Jobs no longer needed	CEC Materials/Careers Leader	3,5,8
1:1 Careers Guidance Interview	Support with decision-making, exploring options	Careers Advisor	3,8
PSHE Careers Programme	Unifrog Year 11 PSHE Programme  <ol style="list-style-type: none"> <li>1. Post 16 Options</li> <li>2. Planning for the Future</li> <li>3. Personal Branding</li> <li>4. Making Applications</li> <li>5. Interview Preparation</li> <li>6. Writing a personal statement</li> <li>7. CV Writing</li> </ol>	Delivered during Tutor time	4

### Post 16

Name of session	Details of session	Delivered by	Gatsby Benchmarks 1-8
Y12 Skills Show	<a href="#">NEC World Skills Show</a>	P16 Tutors	5, 7
Y12 University Statement Writing and Research Workshops	A series of UCAS related workshops to ensure students are prepared for UCAS applications, student finance etc.	Head of P16 Alumni Aspire to HE	7,8
Y12 & 13 1:1 Guidance	Students offered 1:1 Guidance to support decision-making process	Careers Leader/Advisor	8
Y13 Application Support Day	Students have the opportunity to finalise UCAS statements, search for and apply for apprenticeships with the support of external experts	Aspire to HE DWP Newman University Employers	7, 8
Year 12 Aspire to HE Outreach	Visit to a University Subject related session	Aspire to HE University Faculty University of Wolverhampton	7, 8
University trips	Visit to various campuses to gain an understanding of	Aston University	5,7,8

	different University surroundings	Cardiff University Girton College Bath University University of Birmingham	
Future Fridays/PSHE	Guest Speakers every week	Colleges, Employers Apprenticeship providers, Universities, UCAS, role models etc.	1,2,3,5,6,7,8
Year 13 Apprenticeship Support	The Not Going to Uni Group set up on a virtual group to access latest vacancies and access intense support for vacancies, interviews, applications etc.	Careers Leader UCAS	2,3,5,6,7,8
P16 Curriculum Linked Workshops	<ul style="list-style-type: none"> <li>• Business Studies – Live Interactions with relevant Businesses e.g. Accord Housing</li> <li>• Sport – UCFB, University of Wolverhampton</li> <li>• Health &amp; Social Care – NHS Careers</li> <li>• Art – Wolverhampton University Arts Faculty</li> <li>• Criminology – Virtual Talks with Speakers for Schools/Crown Prosecution Service/Faculties</li> </ul>	Careers Leader/Subject Teachers	2,4,5,6,7,8,
PSHE	Bespoke Tutor/Assembly programme - Unifrog	Head of P16 P16 Tutors	4

### 3.3 Staff Development

Staff training for careers education is identified in conjunction with the Assistant Vice Principal for Pedagogy and Curriculum. A budget to support staff development for careers has been allocated. A dedicated resources area is also available for staff to access.

### 3.4 Funding and Resources

A dedicated budget is allocated to careers education. This is monitored and deployed effectively by the careers leader to ensure all aspects of the plan can be implemented. This is reviewed annually with the finance officer.

### 3.5 Monitoring and Evaluation

To monitor the careers provision at the Academy, the Gospel Oak School will

- Use 'Compass', an online self-evaluation tool, to assess how our careers support compares against the Gatsby benchmarks and the national average. We will baseline ourselves using this tool, consider the opportunities to improve our careers programme based on our results, and identify strengths, gaps and

priority actions to inform strategic development. The new compass plus toll will also allow us to track student engagement individually.

- We will analyse our student destination data over three years to ensure our students are entering high quality destinations and more importantly are remaining in those destinations.
- Keeping in touch and asking for feedback from Alumni, will support us to refine our careers programme further.
- We will evaluate student participation through our Distinctiveness Tracker, ensuring students receive a great number of employer encounters/interactions and opportunities, and where gaps occur, creating opportunities for participation.
- Students have access to Unifrog where they are able to access and create information online, about their own career journey. Unifrog allows students to bring all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications. Use of the platform can be monitored and measured through data available by the administrator.
- After careers events we will offer the opportunity for feedback from students, staff and external employers about their experience and consider the comments to further improve our careers offer and make changes as necessary.

#### **4. Partnerships/Service Level Agreements**

##### **Aspire to Higher Education**

Aspire to Higher Education is a partnership funded through the Uniconnect Programme and led by The University of Wolverhampton to support the government's goal to increase the number of disadvantaged young people entering higher education. Uniconnect supports 29 consortia across the country to work with young people from targeted postcodes. Aspire to HE covers the areas of Sandwell and Dudley, Walsall and Wolverhampton, and Telford and Wrekin.

Gospel Oak School is committed to working in partnership with Aspire to Higher Education to raise aspirations of our students and work in collaboration to strive to create opportunities for young people who have the ability to succeed in higher education but who may lack some of the skills, aspirations or information necessary to take that step forward.

##### **Careers & Enterprise Company Careers Hub**

Gospel Oak School is an active member of the Black Country Careers Hub. The Black Country Careers Hubs is made up of 36 schools and colleges, including 2 special educational needs providers, working together with Enterprise Advisor Networks, universities, training providers, employers and career professionals to improve careers education.

The Black Country Hub has access to support and funding to help them meet the eight Gatsby Benchmarks of excellent careers education. This includes:

- A 'Hub Lead' to help coordinate activity and build networks

- Access to bursaries for individual schools and colleges to train as ‘careers leaders’
- Central Hub Fund equivalent to around £1k per school or college
- Access to funding for schools to support employer encounters
- An Enterprise Advisor from Industry
- Up to date Labour Market Information
- Access to Employers and workplace visits

### **Connexions**

We work in partnership with Connexions to ensure all Year 11 and 13 students enter into positive destinations, with one to one impartial advice and guidance.

### **5. Engaging Parents/Carers**

We recognise the important role that parents play in their son’s / daughter’s career education and encourage parents to develop their knowledge and confidence to support their child. We support parents by;

- Invitation to parents evenings/events
- Regular updates about careers education events
- A dedicated parents section on the school website
- Labour Market information reports sent out
- Careers newsletters
- Access to careers advisor

### **6. Relationships to other internal policies**

This policy should be read in conjunction with

- PSHE Policy
- Provider Access Policy
- Pupil Premium Policy
- Safeguarding Policy

### **7. Statutory Guidance**

Gospel Oak School complies with the school’s legal obligations under Section 42B of the Education Act 1997 for provider access. Several events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. Our Provider Access Policy is available on the careers section of the website.

It is now a Government expectation that all schools use the Gatsby Benchmarks to help them meet their legal duty and to improve their careers provision. By adopting them, we can be confident that we are fulfilling our legal duties as outlined by the DfE. The 8 Gatsby benchmarks, developed by The Gatsby Charitable Foundation, are described as defining a "world-class standard of excellent careers guidance".

The benchmarks 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

Gospel Oak School aims to achieve the GATSBY Benchmarks through extensive partnership links in order to engage a wide range of contacts for the benefit of our students thus providing high quality experiences to enable them to make informed and ambitious decisions for their future, whether this be an academic, vocational or a technical pathway.

Gospel Oak School endeavors to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time. We recognise that we have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) We are committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners, and to provide extra support as required for learners with additional needs. Guidance should promote the best interests of the pupils to whom it is given. The significance of inspiring every pupil through real-life contacts with the world of work is emphasised with a large range of contacts established to support the needs of the students. To meet the school's legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

Independent careers guidance **must**:

- Be presented in an impartial manner
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- Promote the best interests of the students to whom it is given

### **Provider Access**

The Gospel Oak School complies with the school's legal obligations under Section 42B of the Education Act 1997 for provider access. Several events, integrated into the school careers programme, will offer providers an

opportunity to come into school to speak to pupils and/or their parents. Our Provider Access Policy is available on the school's website.