



## Frome Community College Careers Education Progress Report Summer Term 2021/22

Below, is a progress report for your school for Summer Term 2021/22, showing progress over the last three Compass evaluations and comparisons across the Heart of the South West (HotSW) area and nationally. The HotSW Careers Hub works with 155 schools, colleges, SEND and alternative providers across Somerset, Devon, Plymouth and Torbay, from Year 7 students upwards.

### Heart of the SW Careers Hub Support

Louise Friend is the Enterprise Coordinator at the HotSW Careers Hub who supports your Careers Leader in their work to develop and deliver careers education, information, advice and guidance.

Our Enterprise Coordinator also helps your school to evaluate its careers programme three times a year (once each term, as outlined in your signed MOU), to track progress.

The Gatsby Foundation, in partnership with the Careers & Enterprise Company, produced the *Compass* evaluation tool for this purpose, to assess how well your school meets each of the Gatsby Benchmarks. Your latest detailed *Compass* report accompanies this summary.

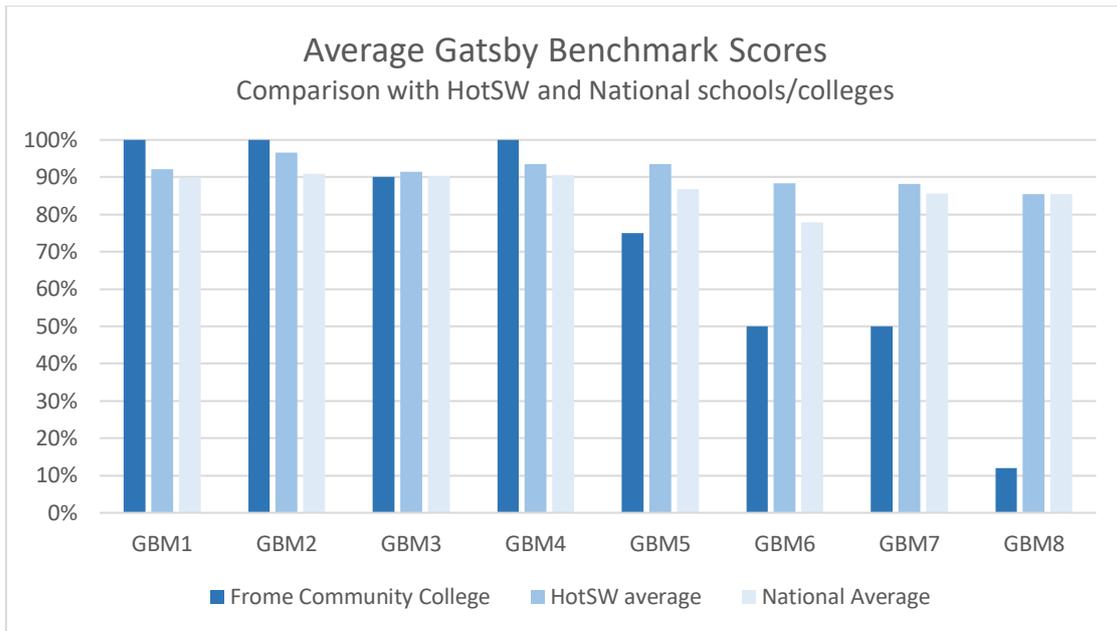
<p>Gatsby Benchmark</p> <h1>1</h1> <p>A stable careers programme</p>	<p>Gatsby Benchmark</p> <h1>2</h1> <p>Learning from labour market information</p>	<p>Gatsby Benchmark</p> <h1>3</h1> <p>Addressing the needs of every pupil</p>	<p>Gatsby Benchmark</p> <h1>4</h1> <p>Linking curriculum learning to careers</p>
<p>Gatsby Benchmark</p> <h1>5</h1> <p>Encounters with employers and employees</p>	<p>Gatsby Benchmark</p> <h1>6</h1> <p>Experiences of workplaces</p>	<p>Gatsby Benchmark</p> <h1>7</h1> <p>Encounters with further and higher education</p>	<p>Gatsby Benchmark</p> <h1>8</h1> <p>Personal guidance</p>

### Progress Report

The following bar charts show the level of Gatsby Benchmark progress and achievement in your school. The charts also compare benchmark scores with average scores across schools and colleges in the HotSW and nationally.

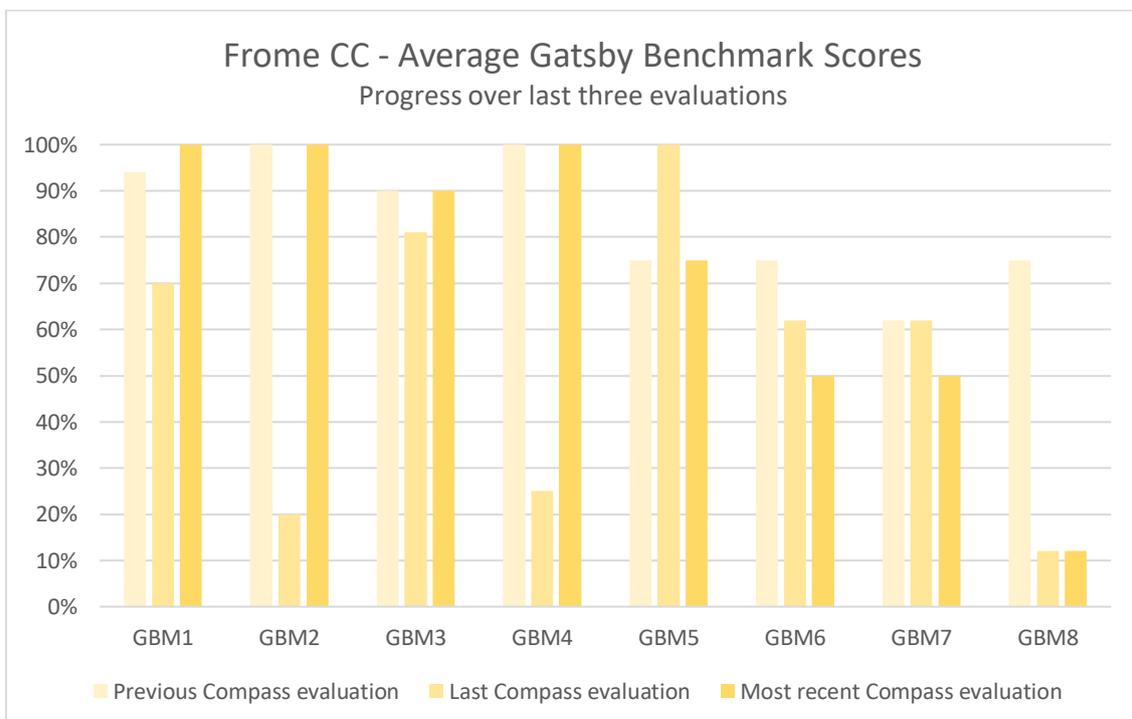
*The government expects schools and colleges to achieve all eight Gatsby Benchmarks, prioritising benchmark 1 in the first instance as this underpins the achievement of all other benchmarks.*

It should also be noted that the Gatsby benchmarks are a base framework from which to build an increasingly impactful careers strategy and programme. They are a means to an end but not the end itself.



Your school is currently ranked 144<sup>th</sup> of the 155 schools and colleges in the HotSW Careers Hub\*.

*\*Ranking is included in this report only to provide a sense of how your school's performance against the Gatsby Benchmarks compares with all schools and colleges across the HotSW area. To determine rankings, schools and colleges have initially been sorted by the number of benchmarks they have achieved before being further sorted by their average GBM scores. Rankings are not shared between schools/colleges or MATs. Please also note that the 27 top ranked schools/colleges have achieved 100% across all benchmarks.*



## Statutory Requirements and Expectations – Provider Access Duty CHANGES TO LEGISLATION

In 2018, DfE introduced a legal duty requiring all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all Yr8-13 students for the purpose of informing them about approved technical education qualifications and apprenticeships. This was commonly referred to as the Baker Clause. [Careers Guidance & Access for Training Providers \(2021\)](#).

Changes to legislation regarding the provider access duty are expected to come into force on 1<sup>st</sup> January 2023. The revised legislation will require schools to host at least six encounters for students, over the course of school years 8-13, with technical education or apprenticeship providers. These provider encounters must take place during normal school hours and new parameters have been set around the duration and content of each encounter.

Within the expected legislation, as a minimum, schools must offer:

- Two encounters for students during Yr8/Yr9 that are mandatory for all students to attend, to take place any time during Yr8 or between 1 September and 28 February during Yr9.
- Two encounters for students during Yr10/Yr11 that are mandatory for all students to attend, to take place any time during Yr10 or between 1 September and 28 February during Yr11.
- Two encounters for students during Yr12/Yr13 that are mandatory for the school to put on but optional for students to attend, to take place any time during Yr12 or between 1 September and 28 February during Yr13. Optional attendance for older students recognises that, while many 16- to- 18-year-olds will benefit from finding out more about post-18 technical options, some will have made a firm decision to pursue their chosen pathway.

Additionally, the new legislation outlines how schools must ask each provider to deliver information to students that, as a minimum, includes:

- details about the provider and the approved technical education qualifications or apprenticeships that the provider offers;
- information about the careers to which those qualifications/apprenticeships might lead;
- a description of what learning or training with the provider is like; and
- responses to questions from the students about the provider or approved technical education qualifications and apprenticeships.

The principle underpinning the new legislation is that schools and colleges have a responsibility to set students on the path that will secure the best outcome in education and work for each individual. This means schools must act impartially and not show bias towards any route, be that academic or technical. Schools must open their doors to other education providers to ensure that all students are aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications and can consider them, alongside academic options, when making choices about their future.

Every student, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools. This is expected to lead to better-informed choices and reduce the risk of students dropping out of courses. To support schools, a range of resources are being provided by the Careers & Enterprise Company, including [A Technical Education Pathways Resource](#) for teachers. In addition, [Get the Jump: explore your education and training choices](#) from the National Careers Service may be useful.

A consultation has taken place, through which the DfE is sought views on the revised statutory guidance and which explains the changes to the law and sets out what schools must do to comply (closed 25<sup>th</sup> July). The revised guidance sets out what the school must do to ensure their provider access statement is reviewed and updated to comply with the legal changes and includes an updated example of a school policy statement for provider access. There is also an explanation of how the provider access duty fits with the Gatsby Benchmarks and the wider school careers programme, ensuring provider encounters are meaningful and high quality. See [consultation draft](#).

The revised statutory guidance will be published in autumn 2022. In preparation for commencement of the new law on 1<sup>st</sup> January, schools are advised to review their current provider access arrangements and careers programmes. This should include consideration of the range of provider encounters that the school will offer and how the school will set this out in the published policy statement and ensure that it is followed.