



***Maidstone and Malling Alternative Provision  
Careers Education, Information, Advice and Guidance  
Policy.***

**2026-2027**

This policy, the information included, and its implementation will be monitored and reviewed annually.

Date of review:	June 2026
Name of person reviewing:	Lee Aitken-Cooper
Date that Members ratify:	June 2026
MC Member;	Tanya Kelvie
Next Review date:	June 2027

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**This policy aims to set out our school's provision of impartial and informed careers guidance for all our learners. This includes the ways in which learners, parents, teachers and employers can access information about our Careers Programme.**

Maidstone and Malling Alternative Provision are committed to inspiring achievement through inclusion and support. We work together to enable all our pupils to reach their highest level of personal achievement and to take pride in themselves and their futures. Having a stable Career's Programme enables us to support students to gain knowledge of the requirements needed to consider the next step of their educational journey. As well as next steps, our programme informs students about career sectors, local opportunities and experiences of the workplace.

Careers Education, Information, Advice and Guidance programmes make a major contribution in preparing young people for the opportunities, responsibilities and experiences of life. A young person's career learning journey supports the progress they make in learning and work. As such, we fully believe that all pupils need a programme of activities to help them choose options and career pathways that are right for them through our statutory responsibility of supporting pupils from Key stage 3 through to Year 11. This allows us to support pupils to manage their future career options, sustain employability and achieve personal and economic wellbeing throughout their lives.

High-quality careers guidance is important for our learners' futures, which supports young people to move through their education and onto the next stage of their life and equips them to manage their future progression through learning and work. To do this, our provision aims to:

- Help learners prepare for the workplace by building the skills, knowledge and behaviours needed for self-development and career management through a whole school approach linking curriculum learning to careers
- Provide opportunities for a variety of quality work experiences into different industries to support career planning
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners to understand routes to careers that they're interested in, and to make informed and aspirational choices about their next step to make effective and sustained transitions
- Promote a culture of high aspirations and equality of opportunity

## 1. Vision and intent

### 1.1 Purpose of CEIAG

Maidstone and Malling Alternative Provision is committed to providing high quality Career Education, Information, Advice and Guidance (CEIAG) to all students. This provision reflects statutory and non-statutory careers guidance outlined by the Department for Education.

CEIAG is important because it:

- Empowers and prepares young people to gain and sustain enriching employment.
- Raises student aspirations to reach for their full potential which in turn improves school attainment.
- Supports young people in developing the necessary confidence, knowledge and skills to plan for and manage their own future.
- Promotes diversity, social mobility and challenges stereotypes.

### 1.2 Aims

Maidstone and Malling Alternative Provision is proud to partner with colleges, HE providers, businesses, parents/carers and other external agencies in order to offer broad and effective support to our students. Our CEIAG provision aims to:

- Give students relevant careers information and guidance through curriculum learning, one-to-one advice and a range of activities, events and trips.
- Display the full range of routes available to young people post-16 and post-18 and to provide personal guidance regarding which to explore further.
- Impartially support students on an individual basis to choose the pathway that is right for them.
- Expose students to the world of work through year 7, 8, 9 and 10 work shadowing/Work experience placements as well as curriculum related workplace visits.
- Enable students to consider their own strengths, skills and motivations and to evaluate how these impact future career decisions.

High-quality careers provision is an essential part of the government's missions to break down barriers to opportunity and to drive economic growth. Economic growth relies on individuals having the skills, ambitions and opportunities they need to succeed in fulfilling careers, so that we can meet skills gaps in priority sectors and improve national productivity.

Careers choices start at school. Every young person, regardless of their background, must be able to achieve at school to develop the knowledge and skills they need for life. This can be achieved by:

- improving school standards with excellent teachers and leaders who develop and adopt best practice
- improving attendance, health and wellbeing in and out of school

- addressing inequality and adopting an inclusive approach to special educational needs and disabilities (SEND)
- ensuring access to a broad curriculum with wider enrichment opportunities

High-quality careers guidance is important for our learners' futures, which supports young people to move through their education and onto the next stage of their life and equips them to manage their future progression through learning and work. To do this, our provision aims to:

- Help learners prepare for the workplace by building the skills, knowledge and behaviours required for self-development and career management through a whole school approach linking curriculum learning to careers
- Provide opportunities for a variety of quality work experiences into different industries to support career planning
- Develop learners' awareness of the variety of education, training and careers opportunities available to them
- Help learners to understand routes to careers that they're interested in, and to make informed and aspirational choices about their next step to make effective and sustained transitions
- Promote a culture of high aspirations and equality of opportunity

High-quality careers guidance helps:

- young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work
- break down barriers to opportunity
- improve skills needed for success in work
- improve national productivity and grow the economy

The government's vision for careers guidance is to improve careers advice in schools and colleges and to guarantee 2 weeks' worth of work experience for every young person. The new requirement for 1 week of work experience in years 7-9 and at least one, possibly more, placements in years 10-11.

## 2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997, Sections 42A, 42B, 45 and 45A
- The Education and Skills Act 2008, section 72
- The School Information (England) Regulations 2008, schedule 4 (15)

This policy is also in line with the more recent [Skills and Post-16 Act 2022](#), which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all learners in years 8 to 13. For more detail on these encounters, see our Provider Access Legislation Policy (**Appendix 3**)

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022 Chapter 13. The Act extends the careers duty to pupils throughout their secondary education, which fulfils a commitment in the government's 'Skills for Jobs: Lifelong Learning for Opportunity and Growth' white paper, published in January 2021, to bring the careers duty in line with the government's recommended careers framework for schools (Gatsby Benchmarks of Good Career Guidance) which applies from year 7 to year 13.

The Act extends the careers duty to academy schools and alternative provision academies, meaning that pupils in all types of state-funded school will receive careers guidance that is subject to the same legal standards.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in **Appendix 1** of this policy.

### **Roles and responsibilities**

**Careers Link Governor - Tanya Kelvie, [Tanya.Kelvie@aylesford.kent.sch.uk](mailto:Tanya.Kelvie@aylesford.kent.sch.uk)**

**SLT responsible for Careers – Assistant Headteacher, Lee Aitken-Cooper, [laitken-cooper@mmap.kent.sch.uk](mailto:laitken-cooper@mmap.kent.sch.uk)**

**Careers Leader - Lee Aitken-Cooper, [laitken-cooper@mmap.kent.sch.uk](mailto:laitken-cooper@mmap.kent.sch.uk)**

**Careers Advisor -Marie Albrow, [malbrow@mmap.kent.sch.uk](mailto:malbrow@mmap.kent.sch.uk)**

**Careers Teacher - Sarah Skuse, [sskuse@mmap.kent.sch.uk](mailto:sskuse@mmap.kent.sch.uk)**

### **3.1 School Responsibilities:**

#### **The school has a series of statutory duties:**

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option. This advice must cover a range of education or training options. This guidance must be in the best interests of the pupil
- Schools are required to publish (a) the name, email address and telephone number of the school's careers leader; (b) a summary of the careers programme including details as to how pupils, parents, teachers and employers may access information regarding the careers programme; (c) how the school measures and assesses the impact of the careers programme on pupils; (d) the date of the school's next review of the information
- There must be an opportunity for education and training providers to access pupils in Year 8 to Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published.

- The school will base its Careers Programme around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)
- **Curriculum Integration:** Careers education is now deeply integrated into the wider curriculum.
- **Focus on Disadvantaged & SEND:** Policies prioritise tailored guidance for students with Special Educational Needs and Disabilities (SEND) and those at risk of becoming NEET (Not in Education, Employment, or Training).

### 3.2 Careers Leader

- Take responsibility for the leading, managing, co-ordinating and networking of the careers programme, ensuring compliance with the Gatsby Benchmarks
- Plan and manage careers activities
- Manage the budget for the Careers Programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, learning providers and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and Careers Adviser, to identify the guidance needs of all of our learners with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC and put in place personalised support and transition plans if required
- Review our school's Provider Access Policy statement at least annually, in agreement with our Governing Board
- Quality assures the Careers Programme, along with SLT, to ensure continuous improvement
- Work with the Kent & Medway Careers Hub to support continuous improvement using the free digital tools to self-evaluate (Compass Evaluation and Internal Leadership Review)
- Leading the team of teachers, administrators, external partners and others who deliver career guidance
- Advising SLT on policy, strategy and resources for careers guidance and showing how they meet the Gatsby Benchmarks
- Reporting to senior leaders and governors
- Reviewing and evaluating careers guidance and providing information for school/college development planning, Ofsted and other purposes
- Creating a vision for careers guidance in the school/college and getting this endorsed by the senior leadership and governors
- Preparing, and leading the implementation of, a careers guidance development plan/strategic plan,

- Ensuring compliance with the legal requirements to provide independent careers guidance and, in schools, give access to pupils to the providers of technical education or apprenticeships, including the publication of the policy statement of provider access on their website.

#### Management:

- Planning the programme of activity in career guidance
- Briefing and supporting teachers and tutors involved in career guidance
- Monitoring delivery of career guidance across the eight Gatsby Benchmarks, using the Compass review tool
- Supporting tutors, providing initial information and advice
- Managing the work of others, e.g. Careers Adviser, administrative and other staff involved in the delivery of career guidance
- Monitoring access to, and take-up of, personal career guidance (by a qualified, L6 or above, Careers Adviser)
- Ensuring that universities, colleges and apprenticeship providers have access to students to share information on opportunities
- Managing the careers budget as appropriate
- Managing their own CPD and supporting the ongoing CPD of colleagues in the careers team

#### Coordination:

- Managing the provision of careers and labour market information
- Managing the careers section of the school's/college's website, ensuring that information is accurate and up to date
- Liaising with the PSHE/Personal Development Programme leader and other subject/course leaders to plan their contributions to careers guidance
- Referring students to Careers Advisers
- Co-ordinating encounters with employers and work experience
- Communicating with students and their parents

#### Networking:

- Establishing and developing links with FE colleges, apprenticeship providers, UTC's and universities
- Establishing and developing links with employers
- Negotiating a service level agreement with the local authority for support for vulnerable young people, as appropriate
- Commissioning careers guidance services where appropriate

- Managing links with the Local Enterprise Partnership (LEP), Careers Hub and other external organisations
- Securing funding for careers related projects
- Building a network of alumni who can help with the career's guidance programme

### 3.3 Wider Senior Leadership Team

- Support the Careers Leader by ensuring there is a comprehensive overview of the requirements, resources and priorities of the Careers Programme
- Support the Careers Leader in developing their Strategic Careers Plan
- Make sure the school's Careers Leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to learners in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in the school's Provider Access Policy
- Network with employers, education and training providers, and other careers organisations

### 3.4 The governing board

- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure the school has a clear policy on delivering Careers Education, Information, Advice and Guidance and this is clearly communicated to all stakeholders.
- Make sure independent careers guidance is provided to all learners throughout their secondary education and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of learners
- Make sure that a range of education and training providers can access learners in years 7 to 11 to inform them of approved technical education qualifications and apprenticeships. The Provider Access Legislation policy, to support this can be found – **Appendix 3**
- Make sure that the careers pages on the school website are compliant and up-to-date
- Make sure measuring & assessing impact and evaluation of the Careers Programme is in place.

## 4. Our Careers Programme (Student Careers Learning journey)

Our school has an embedded Careers Programme, **see Appendix 2**, that aims to inform and encourage learners to consider their career options and take steps to understand their choices and pathways. We provide statutory independent careers guidance to learners throughout their secondary education.

Our programme has been developed to meet the expectations outlined in the Gatsby Benchmarks, **see Appendix 1**.

Our programme does not show bias towards any particular career path and promotes a full range of technical and academic options for learners.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that learners are encouraged to think appropriately about their future. We provide aims, objectives and careers related activities appropriate for each year group.

Our Careers Programme is delivered through several methods, including:

### **Key Stage 3 Provision**

Currently in KS3 (Years 7-9) all students have a weekly careers lesson, termly careers advice and planned 6 mandatory, high quality encounters. We also promote 1-week work experience placements in KS3 (this provision is ever changing depending on the cohort).

### **Key Stage 4 Provision**

In years 10 and 11 the focus is on building aspirations and exploring career opportunities in more detail. In year 10 the focus is on developing self-presentation skills and understanding what employers want. In year 11 the focus is on making plans and applications for post-16 learning. KS4 Provision includes:

- Weekly Careers lessons
- Individual careers guidance interviews for all year KS4 students
- Work Experience 1-week placement
- Information assemblies about Post 16 options Inc. Sixth Form, College and Apprenticeships
- Assistance with Post 16 applications/CV writing/Interview techniques and supporting the interviews
- Presentations about taking opportunities, the importance of work experience and aiming higher
- Weekly College taster sessions rotating every term (these have included, mechanic, Catering, woodwork, Digital skills, animal care and Art and design). These sessions change depending on the ever-changing cohort.
- Careers Fair
- We also provide high quality encounters (PAL) specific for KS4 students including Construction Youth Trust and a range of providers dependant on the needs of the cohort.

### **4.1 Learners with special educational needs or disabilities (SEND)**

We expect that the majority of learners with SEND will follow the same careers programme that meets the Gatsby Benchmarks, with adjustments and additional support as needed.

Our Careers Leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our learners with SEND and put in place personalised support and transition plans. This may include meetings with learners and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our Careers Leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

## 4.2 Access to our Careers Programme information

A summary of our schools Careers Programme is published on our school website, including details of how learners, parents, teachers and employers can access information to support the Careers Programme.

Learners, parents, teachers and employers can request any additional information about the Careers Programme by contacting one of the careers team.

For learners with special educational needs or disabilities there may be bespoke provision and encounters with specialist provisions that the school has identified as suitable for those learners.

Our Careers Programme meets the Provider Access Legislation of six mandatory, high-quality encounters with technical education or apprenticeship providers for students in years 8-13.

See our Provider Access Legislation Policy - **Appendix 3**

## 5. Monitoring, Review and Evaluation - Measuring & assessing impact, monitoring and evaluation

### Measurement & Assessment

We continually measure and assess the impact of our careers programme by collecting and evaluating feedback from a variety of stakeholders including students, staff, parents/carers and providers. Student's careers knowledge is also evaluated using the Future Skills Questionnaire from the Careers & Enterprise Company, designed to measure the career readiness of students. A programme of monitoring and self-assessment is in place and the careers provision is reviewed annually using collected data and the Compass+ evaluations. MMAP is also termly evaluated with support from our Enterprise Co-ordinator from the Careers & Enterprise Company. We measure the effectiveness of the programme with reference to our destinations data for Year 11 in comparison to national and equivalent figures.

### How MMAP measures and assesses the impact on pupils

- MMAP has a Careers Plan in place to track student progress in relation to this year's priorities and the eight Gatsby Benchmarks
- The Careers Plan is reviewed termly by our Enterprise Co-ordinator from the Careers & Enterprise Company
- MMAP uses the Compass+ evaluation tool to assess ongoing progress in relation to the eight Gatsby Benchmarks
- Annual full review of the aims of the programme with a focus on outcomes for learners and assessing if the objectives have been met
- Regularly utilising feedback to adapt the programme to meet student need

### Annual evaluation of the effectiveness of our Careers Programme includes:

- Attainment
- Progress
- Options pathways
- Destinations data

- Future Skills Questionnaire
- Feedback about career related activities and full Careers Programme from students, parents/carers, teachers, governors and employers
- Impact of curriculum days, such as Enterprise and STEM days

#### **Outline of our evaluation framework:**

- Are we making the best use of the resources we have distributed for careers work?
- How effective are the different guidance interventions we use? e.g. one-to one interviews, small group work, drop-in sessions
- Are we optimising pupils learning from the current Careers Programme?
- Are we evaluating pupils' activities feedback in relation to career readiness?
- Have the learning outcomes been achieved at the end of the students 12 weeks, if in our nurture programme, or at the end of Year 11 if with us permanently?
- How well are students succeeding in taking the next step in their education, training or employment? Was it "their best next step"? How do we know this:
  - Destinations achieved at the end of KS4
  - Destinations of students tracked until their 18th birthday

#### **6. Links to other policies and documents**

This policy links to the following policies: *(add any others, i.e. WEX policy)*

- Provider Access Legislation
- [Child Protection Policy 2025-2026](#)
- [Curriculum statement 2025-2026](#)
- [Gatsby Benchmarks 2025 May](#)
- [CEC Careers Statutory guidance check list](#)

## Appendix 1 - The Gatsby Benchmarks

<p><b>1.</b> <b>A stable careers programme:</b> Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.</li> <li>• The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.</li> <li>• The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.</li> <li>• The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact.</li> </ul>	<p><i>MMAP has a well-established, stable careers programme. It has the backing of SLT and has an identified and appropriately trained person responsible for it. This is published on the school website and is regularly monitored.</i></p> <p>Our Careers programme involves the whole school and is reviewed termly by our assigned Enterprise Coordinator from the CEC.</p> <p>MMAP is also involved the Peer to Peer – Career Impact System Review by the Kent and Medway Career Hub</p>
<p><b>2.</b> <b>Learning from career and labour market information:</b> All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date</p>	<ul style="list-style-type: none"> <li>• During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.</li> </ul>	<p>Students have opportunities to engage with workshops such as apprenticeship, interview skills</p>

<p>information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> <li>• Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.</li> </ul>	<p>and employability skills. They also have lessons weekly scheduled where they are supported to access current local labour market information.</p> <p>Each student has a session of personal guidance with a qualified Careers Advisor.</p> <p>Parents are regularly informed about local post 16 open evening events and are able to speak to our dedicated careers team at Parents evening.</p>
<p><b>3. Addressing the needs of each student:</b> Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.</p>	<p>A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.</p> <ul style="list-style-type: none"> <li>• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.</li> <li>• For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this</li> </ul>	<p>As MMAP is a small setting career guidance is tailored to each students' abilities, skills and interests.</p> <p>Students are given the same opportunities without discrimination of any kind as well as ensuring their aspirations are raised.</p> <p>Systematic records are kept, recording the guidance</p>

	<p>information is made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <ul style="list-style-type: none"> <li>• All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.</li> <li>• Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support.</li> <li>• Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.</li> </ul>	<p>sessions, applications, destination data, and others.</p>
<p><b>4.</b> <b>Linking curriculum learning to careers:</b></p> <p>As part of the school’s programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.</p>	<ul style="list-style-type: none"> <li>• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.</li> <li>• Careers should form part of the school’s ongoing staff development programme for teachers and all staff who support pupils.</li> </ul>	<p>Links to career are detailed within curriculum planning and spoken about in lessons across the whole school.</p> <p>STEM days are an active part of our school year, develop students STEM skills.</p> <p>We also have visits from companies whose required skills link in with STEM.</p> <p>Each classroom has a display board publicising the careers that</p>

		the subject is linked to.
<p><b>5.</b> <b>Encounters with employers and employees:</b> Every pupil 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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists</p>	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul>	<p>We have an annual in-house career event to expose students to the job market and heighten their career aspiration.</p> <p>Meaningful encounters happen throughout the year and are tailored to students' ability, skills and interests.</p>
<p><b>6.</b> <b>Experiences of workplaces:</b> Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful experiences of workplaces.</li> <li>• By the age of 18, every pupil should have had at least one further meaningful experience.</li> </ul>	<p>Work experience is encouraged in Year 10</p>
<p><b>7.</b> <b>Encounters with further and higher education:</b> All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.</p>	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.</li> <li>• By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.</li> </ul>	<p>MMAP is part of Mid Kent College's 'College Carousel' programme for year 11 and attend the college on a Friday morning.</p> <p>Year 10 can attend the taster sessions at colleges.</p> <p>Encounters from outside companies and employers are organised throughout the</p>

		year to ensure bespoke experiences for the students.
<p><b>8.</b> <b>Personal guidance:</b> Every pupil should have opportunities for guidance meetings with a career’s adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none"> <li>• Every pupil should have at least one personal guidance meeting with a career’s adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.</li> <li>• Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</li> </ul>	Each student has the opportunity to attend a guidance interview by the age of 16 which is relevant and appropriate to their individual needs and abilities.

#### BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

A meaningful encounter gives the young person the opportunity to learn about what work is like, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. Throughout a careers programme, young people should encounter employers of different sizes and specialisms, including the self-employed, that reflect trends in the labour market, regionally and nationally. These encounters could be in person or a combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

A meaningful encounter will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- have opportunities for two-way interactions between the young person and the employer
- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter

#### BENCHMARK 6: EXPERIENCES OF WORKPLACES

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a

combination of in person and virtual, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful experience will:

- have a clear purpose, which is shared with the employer and the young person
  - be underpinned by learning outcomes that are appropriate to the needs of the young person
  - involve extensive two-way interactions between the young person and employees
  - include opportunities for young people to meet a range of different people from the workplace
  - include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
  - include the employer providing feedback to the young person about their work
  - be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience
- Schools, colleges and independent training providers (ITPs) can consider any part-time work a young person may have, if it genuinely offers them a meaningful experience.

#### BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

A meaningful encounter gives the young person the opportunity to explore what it is like to learn, develop and succeed in that environment. This should include the opportunity to meet both staff and learners/trainees. Throughout a careers programme, encounters should be sequenced so that a young person can build up a clear picture of opportunities available to them. Experiences or encounters could be in person or a combination of in person and virtual and could include providers delivering sessions in a school, college or ITP, as well as young people visiting the provider. Young people and providers should be supported to prepare for the encounter. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.

A meaningful encounter will:

- have a clear purpose, which is shared with the provider and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve a two-way interaction between the young person and the provider
- include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- describe what learning or training with the provider is like
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter

## Appendix 2 - Careers Programme/Road Maps

[KS3 and YR9 careers road map](#)

[YR10 and 11 career road map](#)

[MMAAP Career Journeys](#)

## Appendix 3 – Provider Access Legislation –



# Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

## Provider Access Legislation (Careers)

### 2026 - 2028

Date of review:	June 2026
Name of person reviewing:	Lee Aitken-Cooper
Date that Members ratify:	June 2026
MC Member;	Tanya Kelvie
Next Review date:	June 2028

## Provider Access Policy (Careers)

### Introduction

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

- 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.

At MMAP we have a cohort of KS3 and Year 10 students that complete a 12-week program and then they return back to their home school. These students will receive at least two encounters during their 12-week provision. Our year 11 cohort who stay for the full year will also receive a minimum of 2 meaningful encounter.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- Explain what career routes those options could lead to
- Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- Answer questions from pupils.

### Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

### Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Catch-22
- Mid Kent College
- Pathways
- Prince's Trust
- NK College
- Army
- Kite College

### **Destinations of our pupils**

Last year our year 11 pupils moved to range of providers in the local area after school:

- Mid Kent College
- Apprenticeship
- Work Experience
- Catch 22
- Apprenticeships

### **Management of provider access requests**

#### **Procedure**

A provider wishing to request access should contact Sarah Skuse, Career's Teacher.

Email- [sskuse@mmap.kent.sch.uk](mailto:sskuse@mmap.kent.sch.uk)

Phone- 01622 753772

#### **Opportunities for access**

The school offers the six provider encounters required by law:

- Event for University Technical College
- KS4 options event – Mid Kent college and CXK ASK apprenticeship provider attending to give presentations to pupils.
- Post 16 technical education options assembly with General Further Education College
- Post 16 apprenticeships assembly.
- Attendance to a local Higher Education fair for a variety of HE providers including local Further Education colleges

In addition to these there are more events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers and we have taken students out to a range of provisions.

These providers have included:

- Construction Youth Trust
- The Chicken Wire Man
- Farming Career fair (Detling)
- Army
- RAF
- Tutsham Farm
- Willow Tree farm

And many, many, more

### **Premises and facilities**

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.

### **Complaints:**

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)