

# Cann Bridge School & Post Bridge College Careers Policy



Ratified by Governors:	
Review date:	
Review date:	
Review date	

## Careers Education, Information, Advice and Guidance Policy

### Contents

#### Intent

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives

#### Implementation

- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access

#### Impact

- 7.0 Monitoring, Evaluation and Review

<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	Cann Bridge Careers Provision
<u>Appendix 3</u>	Arrangements for Provider Access

#### **Linked policies**

Phase 3 14-19 Curriculum Policy  
Post Bridge College Curriculum Policy  
Work Related Learning Policy  
School Model Health & Safety Policy for Maintained Schools

#### **Linked Documents**

Work Related Learning skills progression guidance  
Work Skills Profiles template

*'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018*

# Careers Education, Information, Advice and Guidance Policy

## Intent

### 1.0 School Vision

1.1 Cann Bridge School & Post Bridge College seek to maximise the life chances of all of our young people therefore it is crucial to prepare young people for life beyond school and college.

1.2 The values and principals document makes direct reference to developing:

*'knowledge, skills and attributes they (Cann Bridge and Post Bridge College learners) need to lead successful and happy lives'*

1.3 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

### 2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to learners in Key Stages Three to Five.

2.2 The policy also applies to Year 11 and Year 13 learners after they finish their statutory attendance in June of their final year and before they start at their next place of education, employment or training.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January, 2023).

2.4 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.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 14 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all learners at the school.

2.7 All members of staff at Cann Bridge School & Post Bridge College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of learners; CEIAG is not the sole responsibility of the Careers Advisor (delivered by the CSW Group).

2.8 It is important therefore that learners leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

### **3.0 Objectives:**

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all learners at the school receive a stable careers programme
- 3.1.2 To enable all learners to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each learner
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide learners with a series of encounters with employers and employees
- 3.1.6 To provide learners with experiences of workplace(s)
- 3.1.7 To ensure that learners have a series of encounters with further and higher education
- 3.1.8 To provide each learner with the opportunity to receive personal guidance

## **Implementation**

### **4.0 School Responsibilities**

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 14.
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option.
- 4.1.3 This advice must cover a range of education or training options.
- 4.1.4 This guidance must be in the best interests of the pupil.
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 14 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy.
- 4.1.6 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

- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 Cann Bridge School & Post Bridge College believe that good CEIAG 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. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils 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.
- 4.4 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 (e.g. School Improvement Partner or Ofsted).

## **5.0 Governor Responsibilities**

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 based on the eight Gatsby Benchmarks
- 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

## **6.0 Provider Access**

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at 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.
- 6.2 All pupils in years 7-14 are entitled:

- 6.2.1 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;
- 6.2.2 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;
- 6.2.3 to understand how to make applications for the full range of academic and technical courses.
  
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
  
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## Impact

### 7.0 Monitoring, Evaluation and Review

- 7.1 The Headteacher will ensure that:
  - 7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored
  - 7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
- 7.2 The effectiveness of this policy will be measured in a variety of ways
  - 7.2.1 Feedback from stakeholders through mechanisms such as the learner and parent carer survey
  - 7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
  - 7.2.2 the number of learners who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county
- 7.3 The Governors of Cann Bridge School & Post Bridge College will review this policy every three years.

## The Gatsby Benchmarks

## Appendix 1

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every learner, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each learner</b></p>	<p>Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></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>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>5.Encounters with employers and employees</b>	Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6.Experiences of workplaces</b>	Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.</li> </ul>
<b>8.Personal guidance</b>	Every learner 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.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Phase 1	Phase 2	Lower Phase 3 (years 10-11)	Upper Phase 3 Post Bridge College (years 12-14)
<p>In Phase 1, early work-related skills are child/next step focused.</p> <p><u>Helping Others</u> Pupils in Phase 1 are encouraged to help others by passing resources or helping an adult to get resources out such as yoga mats in PE. Whole school assemblies include a focus subjects such as helping others, working as a team and being a good friend. Helpfulness and cooperation are recognised through positive rewards such as star of the week and the awarding of a termly award, the Proper Job cup.</p>	<p>The development of work-related skills in Phase 2 is delivered using a cross curricular approach, through planned activities and experiences.</p> <p><u>Helping Others</u> Pupils are expected to tidy away at the end of lessons or recreational time. They are expected to help others and work as part of a team. Older pupils learn about helping others in the community, for example participating in an event to raise money for charity, or donating items to a food bank. Whole school assemblies include a focus subjects such as helping others, working as a team and being a good friend. Helpfulness and cooperation are recognised through positive rewards such as star of the week and the awarding of a termly award, the Proper Job cup.</p>	<p>As well as continuing the skills and learning that learners will have experienced in Phases 1 and 2, Work Related Learning (WRL) is a specified area of learning in phase 3. Learners are supported to think about post 16 education.</p> <p><u>Helping Others</u> WRL is delivered in a way that learners are part of a team and everyone has their role in contributing to the success of a task. Learners experience taking responsibility for an element of a team goal. Learners undertake modules in ASDAN Transition Challenge that promotes helping others. Whole school assemblies include a focus subjects such as helping others, working as a team and being a good friend. Helpfulness and cooperation are commended and the awarding of 3 termly awards, the Proper Job cup, the WRL cup and the trophy for Commitment and Dedication.</p>	<p>As well as continuing the skills and learning that learners will have experienced in Phases 1 and 2, Work Related Learning (WRL) is a specified area of learning in phase 3. There is an increased focus on transitions onto post 18 or post 19 provision or employment.</p> <p><u>Helping Others</u> WRL is one of the 4 areas of the PBC curriculum. Learners experience taking responsibility for an element of a team goal. PBC learners undertake The Duke of Edinburgh Award which has a voluntary requirement. PBC learners participate in off-site opportunities such as volunteering at Poole Farm and for the National Trust. PBC learners also help with the good running of the school; for example, supporting whole school performances, marshalling on sports day. Helpfulness and cooperation are commended and the awarding of 3 termly awards, the Proper Job cup, the WRL cup and the trophy for Commitment and Dedication.</p>

<p><u>Taking Responsibility and Job Roles</u> Pupils learn about job roles through role-play and themed opportunities. Pupils are encouraged to link classroom learning to the outside world through stories, structured opportunities and off-site visits.</p>	<p><u>Taking Responsibility and Job Roles</u> Increased opportunities are created to reflect the world or work and some of the job roles they commonly come into contact with in the wider world. For example, snack time may be set up to emulate a shop, a play session on the playground may be created to use tickets to ride or play on the equipment, learners are expected take on small jobs such as giving out musical instruments. Links are made between classroom learning and the outside world through books and online learning, visits from the emergency services and off-site visits.</p>	<p><u>Taking Responsibility and Job Roles</u> Learners are expected to take in increased independent role in accessing their curriculum and timetabled sessions. For example, learners are expected to collect and return resources they will need in the sessions. Learners follow a jobs rota in class which include jobs such as sharpening pencils and preparing snack. Learners are supported to identify and name different job roles within the teams they work in, for example in bacon bar. Learners have visits from external practitioners such as charities and theatre companies.</p>	<p><u>Taking Responsibility and Job Roles</u> Learners are expected to take in increased independent role in accessing their curriculum and timetabled sessions. For example, learners are expected to collect and return resources needed and set up for WRL opportunities, such as arranging the tables for coffee shop or putting the supermarket shopping away correctly. Learners are encouraged to try all job roles within a WRL situation, and supported to consider their likes and dislikes about each position. Learners are supported to apply for positions within a WRL opportunity, once they understand all the job roles, for example they may prefer being a cashier to being a waiter.</p>
---	---	--	---

<p><u>Communication with Others</u> Pupils are encouraged to work alongside others during a range of activities; they begin to learn about the people around them, and the work roles they do, in their immediate environment. Pupils are immersed in the language that surrounds the job roles of people who help them. Pupils begin to have opportunities to communicate with people with whom they are less familiar, such as the admin team when they take the register.</p>	<p><u>Communicating with Others</u> Pupils are expected to work alongside peers and participate as one of a team, toward an agreed goal. Sessions such as Attention Activities, Playworx and Blockworx enable pupils to experience and develop positive communication strategies. There are increased encounters with people with whom they are less familiar, such as visits to the local community centre and supermarket.</p>	<p><u>Communicating with Others</u> Team work, cooperation and communication underpins the WRL opportunities in phase 3, which gives learners practise in peer to peer positive interactions. Learners in years 10 &amp; 11 are also encouraged to communicate with less familiar and unfamiliar people through WRL opportunities. These include completing order forms, delivering orders and working in a pop up shop on the school site and serving a customer base of staff and family members.</p>	<p><u>Communicating with Others</u> Learners are expected and supported to be effective communicators, not only with people who know them well, but also with less familiar and unfamiliar people. Learners get opportunities to interact with less familiar people through opportunities such as showing new people around the school and marshalling families who visit for the school performances or sports day, and running the weekly friends and family coffee shop. Learners get to interact with members of the public through WRL opportunities such as running off-site pop up shops, Poole Farm volunteering and off-site housekeeping. In addition to these opportunities, there are the necessary interactions that occur daily between learners and supermarket workers and bus drivers. For those for whom it is appropriate, learners will be supported to create communication passport to take with them when off-site and in preparation for leaving PBC.</p>
--	--	---	---

<p><u>Development of Skills</u>  Learning in Phase 1 is delivered through experience and experimentation and creating situations and environments to enable this to happen efficiently. Pupils will be encouraged to copy adults modelling desirable work skills such as tidying away or washing up. Pupils develop fine motor skills to enable them to carry out an increasing number of tasks with improved end results.</p>	<p><u>Development of Skills</u>  Pupils are supported to continue the development of useful skills, such as fine motor skills, with the curriculum that includes lessons such as Art, Design Technology and Food Technology. Pupils are encouraged to make links between the skills they are doing and job roles they may be useful in. For example, washing paint pots may be a useful skill for a nursery support worker, or cutting fruit may be a useful skill for a meal time assistant.</p>	<p><u>Development of Skills</u>  Learners undertake classroom based and wider school work experience. Learners use and progress their skills in art and design technology in order to make products that are of an acceptable standard to sell to friends and family and members of the public. Learners use functional skills of Maths and English in order to complete order forms, take money and give change and create products where literacy or maths is of use. For example, counting dog biscuits into container or using tiles to create names on personalised products. Food technology skills are practised and learners further develop safety and food hygiene knowledge when running the weekly bacon bar. Learners begin to fill the sections in their Work Skills Profile. Learners work toward modules in ASDAN Transition Challenge.</p>	<p><u>Development of Skills</u>  Learners undertake classroom based, wider school and off-site work experience. Learners are supported to use the functional skills they have learned, as well as their personal strengths, in a practical way to achieve the best results. In house WRL opportunities:</p> <ul style="list-style-type: none"> <li>• Car wash</li> <li>• School coffee shop</li> <li>• Family café</li> <li>• Lunchbox take-away</li> <li>• Fish and chip shop</li> <li>• Internet shop</li> <li>• Office work</li> </ul> <p>Off-site WRL opportunities:</p> <ul style="list-style-type: none"> <li>• Poole Farm volunteering</li> <li>• Housekeeping</li> <li>• Foodbank volunteer</li> <li>• Pop up shops</li> </ul> <p>Learners continue and complete their Work Skills Profile. For those who it is appropriate, learners create a CV and a volunteer profile, complete application forms and undertake interviews. Learners work toward modules in ASDAN Towards Independence, where appropriate to the rolling programme.</p>
--	---	---	---

<p><u>Understanding Money and the World of Work</u> Pupils are developing awareness that money has a value. Pupils experience token exchange for purposeful outcomes.</p>	<p><u>Understanding Money and the World of Work</u> Pupils continue to develop awareness that money has a value. Pupils experience token exchange for purposeful outcomes. The progression of learning money skills continues through discrete lessons and is reflected in individual pupils' next steps outcomes. Class reward systems enable pupils to develop the concept of earned rewards.</p>	<p><u>Understanding Money and the World of Work</u> Learners develop greater awareness of the value of money through the use of an award system. Learners receive a monetary reward for their efforts, so long as they have completed the job to the agreed standard. Learners use this money to buy rewards from the class shop, maintained by the class teacher. Learners develop awareness of making decisions with regard to post 16 education. Learners are invited, and supported, to attend a local careers fair, an open evening in PBC and an open event at City College Plymouth. Learners have encounters with people who work in the school, interviewing them about their job role. Learners have at least one encounter with an employer. Learners will have at least one meeting with a careers advisor, through Careers South West.</p>	<p><u>Understanding Money and the World of Work</u> Learners develop greater awareness of the value of money through the use of an award system. Learners receive a monetary reward for their efforts, so long as they have completed the job to the agreed standard. Learners can choose how to spend their money. Learners develop awareness of making decisions with regard to post 16 education. Learners are invited, and supported, to attend a local careers fair, visits to post 18/19 providers and work placements where appropriate. Learners have at least one encounter with an employer. Learners will have at least one meeting with a careers advisor, through Careers South West. Learners are invited, and supported, to attend a residential at Foxes Hotel which is a training hotel for young people with SEN. All learners will have a bespoke transition package to support their needs.</p>
---	---	---	---

## Provider Access Policy

### 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.

### Learner entitlement

All learners in years 8 to 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.

For learners of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for learners in Years 8/9 and two encounters for learners in Years 10/11. For learners in Years 12/13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for learners to attend.

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 learners from the provider)
- answer questions from learners.

### Meaningful provider encounters

One encounter is defined as one meeting/session between learners and one provider. We are committed to providing meaningful encounters to all learners using the [Making it meaningful checklist](#) – available online or in Phase 3 Careers folder on school network.

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

## Previous providers

In previous terms/years we have visited the following providers from the local area to explore their offer:

- City College Plymouth
- Oakwood Court, Torpoint
- Lifeworks, Dartington
- Duchy College, Stoke Climsland
- Foxes Academy, Minehead

## Destinations of our learners

In July 2022, our Year 11 learners moved to range of providers in the local area after school:	
100%	Post Bridge College, Cann Bridge School 100%
In July 2022, our Year 13 learners moved to a range of providers in the local area after school:	
66.6%	Oakwood Court
33.3%	City College
In July 2022, our Year 14 learners moved to range of providers in the local area after school:	
50%	Social Care Provision
33.3%	City College Plymouth
16.6%	PLUSS

## Management of provider access requests

A provider wishing to request access should contact

Jen Ferrett Assistant Headteacher

A: Cann Bridge School, Eden Valley Gardens, Plymouth, PL6 8EE

E: [jferrett@torbridge.net](mailto:jferrett@torbridge.net)

T: 01752 207909

W: [www.cannbridgeschool.co.uk](http://www.cannbridgeschool.co.uk)

## **Opportunities for access**

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to learners or their parents or carers. We will offer learners, parents and carers bespoke opportunities to visit providers and support taster events.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

## **Premises and facilities**

The school will make suitable rooms available for discussions between the provider and learners, 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 are able to provide live online engagement with our learners.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Leader so that they can be displayed and shared in Phase 3.

## **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)