

Careers Education, Information & Advice:

Provider Access Policy

St Michael’s

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| **Change Log** | |
| **Update:** | **New policy to ensure compliance with the Skills and Post-16 Education Act 2022. All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 7 to 11 pupils and the publish a Statement on Provider Access on their website.** |
| **Location:** | **NA** |
| **Summary Date:** | **November 2024** |
| **Completed by:** | **Martin Featherstone** |

**Policy Statement on Provider Access**

**[St Michael’s Catholic Academy]**

1. **Introduction:**

This policy statement sets out the Bishop Hogarth Catholic Education Trust’s arrangements and therefore the arrangements for individual academies for managing the access of providers to students at the academy for the purposes of giving them information about the provider’s education or training offer. This complies with the academies legal obligations under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022 we have a duty to provide pupils in Years 7-11 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

1.1 Vision:

The Bishop Hogarth Education Trust is committed to raising aspirations and maximising the benefits for every student in the development of a whole Trust approach to CEIAG by providing a planned programme of activities both in and outside of the curriculum, which includes work related learning opportunities.

Bishop Hogarth Education Trust is committed to ensuring the following outcomes for our students:

* All students are empowered to plan and manage their own futures including preparation for work and to become economically independent
* All students are able to make informed choices through the provision of impartial and independent advice and guidance
* All students are motivated and inspired to achieve and are not limited by prevailing stereotypes and attitudes

1. **Student entitlement**

2.1 Pupils in Years 7 to 11 are entitled to:

* Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
* Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
* Understand how to apply to the full range of academic and technical courses available to them.

All pupils in Years 7 to 11 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

* During the first key phase (Year 7 to Year 9) all pupils must attend two mandatory sessions by accredited providers. Newcastle University Apprenticeships Jo Thompson Tees Valley.
* During the second key phase (Year 10 and 11)all pupils must attend two mandatory sessions by accredited providers
  1. Meaningful provider encounters:

A meaningful encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students by working closely with the providers prior to the visit to ensure a reasonable amount of time is prepared and that the following information is shared as a minimum:

* 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 students from the provider)
* Answer questions from students

Create student voice.

Class chart button for careers

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

1. **Provider Access**

3.1 A provider wishing to request access should contact **Judith Iley and Emily McCarten. Claire Carey SLT link lead**] directly at the academy. The academy will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities.

1. **Opportunities to provide access.**

4.1 St Michael’s Catholic Academy has a comprehensive careers programme for all pupils in the academy. This programme provides several opportunities for providers to access pupils and their parents.

These include, but not limited to:

* Assemblies to a specific year group or mix of year groups
* Talks to smaller groups of students
* Stands at careers fayres
* Mock Interviews, employability workshops, and sessions with all types of Post-16 education and training providers including but not limited to local colleges, sixth forms, universities and apprenticeship providers.
* Mentoring work with small groups of students.
* Involvement in extra-curricular activities such as clubs, trips, events, etc.
* Work experience placements.

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|  | **Gatsby Benchmark 1**  A stable careers programme | **Gatsby Benchmark 2**  Learning about the Labour-Market | **Gatsby Benchmark 3**  Addressing the needs of each pupil | **Gatsby Benchmark 4**  Linking careers to the curriculum | **Gatsby Benchmark 5**  Encounters with employers/employees | **Gatsby Benchmark 6**  Experience of workplaces | **Gatsby Benchmark 7**  Encounters with  Further and Higher Education | **Gatsby Benchmark 8** Personal guidance |
| **YEAR 7** | Year 7 introduced to Unifrog and begin profiles September-December. This will be introduced from September 2024    Open door policy in the Careers Hub to give students access to Unifrog and careers support.    PSHE delivery on  Aspirations for Life. This will access goal setting and raising aspirations. | Designated PHSE lesson based around LMI:   * Transition Points * Finding careers Information | PSHE delivery on careers routes throughout the year.    Open door policy in the Careers Hub to careers support and advice. | There are specific careers links made alongside relevant subject matter which is delivered in lesson time.    Employability skills will be explicitly linked within subjects.    Various STEM activities with the Maths & Science Departments | Careers Fair in the spring term.    Guest speakers from employers such as the BBC and the NHS throughout the year who will discuss the various routes into careers. | Virtual or in person visit to a local site.  Based on year group interests in the summer term. Previous visits have included:   * The Town Library * Local Sports and Theatre Complex * Activity centres | Local educational providers are invited to assemblies.    Careers fair in the spring term. | Open door policy in the Careers Hub to give students access to support and guidance and help with applications. |
| **Learning Outcome**  **Year 7** | Students will be able to create an online profile using Unifrog and have completed both the personality quiz and their “frog type”.  Students will be able to discuss employers they have found interesting and understand more about the local labour market. | | | | | | | |

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| **YEAR 8** | Year 8 introduced to Unifrog and begin profiles September-December. This will be introduced from September 2024    Open door policy in the Careers Hub to give students access to Unifrog and careers support.    PSHE delivery on  Aspirations for Life. This will access goal setting and raising aspirations. | | Careers in the curriculum.    Designated PHSE lesson on LMI. | | PSHE delivery on careers routes.    Open door policy in the Careers Hub to careers support and advice. | There are specific careers links made alongside relevant subject matter which is delivered in lesson time.    Employability skills will be explicitly linked within subjects. | | Careers Fair in the spring term. | | Virtual or in person visit to a local site  based on year group interests in the summer term. | | Local educational providers are invited to assemblies.    Careers fair in the spring term. | | Open door policy in the Careers Hub to give students access to support and guidance and help with applications. | |
| **Learning Outcome**  **Year 8** | Students are beginning to build their employability skills portfolio by accessing Unifrog to build their online profile.  Students will be able to confidently discuss the different routes in to post 16 educations including, T-Levels, Traineeships, Apprenticeships, A-Levels and other vocational courses. | | | | | | | | | | | | | | |
| **YEAR 9** | Year 9 introduced to Unifrog and begin profiles September-December. This will be introduced from September 2024    Open door policy in the Careers Hub to give students access to Unifrog and careers support.    PSHE delivery on Aspirations for Life. This will access CV writing and interpersonal skills. | | Local LMI is shared in assembly. | | KS4 options event with support from careers team available.    Options assemblies which discuss the courses available at St Michaels.    Open door policy in the Careers Hub to careers support and advice. | There are specific careers links made alongside relevant subject matter which is delivered in lesson time.    Employability skills will be explicitly linked within subjects. | | Careers Fair in the spring term. | | Army Explorer Days – site visits and employability | | Local educational providers are invited to assemblies.    Careers fair in the spring term.    Targeted trip to a university to raise aspirations. | | Open door policy in the Careers Hub to give students access to support and guidance and help with applications. | |
| **Learning Outcome**  **Year 9** | Incorporating Year 7and 8 students will have used developed skills to create a Careers Pathway map for a chosen career. This will include their post 14 choices for secondary education they will be able to reflect on whether their choices for GCSE are appropriate and have successfully made their choices for KS4.  Students will be able to discuss employers they have found interesting and begin to link local labour market to their chosen career pathway. They will have a reflection based on their ideas from the previous years. | | | | | | | | | | | | | | |
| **YEAR 10** | Open door policy in the Careers Hub to give students access to Unifrog and careers support.    PSHEE delivery on Aspirations for Life during Spring Half Term. This will access goal setting and beginning to look at post 16 options. | | Works Experience Placement - 3 days in the work place.    Employability Skills workshops | | Open door policy in the Careers Hub to careers support and advice. | There are specific careers links made alongside relevant subject matter which is delivered in lesson time.    Employability skills will be explicitly linked within subjects. | | Local employers are invited to join assemblies throughout the year.    Workplace visits for all Year 10 students targeted through interests to meet a wide range of employees from that workplace.    Careers Fair in the spring term. | | Local educational providers are invited to assemblies.    Careers fair in the spring term.    Work experience for all Year 10 students targeted through interests to gain a valuable experience of a workplace.    Army Explorer Days – site visits and employability. | | All students will be invited to trips to local colleges and post 16 destinations.    Local educational providers are invited to assemblies, students will also meet providers through the careers fair.    Targeted Students go to Oxford University for a Visit. | | Open door policy in the Careers Hub to give students access to support and guidance and help with applications.    Individual session with Careers advisor scheduled May/June/July. | |
| **Learning Outcome**  **Year 10** | Students will have considered their post 16 education options and completed the Post 16 options activity on Unifrog  Students will be confident in explaining the various post 16 routes in education and how that affects their career pathway. This will be a reflection task and will add to their current careers portfolio and online profile on Unifrog.  Students will have completed another 3 competencies and will have developed a CV using previous years competencies. | | | | | | | | | | | | | | |
| **YEAR 11** | PSHEE delivery on Aspirations for Life during Spring Half Term. This will access interview skills, interpersonal skills and goal setting. | When appropriate LMI is shared through the PREP PowerPoint which is then discussed during form time.    Local LMI is shared in targeted assembly. | | All students have at least one appointment with either the academic tutors, careers advisor or a member from the Senior Leadership Team to tailor careers pathway and post 16 opportunities.  Targeted students are given teacher mentors to help and address their individual needs.  Open door policy in the Careers Hub to careers support and advice. | | | There are specific careers links made alongside relevant subject matter which is delivered in lesson time.    Employability skills will be explicitly linked within subjects. | | Local employers are invited to join assemblies throughout the year.    Students meet employers through the careers fair.    Careers Fair in the spring term. | | Opportunity to go on summer placement with the NCS. | | Selected students will be invited to trips to local colleges and post 16 destinations.  Local educational providers are invited to assemblies, students will also meet providers through the careers fair. | | All students to receive 1:1 session with careers advisor.  Open door policy in the Careers Hub to give students access to support and guidance and help with applications. |
| **Learning Outcome**  **Year 11** | Students will have completed all competencies on Unifrog. This completes their online careers profile.  Students will be confident in their post 16 choices, evidenced by their career plan and they will be able to articulate how their post 16 choices affect their career plan. All students will have had at least one 1:1 career advice appointment. | | | | | | | | | | | | | | |

Please speak directly to the careers lead in academy to identify the most suitable opportunity for you.

4.2 In previous terms and academic years, the academy has invited the following providers to speak to pupils:

* Tesco
* Stockton Borough Council
* The Army
* Navy
* Stockton 6th Form, Bede 6th Form, Middlesbrough College and TTE, Hartlepool 6th form, Gateshead college and Stockton Riverside College and NETA
* Teesside, Newcastle, Cambridge, Oxford and Durham University
  + Last year, our Year 11 pupils moved on to a range of providers in the local area after finishing at the academy, with the majority of students going to Bede Sixth Form, Middlesbrough College and Stockton Riverside College amongst others. 83% of students from St Michaels went on to further education, training or work.

Whilst external providers are working in St Michael’s Catholic Academy they will operate according to (and be subject to) the academy’s policies and procedures, for example with regards to safeguarding, child protection and safety. The provider should ensure they are aware of academy’s related policies prior to visiting the academy.

St Michael’s Catholic Academy would welcome providers that clearly communicate the following information.

* Types of qualification including, but not limited to, A-Levels, Vocational awards, technical awards including T-Levels, apprenticeships, and degrees.
* Routes into employment, continued education or training
* Raising awareness of career sectors and expanding pupils knowledge of the local labour market
* Broadening aspirations
* Providing real world expectation and knowledge of the world of work and employability skills
* Support in applications including but not limited to course, apprenticeship, university and employment applications
* Additional support for transitions into Further Education, Higher Education, Apprenticeships, other training opportunities and employment. This can include financial, emotional and practical support for more vulnerable students.
  1. St Michael’s Catholic Academy will not work with providers who present any information above in a biased manner that does not support pupils gaining accurate insight for their career development.

1. **Facilities and Premises**

5.1 Once the academy has accepted a provider, we will make the academy hall, classrooms and private meeting rooms available (wherever possible) to host discussions between providers and pupils. We will also make presentation equipment, such as ICT board, available to providers.

Arrangements will be discussed in advance between our career’s leader and a nominated member of the provider’s team.

Providers are welcome to leave a copy of their prospectus and other relevant course literature with the academy librarian at the academy library.

1. **Complaints**

6.1 If you have a complaint relating to the academy’s provider access arrangements, you can raise it in line with the academy’s Complaints Procedures Policy or you can contact The Careers and Enterprise Company directly on [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk).