The Orme Academy
EMPOWERING LEARNERS FOR LIFE

Provider Access Policy

Procedure Originator:	CWO
Approved By:	MBO
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Review Interval:	Annually
Last Review Date:	September 2026
Next Review Date:	September 2027
Audience:	All stakeholders

Introduction

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

Student entitlement

All students in years 7-11 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 students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11).

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 students from the provider)
• answer questions from students.

Meaningful provider encounters

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using The Gatsby Benchmark Guide.

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

Previous providers

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

- Newcastle Stafford College Group
- Stoke-on-Trent College
- Stoke Sixth Form College
- Reaseheath College
- Army Careers Service
- Equality Training
- Martec Training
- Capula
- BAE Systems

Premises and facilities

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy 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 member of staff from the Academy.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the main reception. This will be displayed in the Careers Room which can be accessed by all students.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Claire Woolley, Vice Principal
Telephone: 01782 742900; Email: claire.woolley@toa.set.org

Opportunities for access

A number of events, integrated into the Academy Careers Programme, will offer providers an opportunity to come into the Academy to speak to students and/or their parents/carers. Please contact Mrs Woolley for further information.

The Orme Academy Careers Programme 2026 - 2027

Theme	Learning outcome	Learning objective
1. **Introduce and Inspire** (Year 7 - Year 10)	**Opportunity awareness** Have a broad knowledge of a range of career opportunities which enables informed decision making.	Understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
		Recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
		Identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
	Self awareness Aware of their passions, skills and work preferences and understand how these could inform their career choices.	Aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
		Identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
		Describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
	Inspiration Inspired and motivated by careers opportunities which they may not have otherwise considered.	Recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them
		Identify career role models and articulate their early career aspirations.
2. **Investigate and Explore** (Year 9 - 11)	**Career readiness** Have developed essential skills which will support them to transition to the workplace.	Evidence the essential workplace skills they have developed, aligned to the Careers & Enterprise Company Employer Competency Framework
	Exploration of roles and responsibilities Have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Understand the different routes into employment and understand the differences between pathways.
		Describe the roles of different people within an organisation and talk about what they do
		Create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
	Understanding of growth sectors and the changing economy Understand how the local and national labour market is changing and what this might mean for their career choices.	Identify growth sectors within their local area and talk about the types of jobs within these sectors.
3. **Apply and demonstrate** (Year 10 - 11)	**Applying Knowledge and Skills in the workplace** - Can evidence when they have applied their knowledge and skills within the workplace - Can articulate this to potential employers - Can use their experiences to make informed career decisions.	Evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
		Demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making
		Evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
		Compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
		Assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.