



Provider Access Policy

Procedure Originator:	CWO
Approved By:	MBO
Date Approved:	July 2020
Review Interval:	Annually
Last Review Date:	January 2024
Next Review Date:	July 2026
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 Good Careers Guidance \(The Next 10 Years\)](#).

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
- Achieve Training

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, Assistant 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.

CDI Learning Areas		Year 7	Year 8	Year 9	Year 10	Year 11
Grow throughout life <i>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</i>	Learning aims	Being aware of the sources of help and support available and responding positively to feedback Being aware that learning, skills and qualifications are important for careers Being willing to challenge themselves and try new things Recording achievements Being aware of heritage, identity and values		Responding positively to help, support and feedback Positively engaging in learning and taking action to achieve good outcomes Recognising the value of challenging themselves and trying new things Reflecting on and recording achievements, experiences and learning Considering what learning pathway they should pursue next Reflecting on their heritage, identity and values		
	Activities	Career assessments, psychometric tests and other tools for self reflection can be useful aids to support pupils in thinking about themselves, their strengths and their aspirations Registration and regular use of the Start online careers programme Access to a wide variety of enrichment activities during our curriculum enrichment lessons National Apprenticeship Week activities National Careers Week activities		KS4 Pathways curriculum support and subject information and taster sessions Discussing what skills are needed in life and work PSHE Programme - Living in the wider world, setting goals		Careers Enrichment Programme Discussing what skills are needed in life and work PSHE Programme - Living in the wider world, work readiness Year 10 Mock Interview Day PSHE - Antelope Recruitment Workshop (Personal Brand & Online Presence)
	Gatsby Benchmark			GB2, GB3, GB4, GB5, GB6, GB7, GB8		KS5 Information sessions and application workshops PSHE Programme - Living in the wider world, next steps
Explore possibilities <i>Explore the full range of possibilities open to you and learn about recruitment processes and culture of different workplaces</i>	Learning aims	Being aware of the range of possible jobs Identifying common sources of information about the labour market and education system Being aware of the main learning pathways (eg. university, college and apprenticeships) Being aware of the range of different sectors and organisations where they can work Being aware of the range of ways that organisations undertake recruitment and selection		Considering what jobs and roles are interesting Researching the labour market and the education system Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it Researching the learning and qualification requirements for jobs and careers that they are interested in Researching the range of workplaces and what it is like to work there Researching how recruitment and selection processes work and what they need to do to succeed in them		
	Activities	Watching videos and engaging with career stories - online and guest speakers / assemblies Using career information resources - Start National Apprenticeship Week activities National Careers Week activities		Career Ready tutorial programme: The world of work, learning from labour market information (LMI) Playing career development games - panjango Career Ready tutorial programme - Skills for the future, learning about skills for the future and how they relate to the subjects studied at school		Looking at company and sector specific resources Higher Horizons KS3 Programme - Further and Higher Education: Information, Advice and Guidance Looking at company and sector specific resources Exploring vacancy information Career Ready tutorial programme - Exploring careers, exploring different careers to help planning for the future Looking at company and sector specific resources Exploring vacancy information (online and workshops with local apprenticeship providers) Career Ready tutorial programme - Exploring post 16 pathways Higher Horizons KS4 Programme - Further and Higher Education: Information, Advice and Guidance
	Gatsby Benchmark			GB2, GB3, GB4, GB5, GB6, GB7, GB8		
Manage career <i>Manage your career actively, make the most of opportunities and learn from setbacks</i>	Learning aims	Being aware that career describes their journey through life, learning and work Looking forward to the future Imagining a range of possibilities for themselves in their career Being aware that different jobs and careers bring different challenges and rewards Managing the transition into secondary school and preparing for choosing their GCSEs Learning from setbacks and challenges		Recognising the different ways in which people talk about career and reflecting on its meaning to them Building their confidence and optimism about their future Making plans and developing a pathway into their future Considering the risks and rewards associated with different pathways and careers Taking steps to achieve in their GCSEs and make a decision about their post 16 pathway Thinking about how they deal with and learn from challenges and setbacks		
	Activities	Guest speakers - employers and employees to talk to students National Apprenticeship Week activities National Careers Week activities		Y6/7 Transition Programme (Transition Day and PSHE - Health & Wellbeing, transition and safety) Career Ready tutorial programme - Skills for the future, learning about skills for the future and how they relate to the subjects studied at school Involving parents in helping students to think about and plan their career KS4 Pathways Evening and support Career Ready tutorial programme - What are my options after GCSEs? Learning about vocational and occupational pathways Learning about project management and decision making tools that can be applied to career (Enterprise Challenge during Enrichment) Youth Employment Academy - Fit For work Programme PSHE Programme - Living in the wider world, work readiness Involving parents in helping students to think about and plan their career KS5 Pathways - Information evening and support for students and parents/carers 1:1 Career guidance interviews for all students (Entrust Careers service) PSHE Programme - Living in the wider world, next steps (CV building and the application process) National Citizen Service Programme		
	Gatsby Benchmark			GB2, GB3, GB4, GB5, GB6, GB7, GB8		

<p>Create opportunities <i>Create opportunities by being proactive and building positive relationships with others</i></p>	<p>Learning aims</p> <p>Developing friendships and relationships with others Being aware that it is important to take initiative in their learning and life Being aware that building a career will require them to be imaginative and flexible Developing the ability to communicate their needs and wants Being able to identify a role model and being aware of the value of leadership Being aware of the concept of entrepreneurialism</p>	<p>Developing friendships and relationships and reflecting on their relationship to their career Starting to take responsibility for making things happen in their career Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them Being willing to speak up for themselves and others Being able to discuss role models and reflect on leadership Researching entrepreneurialism and self-employment</p>			
	<p>Activities</p> <p>National Apprenticeship Week activities National Careers Week activities</p> <p>Taking part in enterprise and social enterprise competitions, challenges and programmes (PSHE - Living in the wider world, developing skills and aspirations) Enrichment curriculum social action projects - community clean up, afternoon tea PSHE Programme - Transition & building positive relationships</p>	<p>Enrichment curriculum social action projects - Porthill Park Cricket Club, Crest Award, performing arts project - fashionation</p>	<p>Enrichment curriculum social action projects - academy community project</p>	<p>Taking part in enterprise and social enterprise competitions, challenges and programmes (Enterprise Challenge - Enrichment Curriculum) Enrichment Curriculum - Sports Leadership Programme Social Action - Enrichment Curriculum - care home volunteering</p>	
	<p>Gatsby Benchmark</p>	<p>GB2, GB3, GB4, GB5, GB6, GB7, GB8</p>			
	<p>Learning aims</p> <p>Being aware of the concept of work-life balance Being aware that physical and mental wellbeing are important Being aware of money and that individual and families have to actively manage their finances Being aware of the ways that they can be involved in their family and community Being aware of different life stages and life roles Being aware of rights and responsibilities in the workplace and in society Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>	<p>Reflecting on the different ways in which people balance their work and life Reflecting on their physical and mental wellbeing and considering how they can improve these Recognising the role that money and finances will play, in the decisions that they make and, in their life and career Recognising the role that they play in their family and community and considering how that might shape their career Considering how they want to move through different life stages and manage different life roles Developing knowledge of rights and responsibilities in the workplace and in society Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</p>			
<p>Balance life and work <i>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</i></p>	<p>Activities</p> <p>Discussing mental and physical health and wellbeing National Apprenticeship Week activities National Careers Week activities Barclays Life Skills</p> <p>Learning about personal finances (PSHE - Living in the wider world, financial decision making) Learning about stereotypes, prejudice and discrimination (PSHE - Living in the wider world, developing skills and aspirations)</p>	<p>Learning about rights and responsibilities (PSHE - Living in the wider world, community & careers) Learning about stereotypes, prejudice and discrimination (PSHE - Living in the wider world, community & careers)</p>	<p>Discussing hypothetical choices and simulating adult life</p>	<p>Learning about personal finances (PSHE - Living in the wider world, financial decision making)</p>	<p>Discussing hypothetical choices and simulating adult life</p>
	<p>Gatsby Benchmark</p>	<p>GB2, GB3, GB4, GB5, GB6, GB7, GB8</p>			
	<p>Learning aims</p> <p>Being aware of a range of different media, information sources and viewpoints Being aware that there are trends in local and national labour markets Being aware that trends in technology and science have implications for careers Being aware of the relationship between career and the natural environment Being aware of the relationship between career, community and society Being aware of the relationship between career, politics and the economy</p>	<p>Evaluating different media, information sources and viewpoints Exploring local and national labour market trends Exploring trends in technology and science Exploring the relationship between career and the environment Exploring the relationship between career, community and society Exploring the relationship between career, politics and the economy</p>			
	<p>Activities</p> <p>National Apprenticeship Week activities National Careers Week activities Reading and researching issues in the labour market - tutorial careers programme British Science Week activities</p>				
<p>See the big picture <i>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</i></p>	<p>Gatsby Benchmark</p>	<p>GB2, GB3, GB4, GB5, GB6, GB7, GB8</p>			