




## PROVIDER ACCESS POLICY

Version and Date		Action/Notes
2.0	November 2018	Statutory policy applied to create a local policy

Policy Created:	November 2018
Policy Review Frequency:	Annually
Next Review:	November 2019
Signature of Chair or Vice Chair of Local Governing Body:	
	

### Introduction

This policy statement follows the statutory guidance from the Department for Education "Careers Guidance and Access for Education and Training Providers (January 2018). This policy statement sets out Ashton on Mersey 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 42A, 42B and 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008.

### Pupil entitlement

As a school we are using the Gatsby Charitable Foundation's Benchmarks (Appendix 1) to develop and improve our careers provision. All pupils in years 7-13 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.

### Management of provider access requests

#### Procedure

A provider wishing to request access should contact Mrs Samantha Webster (Assistant Headteacher) in the first instance on 0161 973 1179 or via email [webster@aom.trafford.sch.uk](mailto:webster@aom.trafford.sch.uk)

#### Opportunities for access



A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	Assemblies Subject specific trips	Assemblies Subject specific trips	Progress Evening Careers library
<b>Year 8</b>	Form time topics: World of work Assemblies Subject specific trips	Form time topics: World of work Assemblies Subject specific trips	Careers library research Online careers research
<b>Year 9</b>	Assemblies Subject specific trips Decision Making & Career Choices Using Kudos (careers software) Lunchtime drop in Priority individual guidance interviews and reviews	Assemblies Subject specific trips Pathways assemblies Curriculum assemblies Progress & Pathways Evening 6 <sup>th</sup> Form Higher Education /Apprenticeship Event Priority individual guidance interviews and reviews	Assemblies Subject specific trips Careers interviews Lunchtime drop ins
<b>Year 10</b>	Assemblies Subject specific trips Targeted guidance interviews Work Experience assembly Work Experience parents evening	Assemblies Subject specific trips 6 <sup>th</sup> Form Higher Education /Apprenticeship Event Work experience form activities Targeted guidance interviews Lunchtime drop ins	Assemblies Subject specific trips Post 16 options talk Targeted guidance interviews Group work Sessions- A Level Choices, Vocational Choices Work experience placement
<b>Year 11</b>	Assemblies Subject specific trips Post 16 options talks Careers Questionnaires Individual guidance interviews 6 <sup>th</sup> form/ College open days 6 <sup>th</sup> Form/College applications Workwise workshops - Santander Lunchtime drop in	Assemblies Subject specific trips Individual guidance interviews 6 <sup>th</sup> Form Higher Education /Apprenticeship Event Apprenticeships applications 6 <sup>th</sup> form/College open days Skills North at Event City Trafford Park Lunchtime drop ins	Assemblies Subject specific trips Lunchtime drop ins Follow up guidance interviews 6 <sup>th</sup> form/Colleges applications Apprenticeships applications Summer drop ins
<b>Year 12</b>	Assemblies Subject specific trips HE & Apprenticeship convention Employer talks University marketplace event	Assemblies Subject specific trips University visits Employer talks Careers interviews	Work shadowing UCAS convention Careers interviews Careers convention
<b>Year 13</b>	Assemblies Subject specific trips UCAS applications Apprenticeships careers fairs University open days HE & Apprenticeship convention Student finance Careers interviews University marketplace event	Assemblies Subject specific trips UCAS applications Apprenticeship applications Employer talks Careers interviews	



### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, 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.

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 students at lunch and break times.

### **The Role of the Governing Body**

Section 42A of the Education Act 1997 requires the governing body to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing not bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The governing body should:

- Provide clear advice and guidance to the Headteacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements
- Should have a member of the governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.



**Appendix 1**

**The Gatsby Benchmarks<sup>12</sup>**

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<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>
<b>2. Learning from career and labour market information</b>	Every student, 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.	<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>
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<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 for at least three years after they leave the school.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	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.	<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 student 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 student 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 student 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 students 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> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	Every student 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>

Source: Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation