

PROVIDER ACCESS POLICY

Version and Date		Action/Notes
1.0	Nov 18	Local policy created to provide an overview of provision at AOM
2.0	April 20	Reviewed
3.0	April 21	Reviewed
4.0	April 22	Reviewed

Policy Created:	April 2022
Policy Review Frequency:	Annually
Next Review:	April 2023
Reviewer:	Mr R.Worsfold
Signature of 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 Mr Rob Worsfold (Assistant Headteacher) in the first instance on 0161 973 1179 or via email rworsfold@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.

These include:

- Assemblies to a specific year group or mix of year groups
- Lessons or talks to classes or smaller groups
- Stands at Options and Information Evenings
- Mentoring work with small groups of pupils or individual pupils.
- Involvement in extra-curricular activities such as clubs, trips, events, etc.
- Work experience placements.

Whilst external providers are working in the school, they will operate according to (and be subject to) the policies and procedures of the school, for example with regard to safeguarding, child protection, health & safety and data management.

We welcome providers wishing to communicate with our pupils, staff and parents/carers specifically about the following areas:

- Types of qualification including, but not limited to, A-Levels, Vocational awards, technical awards, apprenticeships, degrees.
- Routes into employment
- Continuing in education and training
- Raising awareness of career sectors
- Raising aspirations
- Labour market information – job market and key local sectors
- Employer expectations
- 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 pupils.

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

FRAMEWORK FOR CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

KEY STAGE 3

YEAR 7

CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
<p>Developing through careers, employability and enterprise education(Self-Development)</p>	<ul style="list-style-type: none"> • Knowledge of what CEIAG is. • Describe what you are like, what you are good at and what you enjoy doing. • Describe yourself, your strengths and preferences • Discuss your own aspirations and the skills you may need to develop. • Identify what you like about learning from careers and work-related activities and experiences. 	<ul style="list-style-type: none"> • Assemblies • Form time Careers programme • Through the curriculum • Employers talks • Apprenticeship Ambassadors • STEM club • Careers Week 	<ul style="list-style-type: none"> • Careers on school website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS Progress • Careers Library • Unifrog platform
<p>Learning about careers and the world of work (Career Exploration)</p>	<ul style="list-style-type: none"> • Be aware of different ways of looking at people’s careers and how they develop. • Describe the main types of employment in your area now and in the past. • Describe a local business, how it is run and the products and/or services it provides 	<ul style="list-style-type: none"> • Form time • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • STEM club • Character Education Lessons • Careers Week 	<ul style="list-style-type: none"> • Employers • Labour Market Information • Careers Adviser • Form teachers • Unifrog platform • eCLIPS • Kudos • Careers Adviser • National Careers Service • National Apprenticeship Service • Careers Library

	<ul style="list-style-type: none"> • Be aware that you have the same rights to opportunities in learning and work as other people • Know how to keep yourself safe when you are working and what the law does to protect child workers from being exploited. 		<ul style="list-style-type: none"> • STEP programme
<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Develop links between school subjects and pathways into GCSE and Post 16. • Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school. • Review support available in school and how to access it • Know how to make important plans and decisions carefully. 	<ul style="list-style-type: none"> • Form time • PSHE lessons • Through curriculum lessons • Assemblies • Option assemblies/ Careers Drop ins • External visitor • Careers Week 	<ul style="list-style-type: none"> • STEP booklets • Local 6th Forms & Colleges • Enterprise advisor/Co-ordinator • National Careers Service • National Apprenticeship Service • UCAS • Unifrog platform • Careers Library

YEAR 8			
CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
<p>Developing through careers, employability and enterprise education (Self-Development)</p>	<ul style="list-style-type: none"> • Identify achievements, skills and qualities • Explore current aspirations and identify areas for personal development • Set personal targets for year ahead • Discuss personal and others' attitudes and values in relation to learning and work • Be aware of equal opportunities • Recognise and challenge stereotyping in the workplace • Expand knowledge of different career areas using different sources of careers information for research 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • STEM club • Careers Week 	<ul style="list-style-type: none"> • Careers on school website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service • National Apprenticeship Service • Unifrog platform • UCAS • Careers Library
<p>Learning about careers and the world of work (Career Exploration)</p>	<ul style="list-style-type: none"> • Investigate the ever changing nature of work • Explore types of jobs that may/may not exist in the future • Impact of technology & globalisation • Different patterns of working (e.g. self-employment) • Concept of many career changes in a person's lifetime • Identify skills that promote employability • Develop awareness of all options 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • STEM club • Careers Week 	<ul style="list-style-type: none"> • Employers • Labour Market Information • Careers Adviser • Form teachers • Careers on School Website • eCLIPS • Kudos • Careers Adviser • National Careers Service • National Apprenticeship Service • Unifrog platform • Careers Library

	<p>available including academic and vocational choices</p> <ul style="list-style-type: none"> • Discuss progression routes from these options and career possibilities 		
<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Develop effective decision making skills to enable realistic and informed choices for post-14 options • Develop link between school subjects, Post-14, Post-16 choices and future career pathways • Understand implications and consequences of choices • Explore models of decision making • Review support available in school and how to access it • Awareness of outside agency support 	<ul style="list-style-type: none"> • Form time • Through the curriculum • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • STEM club • Careers Week 	<ul style="list-style-type: none"> • Kudos • 6th Form/ college prospectuses • UCAS Progress • Careers on School website • eCLIPS • Unifrog platform • Careers Adviser • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

YEAR 9			
CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> Review and identify achievements, skills and qualities gained since last year Explore current aspirations and begin to relate own skills/ interests to particular career pathways Explore involvement in extra-curricular activities to develop confidence and skill levels Set personal targets for year ahead Review attitudes and values in relation to learning and work, equal opportunities and stereotyping Look at how personal views of these issues impact on decision making and future goals 	<ul style="list-style-type: none"> Form time Through the curriculum Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Assembly talks HE visits STEM club Careers Week 	<ul style="list-style-type: none"> Careers on School Website eCLIPS Kudos Careers Adviser Form Teachers National Careers Service National Apprenticeship Service UCAS progress Careers Library Unifrog platform
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> Continue to expand knowledge of different career areas using different sources of careers information for research Review the changing nature of work and future employment prospects (impact of technology & globalisation) 	<ul style="list-style-type: none"> Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Assembly talks HE visits STEM club Careers Week 	<ul style="list-style-type: none"> Careers on School Website eCLIPS Kudos Careers Adviser Careers Coordinator Form Teachers National Careers Service National Apprenticeship Service

	<ul style="list-style-type: none"> • Understand concept of lifelong learning and the importance of gaining transferable skills • Understand importance of Labour Market Information (LMI) as an aid to informed choices • Explore factors such as employment trends, salaries, job availability and competition • Review progression options available (academic /vocational) • Start to develop an understanding of Post-16 and Higher Education options 		<ul style="list-style-type: none"> • UCAS • Careers Library
<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Review and evaluate decisions to date • Think about implications and consequences of choices and potential progression opportunities • Identify ways of improving future decision making • Review support available in school and how to access it • Awareness of outside agency support 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Assembly talks • HE visits • STEM club • Careers Week 	<ul style="list-style-type: none"> • Careers on School Website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Careers Library

KEY STAGE 4

YEAR 10			
CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> Review and reflect on transition from KS3 to KS4 Set personal priorities and aspirations for the year ahead Identify goals and possible career aspirations Introduce self-assessment tools e.g. career related questionnaires Reflect on learning from work related learning Discuss main influences which affect attitudes, values, behaviour Discuss external influences and pressures e.g. media, peer group, family, friends and revisit stereotypes 	<ul style="list-style-type: none"> Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Work Experience Assembly talks HE visits STEM club 	<ul style="list-style-type: none"> Careers on School Website eCLIPS Kudos Careers Adviser Form Teachers National Careers Service National Apprenticeship Service UCAS Unifrog platform Careers Library
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> Research own ideas independently Make effective use of career resources Recognise bias in information/views against sources of objective and impartial information Undertake work related learning/work experience Reflect on WRL and/or work experience to 	<ul style="list-style-type: none"> Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Work Experience 	<ul style="list-style-type: none"> Careers on School Website Unifrog platform eCLIPS Kudos Careers Adviser Form Teachers

	<p>inform career ideas and start to develop future plans</p> <ul style="list-style-type: none"> • Understand importance of Labour Market Information (LMI) as an aid to informed choices • Explore factors such as employment trends, salaries, job availability and competition • Develop knowledge about the Post-16 qualifications available • Understand and compare different progression routes 	<ul style="list-style-type: none"> • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • National Apprenticeship Service • National Careers Service • UCAS • Careers Library
<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Gain awareness of financial implications of Post-16 choices • Explore budgeting, sources of income and financial support • Understand what employers are looking for • Develop personal presentation skills and self-marketing through interviews, application forms & CVs • Identify Post-16 options being considered • Begin familiarisation of Local Area Prospectus 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers Adviser • Form Teachers • National Careers Service • National Apprenticeship Service • UCAS • Unifrog platform • Careers Library

YEAR 11			
CEIAG focus	Possible Topics/Activities	Delivery Methods	Resources
Developing through careers, employability and enterprise education (Self-Development)	<ul style="list-style-type: none"> Review and reflect on future goals with regards to Post-16 choices and career ideas Make sure plans are realistic and achievable Use Action Plans for mapping the year ahead 	<ul style="list-style-type: none"> Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Work Experience Assembly talks HE visits STEM club Form time 	<ul style="list-style-type: none"> Careers on School Website eCLIPS Kudos Careers Adviser Form Teachers National Careers Service UCAS Unifrog platform Careers Library
Learning about careers and the world of work (Career Exploration)	<ul style="list-style-type: none"> Continue researching ideas using impartial careers resources Pay attention to relevant LMI, entry requirements and Post-16 qualifications for particular career areas of interest, to support informed decision making Fully understand the range of all Post-16 qualifications Fully understand different courses and levels on offer in schools, colleges and work-based training providers Compare Post-16 progression routes (including higher education entry requirements) and be able to explain and justify the opportunities being considered 	<ul style="list-style-type: none"> Careers Questionnaires Face to face guidance interviews Employers talks Apprenticeship Ambassadors Work Experience Assembly talks HE visits STEM club Sixth Form/College visit 	<ul style="list-style-type: none"> Careers on School Website eCLIPS Kudos Careers Adviser Form Teachers National Careers Service National Apprenticeship Service UCAS Unifrog platform Careers Library

<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Review financial implications of Post-16 choices (further education, training or employment). • Make use of variety of impartial careers resources • Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions • Complete Careers Questionnaire form in Autumn Term • Ensure 1:1 or small group impartial guidance interviews • Review personal presentation skills and positive self-marketing • Produce CV and cover letter in preparation for Post-16 applications • Know where to look for education and employment opportunities and be aware of application deadlines • Make Post -16 applications • Make apprenticeship applications • Know where to seek help and support, if necessary, following GCSE results. 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers talks • Apprenticeship Ambassadors • Work Experience • Assembly talks • HE visits • STEM club 	<ul style="list-style-type: none"> • Careers on School Website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service- Job profile • National Apprenticeship Service • Unifrog platform • UCAS
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POST 16

YEAR 12 & 13			
CEIAG focus	Possible Topics/Activities	Delivery	Resources
<p>Developing through careers, employability and enterprise education (Self-Development)</p>	<ul style="list-style-type: none"> • Use a range of assessments to review and identify skills, interests, attitudes and match with career plans • Be aware of the impact of external influences on choices and pathways • Further develop skills and knowledge to progress to identified pathway • Gain more work experience or voluntary work • Further research into courses, careers of interest or improving grades 	<ul style="list-style-type: none"> • Careers Questionnaires • Face to face guidance interviews • Employers • HE reps • Work Shadowing • Enrichment • Group talks 	<ul style="list-style-type: none"> • Careers on School Website • eCLIPS • Kudos • Higher Ideas • Careers Adviser • Form Teachers • National Careers Service- Job profile • Unifrog platform
<p>Learning about careers and the world of work (Career Exploration)</p>	<ul style="list-style-type: none"> • Make use of variety of impartial careers resources • Obtain information that is relevant to personal needs • Pay attention to relevant LMI, entry requirements and Post-18 qualifications in order to make informed career decisions • Investigate the range of Post-18 pathways and be aware of those relevant to own career goals. E.g. Further/Higher 	<ul style="list-style-type: none"> • Guidance Interviews • NAS – Job profile • Mentoring • Employer visits • LMI • UCAS convention • Northwest Skills events • Higher Education & Apprenticeship Fairs • Student Finance talks • Careers Adviser/Form Tutors 	<ul style="list-style-type: none"> • Careers on School Website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service- Job profile • Careers Library • UCAS • Unifrog platform

	<p>Education courses, Gap Year options, Apprenticeships, Employment, Volunteering, Self- Employment</p> <ul style="list-style-type: none"> • Justify/evaluate opportunities being considered 		
<p>Developing career management and employability skills (Career Management)</p>	<ul style="list-style-type: none"> • Reflect and evaluate KS4-5 transition; were right choices made • Identify future goals (short, medium & long term) • Consider implications of changes • Understand the financial implications of choices (particularly for Higher Education) • Be aware of sources of financial support for further study • Review personal presentation skills • How to market and sell self positively • Complete CVs and Personal Statements • Understand how/when/where to apply for FE/HE & employment opportunities • Make appropriate applications to employment, FE, HE, apprenticeships • Understand UCAS processes; Extra/Clearing & Adjustment • Know where to seek help following exams results 	<ul style="list-style-type: none"> • Career guidance interviews • UCAS websites • National Apprenticeship website • Job vacancy websites • Student finance talks • Weekly Student briefings on HE/Apprenticeship/ Employment /Finance • Weekly Student briefings • Health & Careers convention event; University & Apprenticeship workshops • HE & Apprenticeship application workshop • Weekly Student briefings 	<ul style="list-style-type: none"> • Careers on School Website • eCLIPS • Kudos • Careers Adviser • Form Teachers • National Careers Service- Job profile • UCAS • Unifrog platform

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.

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

The Gatsby Benchmarks		
Benchmarks	What good looks like	What this means in practice
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governor and employers.	<ul style="list-style-type: none"> • 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. • 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. • The programme should be regularly evaluated with feedback from pupils,

		parents, teachers and employers as part of the evaluation process.
2. Learning from Career and Labour Market Information	Every pupil, 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"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	<ul style="list-style-type: none"> • 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.
5. Encounters with Employers and Employees	Every pupil 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"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <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>
6. Experiences of Workplaces	Every pupil should have first-hand experience 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"> • 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. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

<p>7. Encounters with Further and Higher Education</p>	<p>All pupils 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.</p>	<ul style="list-style-type: none"> • 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. • 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. <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>
<p>8. Personal Guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>	<p>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.</p>

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