



Provider Access Policy Statement

Document provenance

This policy was approved by Trustees as follows –

Approver: Education Committee

Date of Approval: December 2022

Executive Leadership Team (ELT) Owner:

Date of Review: June 2023

National Director of Secondary

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Purpose of this policy

This policy sets our Trust-wide statement to ensure that each secondary academy provides Year 8 to Year 13 pupils with their entitlement to hear from a range of education and training providers about approved technical education qualifications and apprenticeships.

Each academy will use this overarching policy statement to set out how external providers can work with our academies to have access to talk to and work with our Year 8 to Year 13 pupils. Each E-ACT secondary academy will publish their respective Provider Access Request access statements so that external providers know who to contact and how to work with our academies.

The information in this document supersedes the provider access statement and number of meaningful encounters in our current careers guidance.

Provider Access Statement

1. Introduction and purpose

1.1. The provider access legislation introduced in January 2018 requires all maintained schools and academies to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to access year 8-13 pupils, and to make sure the statement is followed.

1.2. This policy statement sets out the Trust's position in meeting our statutory duty and guides each academy in establishing their arrangements for managing access of providers to pupils for the purposes of giving them information about the provider's education or training offer. 1.3. The policy statement includes:

- an explanation of how the school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships, including the times at which access is to be given;
- any procedural requirements in relation to requests for access e.g., the main point of contact at the school to whom requests should be directed;
- grounds for granting and refusing requests for access e.g., details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy; and
- details of premises or facilities to be provided to a person who is given access e.g., rooms and resources to be made available in support of a provider visit. The policy statement should also include:
 - how the school will work with each visiting provider;
 - a list of providers that have previously been invited into the school;
 - if the school accepts live online encounters;
 - destinations of previous pupils; and
 - information about how a provider can raise a complaint and the procedure that will be followed.

2. Scope

2.1. This policy applies to all E-ACT secondary academies and to any provider wishing to request access (See Appendix 1).

3. Legislation and regulation

3.1. This policy complies with our legal obligations under Section 42B1 Section 42B and 45A of the Education Act 1997, as amended by The Skills and Post-16 Education Act 2022.

3.2. Each secondary academy will publish on their academy website their Provider Access Request statement so that external providers know who to contact and how to work with our academies. On each academy website this will also be linked

to detailed information about the careers' education and guidance programme delivered by each academy for every eligible year group.

¹ <http://www.legislation.gov.uk/ukpga/2017/19/section/2>

4. Pupil entitlement

4.1. E-ACT secondary academies must ensure that there is provision for different providers of approved technical education qualifications and apprenticeships to visit the academy and talk to all pupils in Years 8 to Year 13. We want E-ACT pupils to understand and learn about the many different qualifications and training courses available to them in pursuing a wide range of career routes and options for their future training and education needs.

4.2. Academies will ensure access to at least six encounters:

- **Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend**
- **Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend**
- **Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend**

This will give pupils the opportunity:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers education programme, providing 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 evenings, talks, workshops, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

4.3 All six encounters will happen for a reasonable period of time during the standard school day.

4.4 Provider encounters that take place outside of school hours, for example parents evenings, will not count towards fulfilment of the legal requirement for six provider encounters, but will provide these complementary experiences for pupils and their parents.

4.5 Academies will work with providers to provide information to pupils that, as a minimum, includes:

- information about the provider and the approved technical education qualifications or apprenticeships that the provider offers,

- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like,
- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

4.6 The Academy websites will also be updated to give details of the encounters and this will be communicated to parents.

Meaningful provider encounters and Management of Provider Access Requests

4.7 One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

4.8 Previous providers

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

- SEMLEP
- Cummins
- Prospects
- Northampton College
- Moulton College
- WCG
- University of Northampton
- Fuze Technologies

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

- Daventry Sixth Form
- Northampton College
- HOET
- WCG
- Apprenticeships

4.9 Management of provider access requests

A provider wishing to request access should contact Ms Jac Dempster, Associate Assistant Headteacher: Character Education and Careers Leadership.

Email: jac.dempster@pkr.e-act.org.uk

4.10 The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable

opportunity for you. The Headteacher and senior leadership team will ensure that using the details set out in Appendix 1 and the academy Provider Access Request statement, that providers understand fully what is required and how to set out their request.

4.11 To support Headteachers and senior leaders in the efficient and effective running of the academy, the Trust requests that contact with the academy is made as far ahead as possible, to give time for the academy to consider the access request and plan for a potential visit.

4.12 The Trust wishes to encourage as many providers as possible to meet and work with our Year 8 to Year 13 pupils and annually each academy will schedule events for pupils and parents, but as much advance notice as possible is very helpful.

4.13 In considering requests, Headteachers, senior leaders and leaders for careers education will review:

- How the request supports the programme of planned careers education and guidance for the targeted pupil group and the focus and appropriateness of proposed content;
- How the timing of the request can be included in the schedule of events for other careers events, assemblies, visits by other providers and employers;
- The timing of the request in relation to mock exams, final exams and moderation days, and other events already scheduled annually;
- Whether this is a return visit to the academy by the provider and the overall quality and impact previous visits had for groups of pupils;
- Availability of academy staff to support the visit;
- The availability and appropriateness of the academy accommodation to meet the needs of the request.

4.14 If a request cannot be accommodated by the academy, the academy will contact the provider and explain reasons why. If the request is suitable but the timing proposed is not practical within the current programme, the then the academy will work with the provider to determine an alternative date.

4.15 Any concerns or complaints, should be addressed to the Headteacher via the Academy office. Please access the Complaints Policy via our website on information on how to raise a non-parental complaint.

5. Opportunities for access

5.1. As well as requesting to meet with particular Year 8 to Year 13 groups of pupils, providers may also wish to attend the specific careers events held at each academy annually.

5.2. These events provide good opportunity for providers to come into the academy to work on the careers programme and support pupils and parents.

5.3. Each secondary academy will publish an overview of the careers events per term on the academy website (Appendix 2).

6. Premises and facilities

6.1. The academy will make the main hall, classrooms, and as necessary smaller meeting rooms available for discussions between the provider and pupils, as appropriate to the activity.

6.2. The academy will also make available Audio Visual (AV) and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the respective academy leader for careers education and guidance or a member of their team. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

6.3. Visitors to academy buildings will be required to adhere to our safeguarding procedures in the academy.

6.4. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the leaders and careers education team in the academy.

7. Responsibilities

7.1. The following responsibilities apply in relation to this policy:

- National Director of Secondary Education - is accountable for this policy and holding Regional Education Directors to account for ensuring that all secondary academies have published a full and comprehensive Provider Access Request statement;
- Regional Education Directors - responsible for ensuring each academy has in place a published Provider Access Request statement and checking these annually along with the published careers education programme information;
- Headteachers - are accountable in meeting statutory duties to provide a careers education programme for pupils, publishing the Provider Access Request statement each year and ensuring that careers leaders in the academy work with external providers in upholding this policy.
- Academy Careers Leads are responsible for ensuring that all aspects for the careers education guidance is in place.

8. Timing and content of provider encounters

- 8.1 Academies will design and tailor the programme of provider encounters so that, as pupils progress through school years 8 to 13, they can build up a clear picture of technical education and apprenticeship opportunities available to them at different stages. This means taking account of the key stage 4, post-16 and post-18 options that each provider offers when deciding which year group(s) would benefit most from meeting a provider.
- 8.2 Recognising that providers often have multiple qualifications and courses to offer to young people at different ages, the legislation includes flexibility for Academies to arrange meetings with the same provider across more than one 'key phase'. For example, an Academy may invite an FE college to talk to pupils in the first key phase (year 8 to 9) about key stage 4 options and to talk to pupils in the second key phase (year 10 to 11) about post-16 options. However, within the same key phase, schools must always provide encounters with two different providers to meet the legal requirement. This means that an FE college talking to pupils multiple times across year 10 and 11 (the second key phase) would only count as one mandatory provider encounter under the terms of the legal duty.
- 8.3 The Academy will not do anything which might limit the ability of pupils to attend. Such as it restricts invitations to selected groups of pupils or hold events outside of normal school hours.
- 8.4 We will ensure that every provider gets the chance to present meaningfully to pupils and we will consider carefully the frequency and scale of encounters and work with providers to tailor them to the needs of pupils.
- 8.5 Persons acting on behalf of a provider may represent the provider, or accompany the provider, if they are particularly well placed to engage and inform pupils about the options available. For example, a University Technical College or an apprenticeship provider may ask to bring a key employer with them on a provider visit. We will consider such requests.
- 8.6 Schools and colleges will not require a Disclosure and Barring Service (DBS) check for a visitor who is in the school for a "one-off" visit. However, head teachers will decide on the appropriate level of supervision for the duration of the visit.

9. Approval and review

- 9.1. This policy statement is approved by the Education Committee and then each year the Regional Education Director will review and approve academy Provider Access Request statement and supporting careers education and guidance programme published on the academy website.

Appendix 1

Provider Access Request

Name of E-ACT Academy: The E-ACT Parker Academy

Address: Ashby Road, Daventry, Northamptonshire

Headteacher: Mrs A White

Leader for Careers Education and Guidance: Ms. Jac Dempster

Telephone: 01327 705816

Email: jac.dempster@pkr.e-act.org.uk

Provider Access Request

Name of provider:

Main point of contact:

Please outline below which year group/s you would like to meet with in your request. Set out the aims and content proposed for your visit and any AV requirements.

Please include proposed date and length of session/visit.

Submit this form to the Leader for Careers Education and Guidance as above

The E-Act Parker Academy Whole School Careers Plan 2023-2024

<p>Year Group: Year 7 Key Stage 3</p> <p>The aim of Year 7 Careers education is to develop student's understanding of their own skills, qualities and preferred ways of working. This introspective approach and associated results will enable students to identify potential career ideas for further consideration and research based on their personality traits and preferences. Additionally, students will learn the importance of Employability/Transferable skills and begin to develop these skills through their development days.</p>					
Careers Focus Exploring Possibilities	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Unifrog	All students to have completed introductory modules on the site.	Quizzes on: Interests Personality	GB1 GB3	Unifrog report Unifrog student profiles updated online	Student feedback survey
Weekly Careers Profiles	Discussions in Tutor	Career of the Week Presentation	GB1 GB3 GB4	Form tutors to monitor contributions and stimulate discussions	MS Forms half-term review
Drop Down Day 1	Choices: What is a Career?	Mini Activities to Teach and Develop Inspirations around the World of Work	GB2 GB7	Observations Creative Displays CL QA Dips	MS Forms Student Feedback
Drop Down Day 2	Enterprise Skills	Challenge activities – Design of a Product	GB1 GB3 GB4	Observations Student Presentations CL QA Dips	Student Feedback
Drop Down Day 3	Meet the Employer	Workshop session from local business	GB1 GB2 GB3 GB4 GB5	Observation by CL	Feedback from students Feedback from Employer
Careers Trip	Think Tank	STEM Trip	GB1 GB2 GB4	Incorporate trip content into lessons pre and post trip	Staff Feedback Student Feedback
Careers Assembly	Assembly Attendance	Future Jobs & Skills	GB1 GB2 GB3 GB4	Tutor Discussions	MS Forms

The E-Act Parker Academy Whole School Careers Plan 2023-2024

<p>Year Group: Year 8 Key Stage 3</p> <p>At Year 8, the focus for careers education is on next steps, including careers of the future, transferable skills knowledge and planning for option subject decisions at the end of key stage 3. Students will reflect on their skills and qualities and identify areas for future development. Students will be encouraged to consider their future aspirations and to follow our academy motto of Dream Big.</p>					
Careers Focus Creating Opportunities	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Unifrog	Recruitment	Sessions on: Recruitment Workplace Culture	GB2 GB7 GB8	Unifrog report Unifrog student profiles updated online	Student feedback survey
Weekly Careers Profiles	Discussions in Tutor Careers and the Climate	Career of the Week Presentations Unifrog Sessions	GB1 GB3 GB4	Form tutors to monitor contributions and stimulate discussions	MS Forms half-term review
Drop Down Day 1	Choices	Northampton Basketball Club	GB1 GB2 GB3 GB4 GB5	Observations Student Presentations CL QA Dips	Staff Feedback Student Feedback
Drop Down Day 2	Making the Life You Want	Making Vision Boards	GB2 GB6 GB7	Output and Vision Boards	Staff Feedback Student Feedback
Drop Down Day 3	Planning for Success	Future Careers & Future Skills	GB1 GB2 GB3 GB4	Observations Student Presentations CL QA Dips	Staff Feedback Student Feedback
Careers Trip	Big Bang 2024	STEM Trip - NEC	GB1 GB2 GB3 GB8	Incorporate trip content into lessons pre and post trip	Staff Evaluation Student Feedback
Careers Assembly	All students to access assembly	Levels and Post 16 Options Available	GB1 GB2 GB3 GB4	Tutor Discussions	MS Forms

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<p>Year Group: Year 9 Key Stage 3</p> <p>At Year 9, the key factor for all students is to choose option subjects as they progress into Key Stage 4 studies. Some students will have a clear idea or goal as to their future studies, some will have a range of ideas and opinions, and some students may not have any idea as to how to choose options, and which ones will be most suited to them. Additionally, SEND and SEMH students will need additional support and guidance over the course of the academic year.</p>					
Careers Focus: Career Journey Planning	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Unifrog	Unifrog Sessions: Importance of LMI Learning Pathways	Tutor Sessions	GB1 GB2 GB3 GB7		
Options Evening	Parental Questions IAG from staff	Options Subjects	GB1 GB3 GB4		
Options Taster Sessions	Students to attend taster sessions of option subjects	Micro-teach sessions and Q&A of staff of Key Stage 4 option subjects	GB1 GB3 GB4	Student Q&A Student and Parent Support	Student Feedback
Drop Down Day 1	Options and Planning Post 16 - Prospects	Activities on Team Working and Problem Solving Prospects – Making Choices	GB1 GB4 GB6	Prospects Resources pre-event	
Drop Down Day 2	What To Study at KS4	Taster Sessions on Options Subjects	GB1 GB3 GB4	Student Q&A Option Subjects Review	Student Feedback
Drop Down Day 3	What Employers Want	Interactive sessions on Employability Skills	GB1 GB2 GB3 GB4	Externals – VSP docs	Feedback from Externals, staff, students
Careers Trip	STEAM	Event at UoN	GB1 GB2 GB3 GB4 GB7	Links to curriculum pre and post visit	Staff Feedback Student Feedback
Careers Assembly	All students to access	Planning for Post 16 Process.	GB1 GB3		

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<p>Year Group: Year 10 Key Stage 4</p> <p>Focus is on Preparing for Work Experience. At the end of Year 10, students will have the opportunity to experience a live on week work placement. Students and parents will require information and guidance on sourcing a placement, students will need to be taught about expectations whilst on placement. Continuing careers education will build on knowledge gained through Key Stage 3 with a focus being on how to apply the learning they have gained into practice to ensure successful performance during work placement. Students should also be encouraged to use the work experience to identify their own skills and qualities as a future employee and to also identify areas they should improve on before the end of Key Stage 4.</p>					
Careers Focus: Manging my Future Career	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Careers Drop-In Sessions	Attendance Register	Drop In Support	GB1 GB3	Follow up after drop-in Interventions taken	Student Review
Unifrog	What Type of Career is Best For Me?		GB2 GB7 GB8		
'Triage' of Year 10 students following mock results	Identify students at risk due to low/unexpected mock grades	Interventions P6 Lessons Holiday Sessions	GB3	Identify 'at risk' students and arrange additional career IAG's/1:1's/signposting	HoY, SL and Careers Lead interventions
Drop Down Day 1	PMNW Legal System and Law Careers	External Contractor – Criminal Justice System	GB1 GB2 GB3 GB4 GB5 GB6	CL to observe sessions delivered by external	PMNW Feedback Staff Feedback Student Feedback
Drop Down Day 2	Interview Techniques	Industry Led Sessions and practical interview experiences	GB1 GB2 GB5	CL to plan timetable of 1-1 interviews Students to update CV prior to session and prepare responses	Feedback from industry and students. Identify areas of success and areas needing development
Work Experience Week	Working in Teams and Preparation for Work Placement	Industry Led Sessions based on planning for work experience	GB5	CL to observe sessions delivered by external/staff	Feedback from industry representatives and staff
Careers Trip	Bletchley Park	STEAM Sessions + History	GB1 GB3 GB6	Guided Trip Schedule agreed prior to visit	Staff Post visit analysis Student feedback

The E-Act Parker Academy Whole School Careers Plan 2023-2024

Assemblies	Sixth Form. FE and HE. Pathways. FE Providers		GB1 GB3		
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<p>Year Group: Year 11 Key Stage 4</p> <p>At Year 11, the focus for careers education is to reinforce the importance of grade outcomes in terms of securing opportunities for the future as well as preparing students for the next stage of learning at Key Stage 5. Students will need to be made aware of all possible opportunities available to them from T-Levels and Apprenticeships through to 6th Form studies. All students must have an onward destination secured by the end of Year 11; in the event of any student being at risk of NEET, the support of the school careers advisor, and local partnerships including SEMLEP and Prospects will be required.</p>					
Careers Focus: Next Steps and Career Management	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Unifrog	Sessions Online	Apprenticeships V HE Researching Volunteering & Paid Work	GB2 GB3 GB6 GB7	Student Access	Student Feedback
Prospects	IAG Session	1:1 CEIAG	GB1 GB3 GB8	Action Plans	CL QA
Destinations	Student survey on Next Destinations	Tutor Session and MS Form Survey	GB3	Identify any students at risk of NEET and provide intervention support	0% NEETS at end of Year 11
Pathways	All students and parents informed of progression routes and pathways for Post-16	Session and parent delivery on pathways (T-Levels, Traineeships, Apprenticeships, 6 th Form, employment)	GB1 GB3	CL to check any updated guidance from DfE and local FE provision options	Feedback from parents
Elevate	Delivery of Elevate Coaching sessions	Sessions including Time Management and Study Skills	GB1 GB3 GB4	Staff to observe sessions	Elevate Feedback forms at end of sessions

The E-Act Parker Academy Whole School Careers Plan 2023-2024

Careers Drop In Sessions	Record of attendance and notes added to START software.	1-1 discussion and advice	GB2 GB3	All tutors to promote sessions, parents informed, published on school website	Student follow up sessions based on discussions
Careers Assemblies	Sixth Form FE Providers	HE & Aspire Higher Session	GB1 GB3 7	CL to attend	Student Feedback

6 th Form	IAG Meetings with 6 th Form team to support option choices and HE pathways	1:1 Guidance meetings with 6 th Form team	GB	Records of all student meetings and advice given logged on destinations tracker	Feedback from students Feedback from staff
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Year Group:

Key Stage 5

At the start of Key Stage 5, students must begin the process of identifying their next steps, Post 18. Those students intending to move on to University must ensure they are supported on the application process as well as being provided with guidance on the wider commitments such as funding and expenses. The Post-16 Careers and Guidance Lead will work closely with all students in Key Stage 5 to ensure they are informed on all available pathways including degree apprenticeships, employment and H.E. Given the geographical location and social background of students at The Parker, a strong focus will be on raising aspirations and increasing successful applications to Russell Group universities. All Year 13 students will receive the support of a member of the academy staff to support with their onward destinations; these mentors will be tailored to the needs of the student and the expertise and knowledge of the staff member.

Careers Focus	Measurable Outcomes	Activity	GB Framework Reference	Monitoring	Evaluation
Elephant Group	Elephant Group Activities and Summer School	Mock Interviews Summer School Project	GB1 GB3 GB7	Ensure all eligible students are included and delivery is tailored to individual needs	Student applications to 'top third' universities increased
Coachbright	Attendance at Coachbright programme	Scheme of sessions and workshops delivered by Coachbright	GB1 GB3	Head of 6 th Form and Post-16 Careers and Guidance Lead to monitor	Increased grade achievement and raised aspirations for Post-18
University Visits	Students to attend University Open Events	Campus visits to selected universities	GB7	Head of 6 th Form to check and approve visits	Follow up with Tutor on return to school

Aspire Higher Sessions	Webinars: Student Finance, Apprenticeships, Competitive Applications	Aspire Higher	GB1	Post-16 Careers and Guidance Lead to monitor	Feedback from external provider Identify any actions/follow ups required
HE Opportunities	UoN Guest Lectures	University of Northampton September '22	GB1 GB3 GB7	Inspirations, early intervention	Feedback from students and follow up by Post-16 Careers Lead
	Alternative Healthcare Careers				
HE Opportunities	Visits to:		GB1 GB3 GB7	Targeted students	Feedback from students and follow up by Post-16 Careers Lead
Guest Speakers	Guest speakers and industry representatives	Various industry representatives delivering sessions	GB1 GB2 GB5	Appropriate contacts sourced by Post-16 Careers Lead based on student needs	Review and feedback from students and Post-16 Careers Lead
Mentors	Students to be assigned career mentors	External employers and employees providing tailored industry support for individual students based on career ambitions	GB3	Appropriate mentors assigned based on student needs	Student feedback Mentor feedback
UCAS	UCAS Sign Up	Support Session to start UCAS application process	GB1 GB3 GB7 GB8	Careers Mentors And 6 th Form team to manage and review	Review applications and progress

Work Experience	Students to undertake a week of live Work Experience	Work experience placement	GB5 GB6	Completed Work Experience Workbooks VWEX as back- up plan	Feedback Survey – Students Feedback Survey - Employers
Not Going to Uni	Students to be fully informed of options available outside of University	Session on Post 18 Pathways SEMLEP Support Local LMI and vacancies	GB2 GB3	Post-16 Careers Lead to stay updated on HE and Post-18 opportunities nationally and locally	Ensure all students have access to alternative destination information
Unifrog	Students to utilise Unifrog software for a variety of support options.	HE applications, exploring pathways and drafting application materials	GB1 GB2 GB8	Post-16 Careers Lead to track usage on software	Reports from Unifrog on utilisation and actions completed