

1 INTRODUCTION

This policy provides a framework to guide education and training providers to students in their work with Great Academies.

This policy is based on

- the requirement on schools to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about A level, vocational and technical education qualifications and apprenticeships.
- the Great Academies Education Trust (GAET) Vision and Values.

2 PURPOSE AND OBJECTIVES

Purpose

This policy aims to set out our academies' arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

Objectives

The objectives of this policy are to

- allow academies to offer varied an extensive independent advice and guidance for students to make informed choices and enable them to be sustained in Year 12 and 13
- set out procedures in relation to requests for access
- explain the grounds for granting and refusing requests for access
- provide details of premises or facilities to be provided to a person who is given access

3 GUIDING PRINCIPLES

This policy is guided by legislative duties, national guidance and the GAET Vision and Values

Key legislative duties and national guidance

Section 42B of the Education Act 1997 – This states that the Trust must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships. Also that the Trust must prepare a policy statement setting out the circumstances in which education and training providers will be given access to registered pupils for the purpose of informing them about approved technical education qualifications or apprenticeships

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Each Academy is committed to fulfilling its statutory duty to provide impartial careers education and guidance to all students in accordance with Section 42A, 42B and 45A of the Education Act 1997 and the 2011 Education Act.

Each academy will adhere to the Department for Education’s “Careers guidance and access for education and training providers” published in 2018 and updated in July 2021 and recognise the importance of monitoring our careers programme against the 8 GATSBY benchmarks.

Each Academy also commits to fulfilling our duties to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics in line with the 2010 Equality Act. Each Academy will have numerous opportunities for providers of education and training to access pupils in order to share information.

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

GAET Vision and Values

Vision

“Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be work and college ready.”

Our academies will be places where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.”

In implementing this policy, the Trust and its employees will work with all other relevant agencies to develop outstanding procedures for the provision of information about A level, vocational, employment or training including apprenticeships and T Levels.

Values

“All individuals will embody our values

Genuine - mutually trusting, open, honest and reflective.

Respect(ful) to all.

Excellent at what they do, striving for excellence and intolerant of mediocrity.

Achievement focussed-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .

Together-believing that we can make the biggest difference when we work as a strong team.”

In implementing this policy, all decisions taken with regard to providing access to students for education and training providers will be genuine, focussing on the

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eligible pupils. The ways in which the information is provided will be respectful to the differing needs of the eligible pupils. The plans for making students aware of the options open to them will always strive for excellence and will enable them to achieve the highest academic standards possible. Academy staff will work together with each other, and the other agencies, to focus on the best possible outcomes for every pupil.

4 EQUALITY

The Great Academies Education Trust ensures that all students are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships. We do not discriminate against anyone on the grounds of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. This is line with the Equality Act 2010 and covers both direct and indirect discrimination.

5 IMPLEMENTATION GUIDANCE

All students in years 8 to 13 at GAET secondary academies are entitled to:

- Find out about A level, vocational and technical education qualifications, technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

The appendix to this policy describes how this works in practice at an individual academy.

6 ROLES AND RESPONSIBILITIES

Trust Board

The Trust board is responsible for

- Developing the Trust’s Provider Access Policy

Local Governing body

The local governing body is responsible for:

- Holding the principal to account for the implementation of this policy

Principal

The principal and senior leadership team are responsible for:

- Ensuring this policy is implemented across the school
- Ensuring that all students are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships.

Named staff

The school’s CEIAG lead is responsible for

- Making arrangements to ensure all students are made aware of a full range of technical education qualifications and apprenticeships.

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The school's SENCO is responsible for

- Making arrangements to ensure students with SEND and their parents are made aware of a full range of A level, vocational and technical education qualifications and apprenticeships, and that the information they receive is accessible to them and explained clearly.

Other stakeholders

Education and training providers must follow this policy and the academy's procedure as laid out in the appendix.

7 LINKS TO OTHER POLICIES

This policy should be read in conjunction with national and local guidance and the following GAET/Academy documents and policies:

- GAET Safeguarding and Child Protection Policy
- Statutory guidance here <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- Gatsby Benchmarks (<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>)
- See links to academy CEIAG Policy

8 SOURCES CONSULTED

- Section 42B of the [Education Act 1997](#)
- What academies, free schools and colleges should publish online <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>
- Model policy for Provider Access, The Key

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Appendix: Middleton Technology School

Management of provider access requests

1 Procedure

A provider wishing to request access should contact **Daniel Gooding**, (CEIAG Coordinator).

Telephone: **0161 643 5116**

Email: **mtsdgooding@midstech.com**

2 Opportunities for access

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

In the following table, you should outline examples of the opportunities you will provide for training and education providers to speak to students and/or their parents/carers. We provide examples:

Note:

Academies will provide PSHE lessons/assemblies for CEIAG at different points throughout the school year.

Academies will also welcome visitors to the school regularly to enhance students understanding of the world of work.

Throughout the year (events subject to change or increasing in number if relevant opportunities arise)

	Autumn term	Spring term	Summer term
Year 8	Assembly – employability skills	Careers Employer Fair	Employer Project – STEM (Enterprise Advisor – RODO)
Year 9	Assembly and tutor group opportunities - employability skills	Key Stage 4 options event and HPA HE workshop	Careers Employer Fair
Year 10	Assembly and tutor group opportunities - employability skills Work experience launch assembly	Careers Networking event – Including T Levels and Apprenticeships	Work experience preparation sessions Mock interviews with local employers Work Experience Post 16 Taster sessions

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Year 11	Variety of Post 16 providers to offer transition IAG	Apprenticeship workshop and application support	
	Parents Post 16 Transition event	Post 16 support for applications and interviews	
	Careers and employer event Post 16 Application support	NCS assembly and application support	

Please speak to our **Careers Coordinator – Dan Gooding** to identify the most suitable opportunity for you.

3 Granting and refusing access

- Requests emailed/arranged in advance of an expected date for the planned session.
- All requests will be given due consideration from the designated Careers Leader
- Provider events are planned in advance with the school’s CEIAG team.
- On the whole access to students will be allowed during term time.
- During non- term time access will need to be specifically arranged with students, parents and providers accordingly with Mr Gooding.
- Access can be agreed during assembly time, curriculum time, lunch-time or after school.
- We will aim to offer provider access to individual students (if appropriate), small groups increasing to whole year groups.

Requests will be refused if:

- They impinge on student’s preparation for public or internal exams
- They clash with other planned school events
- The school is unable to provide staff to support the event
- Rooming is unable to be found due to timetabling clashes

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4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy.

5 Premises and facilities

- We will aim to offer the provider the most appropriate room/s available eg. Assembly Hall, Conference Room, STEM C, Social Area or classrooms.
- All providers will be granted ICT presentation devices and audio equipment if needed.
- Appropriate furniture, tables, chairs and stalls can be arranged if required.
- Providers will offer their facility/resources requirements to D Gooding prior to the event and he will arrange ICT, room and furniture organisation through our ICT Dev team, Site team and Carol Hayes.
- We will allow providers to leave appropriate CEIAG literature for our students or to hand out such material during the sessions, after it has been agreed with our CEIAG team.
- Car parking is very tight on the school site contact Mr Gooding for advice. Where needed we will use our top field as an overflow car park.

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