

Abbey School: Provider Access Policy

Introduction

This policy statement sets out the 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 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-14 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 Ms Liz Shimwell Head of Post-16
Telephone: 01709 740074 Email: Ishimwell@nexusmat.org

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:

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

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 on the upper school corridor and library of Post-16, which is managed by Post-16 staff.

The Careers Resource Library is available to all students at lunch and break times.

Careers and Enterprise Curriculum Overview

Class U1	Gatsby Benchmarking Coverage	Class U2 and U3	Gatsby Benchmarking Coverage
<p>Building my work skills - Identify their personal and social skills. Understand how these link to their career ambitions. Understand the employability skills employers seek. Enterprise: How is a business successful? What makes a successful business? Creating a brand.</p>	1,2,3,4	<p>Go for Gold. Recognise the value of purposeful career planning. Understand different qualifications and levels. Make the link between developing skills and future success. Enterprise: How is a business successful? What makes a successful business? Creating a brand</p>	1,2,4,7
<p>Roles within an organisation- What roles suit me? How do roles change? What skills do I need for which roles? Enterprise: What is a product and what is service? What will be your aim as a business? Vision and values</p>	1,2,3,4,5,6	<p>Google it - How does my online footprint affect my outcomes? How do online services help me? Handwritten or Online? Enterprise: What is a product and what is service? What will be your aim as a business? Vision and values</p>	1,2,3,8
<p>My Life, my choice - What are my choices for moving on? What are my hopes and dreams? Being realistic about my future - flight paths. Enterprise: Case study chooses a business to compare against your own. Advantages and disadvantages.</p>	1,2,3,7,8	<p>Job Families - Which family do I want to belong in? How can I transfer my skills? Is this job right for me? Enterprise: Case study - choose a business to compare against your own. Advantages and disadvantages</p>	1,2,5,6,8
Class U4 & U5	GB Coverage	Post 16	
<p>Building your web: Clarify the benefits and purposes of networking. Know their own networks and make plans to extend these. Understand how to make effective use of social media. Enterprise: Business Development: Business planning, Profit and loss, Dragons Den Pitch Good and services</p>	1,2,3,4,7,8	<p>Two steps forward, one step back: Explore carer challenges and set backs. Learn strategies for handling setbacks. See how negotiation skills help people progress. Make the Right Moves: Review their experience of transition. Identify key coping strategies for future transition. Understand options including professional and technical</p>	1,2,5,6,8

		<p>routes</p> <p>Enterprise Researching a viable business, developing a business plan link with enterprise advisor.</p>	
<p>Apprenticeships; Understand the breadth of the apprenticeship offer. Compare apprenticeships with other options. Understand how to maximise success with this pathway.</p> <p>Enterprise: Community Events, Charities, Online selling</p>	1,2,3,4,5,6,7,8	<p>Free to choose Explore the negative impact of inequality. Consider how individuals beat the odds. Identify new career ideas and how to make it happen.</p> <p>Apprenticeships: Understand the breadth of apprenticeship options Compare apprenticeships with other options Understand how to maximise success with this pathway Interview technique</p> <p>Enterprise Understanding my Personal, Thinking and Learning Skills. Developing my flight path.</p>	1,2,3,4,8
<p>Free to choose Explore career challenges and set-backs. Learn strategies for handling setbacks. Identify new career ideas and how to make it happen.</p> <p>Enterprise: Case study of a local business, Community engagement. Review of profit or loss?</p>	1,2,3,7,8	<p>Countdown to employment: Motivation to do your best. Identify activities in their countdown to employment Interview technique, First impressions Countdown to employment:</p> <p>Motivation to do your best. Identify activities in their countdown to employment Interview technique First impressions</p> <p>Enterprise: I have successfully participated in an Enterprise initiative. Evaluate my own role using PLTS. This will inform my CV</p>	1,2,3,5,8

Approval and review

Approved 19.3.18 by Governors

Next review: March 2019

Signed; Mrs Mary Smith Chair of Governors

Mrs Luci Windle Head teacher