



CAREERS PROVIDER ACCESS STATEMENT

This policy was approved by the Local Advisory Board on:	November 2024
The policy owner is:	Acle Academy
This policy will be reviewed by the Local Advisory Board in: (unless earlier review is recommended by the Trust)	November 2026
Policy Version/date:	November 2024
Signed by the Chair of the Local Advisory Board:	Matthew Arrowsmith-Brown

Acle Academy: Provider Access Policy Statement

Ownership: Acle Academy (Wensum Trust)

Date updated: November 2024

Rationale

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Acle Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Acle Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Acle Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Acle Academy's policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Acle Academy fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. 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. This will be done as part of the school's Careers Education, Information, Advice and Guidance programme, which includes school assemblies, timetabled Careers lessons, careers fairs and further opportunities arranged in school.

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:

Delivery and Content

Whole school

- All students are taught CEIAG in all subjects and relating to that subject area, by subject teachers and tutors.
- All students have access to the on-line careers tools.
- All students have access to the careers adviser at school, either by self-referral or referred by members of staff or families.
- All students will have access to post 16 information, to embed the apprenticeship routes.
- Careers Cafés available throughout the year to all students, giving students the opportunity to speak to people from a variety of job sectors in an informal setting over lunch.

Year 7

- Form time programme – aim to help students to understand more about themselves (self-development), know where to look for useful information, and to explore different career possibilities. Students encouraged to use the online careers tools available to them.
- Careers assemblies.
- Character and Culture curriculum- Students focus on the transition from primary school and on understanding their own skills and abilities. To be aware of how careers education can help you plan for the future and recognise the limitations of making career choices based on 'dream' ideas.
- Careers Day- A drop down day for students to focus on transferable skills whilst working with visitors from the world of work.

Year 8

- Form time programme – aim to help students work on transferable/employability skills through a range of activities and start to explore local and national career opportunities. Encourage students to use online career tools.
- Careers assemblies.
- Character and Culture curriculum- To be aware of how careers education can help you plan for the future. Recognise how personal skills and traits, including self-esteem, can impact on careers choices. To be aware of what considerations are involved in making realistic choices with different career paths.
- Students encouraged to use the online careers tools available to them.
- Year 8 Careers drop down day - A drop down day for students to focus on transferable skills whilst working with visitors from the world of work.

Year 9

- Form time programme – Educational Paths – GCSE choices and onwards. Focus on choices for Key Stage 4 and the implications of these on their future goals.
- Careers assemblies.
- GCSE options assemblies. Presentations from subject areas. Year 9 student and parent options evening. Options interviews for all students in Year 9
- The North Norfolk Skills and Careers Festival is an interactive exhibition for 13–18-year-olds aimed at inspiring young people for their future careers and increasing awareness of their options.
- Character and Culture Curriculum - To understand what the common features of a payslip are, to be able to work out using calculations Gross Pay and Net Pay on a payslip and to evaluate the importance of paying tax and NI contributions. To identify

a variety of employment rights and responsibilities in the UK. To understand different issues related to employee rights and to explore the gender pay gap in society.

- Careers Fair- Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement.

Year 10

- Form time programme – Labour Market Information, college and apprenticeship information/research sessions, work experience preparation.
- Careers assemblies.
- Character and Culture Curriculum – Work experience preparation, CV writing and expectations.
- The Norfolk Skills and Careers Festival is an interactive event aimed at young people to help inspire them for their future career and to demonstrate the various options available.
- Year 10/11 Study skills evening - Parent support session for applications
- Encounters with further and higher education – further and higher education options are discussed in the careers education programme and speakers from local colleges of further education are invited to talk at different times during the school year. Year 10 also have the opportunity to attend Wonderfest at the UEA and the UEA Summer School is promoted to all of our students.
- All students in Year 10 spend a week of term-time gaining work experience. It is the responsibility of the students to arrange their own placement with support and guidance from their parents/carers. Work experience placements are organised through the Norfolk County Council Work Experience Department
- Careers Fair- Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement.

Year 11

- Form time programme – Post 16 - Information and advice on all options, sixth form, FE colleges and other providers, training and apprenticeships. Introduction to Help You Choose, used for all applications during Year 11.
- Careers assemblies.
- Assemblies - local colleges and training providers such as Paston College, East Norfolk Sixth Form College, City College, East Coast College, Sir Isaac Newton/Jane Austen are invited in throughout the autumn/winter term.
- Year 10/11 study skills evening - Parent support session for applications
- One-to-one careers appointments booked for all students with Kerry Bray from Beacon East, an education business partnership and careers guidance provider

working with schools across the Eastern Region. Provision adapted in relation to focus of Norfolk County Council (NCC) on the risk of not in education or employment, or training (NEET) indicator (RONI) list at risk of not engaging with post-16 plans, and all other students when requested by form tutor (FT), Director of Progress or families. Students may also self-refer. There is an open-door policy for guidance and advice.

- Encounters with further and higher education – further and higher education options are discussed in the careers education programme and speakers from local colleges of further education are invited to talk at Year 11 assemblies. Some Year 11 students are taken to college open days and some on university taster days.

Development

This policy has been developed and is reviewed annually by the Careers Leader and the Senior Leadership Team. It is based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Acle Academy is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Michelle Jacotine, Careers Leader, who may be contacted by telephone or email, mjacotine@acle.norfolk.sch.uk, Tel 01493750431.

Grounds for granting requests for access

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Access will be given for providers to attend during school assemblies, timetabled Careers or Character and Culture lessons, and Careers events that Acle Academy is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Acle Academy.

Decisions to grant or refuse access are taken on the basis of timing, relevance to key decision making points and whether information has already been given by another provider and are subject to approval from the principal.

Provider access will be granted for assemblies provided that there is still availability. Assemblies last for 20 minutes. Please speak to our careers leader to identify the most suitable opportunity for you.

The weekly schedule for assemblies, including year groups, is outlined below:

Monday	Tuesday	Wednesday	Thursday	Friday
9-9.25	9-9.25	9-9.25	9-9.25	9-9.25
Year 11	Year 10	Year 9	Year 8	Year 7

Details of premises or facilities to be provided to a person who is given access

Acle Academy will provide an appropriate room or assembly hall to be agreed. The school will also make available ICT to support presentations. The Careers Leader will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of staff in line with Acle Academy’s Child Protection and Safeguarding policies.

Live/Virtual encounters

Acle Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to the senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Michelle Jacotine, mjacotine@acle.norfolk.sch.uk

Michelle Jacotine will raise the complaint to Helen Watts, Principal of Acle Academy.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Principal and Senior Leadership Team.

Policy Coordinator: Michelle Jacotine

Policy Reviewed: September 2025

Appendix 1 – Gatsby Benchmarks

At Acle Academy we will be guided by the Gatsby benchmarks, which fall in 8 categories:

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 students, parents, teachers, governors and employers.

- *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 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.

- *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 student

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.

- *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 for at least three years after they leave the school.*

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 future career paths.

- *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 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

- *Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. (*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.)*

6) Experiences of workplaces

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.

- *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.*

7) Encounters with further and higher education

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.

- *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. (*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.)*

8) Personal guidance

Every student should have opportunities for guidance interviews with a careers 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.

- *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.*