



TRAINING PROVIDER ACCESS POLICY STATEMENT

Version	Review Date	Update
1.0	April 2018	Policy Created
2.0	Feb 2019	Policy Reviewed by CEO
3.0	Sept 2021	Reviewed in line with 'Careers guidance and access for education and training providers' (DfE, 2021)

Policy Owner	Academies Director
Policy Reviewer(s)	Academies Director, Operations Director, Trust Governance Manager
Policy Approver(s)	Chief Executive Officer
Policy Type	Trust
Distribution List	Headteachers Governance Professionals
Display on Website	Trust
Display on Intranet	Yes
Related Document(s)	All secondary schools to have a local Provider Access Policy
Policy Effective From	November 2021

Review Frequency	Every two years
Next Review	July 2023

Introduction

This policy statement follows the statutory guidance from the Department for Education "Careers Guidance and Access for Education and Training Providers (July 2021).

This policy statement sets out The Dean Trust's arrangements for managing the access of providers to pupils at all of their schools 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, 428 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

Pupil entitlement

All schools within The Dean Trust will use for example, but not limited to, the Gatsby Charitable Foundation's Benchmarks (*Appendix 1*) to develop and improve their careers provision.

All pupils in years 8-13 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 the Headteacher of the individual school in the first instance. Contact information is displayed on each school's website.

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 8	Event for University Technical Colleges and Studio Schools	Life Skills - assembly and tutor group opportunities	Life Skills - assembly and tutor group opportunities
Year 9	Event for University Technical Colleges and Studio Schools	KS4 options event	
Year 10	Life Skills - work experience preparation sessions		Life Skills - assembly and tutor group opportunities
Year 11	Life Skills - assembly on opportunities at 16 Event for University Technical Colleges and Studio Schools	Post-16 evening Post-16 taster sessions	
Year 12	Higher Education Fair Post-18 assembly apprenticeships	Small group sessions: future education, training and employment options	Small group sessions: future education, training and employment options
Year 13	Workshops - HE and higher apprenticeship applications		

Premises and facilities

All schools within The Dean Trust will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The schools 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 and Local Governing Committee

Section 42A of the Education Act 1997 requires governing bodies 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 Board of Trustees delegates responsibility of oversight of this provision to the Local Governing Committees.

The Curriculum and Standards subcommittee of the Local Governing Committee must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option (the 'Baker Clause');
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

A member of the Curriculum and Standards subcommittee will take a strategic interest in careers education and guidance and encourage employer engagement.

All Dean Trust schools follow the Department for Education's 'Careers Guidance and Access for Education and Training Providers' (July 2021), in meeting the Gatsby Benchmarks, including differentiation to ensure an all- inclusive programme is provided.



Appendix 1 – The eight Gatsby Benchmarks

Benchmark	Summary	Criteria
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.	<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 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.	<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 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.	<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 future 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.



Benchmark	Summary	Criteria
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.	<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 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.	<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.
7. Encounters with further and higher education	<p>All students should understand the full range of learning opportunities that are available to them.</p> <p>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>
8. Personal guidance	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.</p> <p>These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • 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.