

Leigh Academy Hugh Christie Academy
Provider Access Policy 2024-25

Approval and review	
Approved by Governors: Next Review: Responsible for review:	Autumn 2024 July 2025 EST

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1. Introduction:

This policy statement sets out the school's arrangements for managing the access of providers to 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.

2. Students entitlement:

All students in years 8 to 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.

For students of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

Meaningful provider encounters:

One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our students.

Premises and Facilities

The academy will make the necessary arrangements to ensure the venue and resources for the event are suitable for the intended activity. These arrangements will be discussed and agreed upon with the Career Leader, Deputy Principal, or the staff member responsible for organising the event.

Providers are encouraged to distribute their prospectus or other relevant course literature to students.

Opportunities for access:

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 students or their parents or carers.

- Two encounters during the 'first key phase' (year 8 to Module 3 in year 9)
- Two encounters during the 'second key phase' (year 10 to Module 3 in year 11)
- Two encounters during the 'third key phase' (year 12 to Module 3 in year 13). Mandatory provision, but optional for students to attend.

As a member of a multi-academy trust, Leigh Academies Trust (LAT), we leverage our robust connections with various businesses and organisations to arrange visits to our academy. These visits form part of our comprehensive personal development program. We hold bi-weekly provider access opportunities through our Turing Speaker Series as well as bespoke sessions throughout the year.

Typical providers we work with include:

Hadlow College
Mid Kent College
North Kent College
Pathways CTM

Clarion Housing Association
DWP
Runway Training

Oxford University

The Army
The Police
NHS
Kent University

3. School vision

At Leigh Academy Hugh Christie students will be equipped with the key knowledge, skills and experience to make ambitious and informed choices throughout their career path and development towards their next steps and life after Leigh Academy Hugh Christie.

The Careers strategy will achieve this by:

1. Improving the quality of the careers curriculum across all key stages.
2. Communicating clearly the vision and strategy around careers to the wider school to secure the value of careers education advice and guidance among students and other stakeholders. (GB 3,4,8)
3. Ensuring that the careers programme is regularly and systematically evaluated by all stakeholders to ensure the best practice (GB 1,2,3)

At Hugh Christie we are committed to ensuring that all our students from KS3 to KS5 have outstanding quality professional career guidance and opportunities that are impartial and enable them to progress onto the most powerful next steps for their career pathway. We will ensure that students can secure places on the most suitable courses, employment or apprenticeships and have meaningful choice.

As a school we have invested in Unifrog as a tool that students and staff can utilise to provide high quality CEIAG provision to all students throughout their time here.

We also collaborate with Leigh Academy Mascalls and Leigh Academy Tonbridge to update the Central Kent Careers Hub so all students across our schools benefit from comprehensive advice through guidance for students, parents, teachers, providers and other stakeholders.

4. CEIAG provision at Hugh Christie

Year	Focus	Curriculum narrative
7	Transition	<p>In year 7 students are introduced to the concept of careers education and key skills such as self-evaluation so they can utilise careers guidance and opportunities effectively.</p> <p>Students will develop skills around exploration and planning for their future utilising Unifrog as well as exploring different career areas in STEM subjects, PSHE and clubs. By the end of year 7, students will have an awareness of the world of work and a range of employment options beyond school so they can begin to narrow down their options.</p>
8	Exploration	<p>In year 8 students will build on their foundational knowledge of the world of work and understand that skills are key in the contemporary workplace so they can apply their skills as roles change to meet the demands of society.</p> <p>Students will develop further insight by being exposed to a wider range of industries and experts. Students will have the opportunity to learn about how their learning connects to the workplace and the value of academic curiosity in support of this.</p> <p>Students will also have the opportunity to be exposed to Higher Education and understand the opportunities it provides, with bespoke support for eligible students.</p>
9	Inspiration	<p>In year 9 students are preparing to choose their KS4 options and actively pursue their career interests. Students are exposed to pathways post 16 and how different options may support this.</p> <p>Students develop their skills further through communication and presentation skills as well as through exposure to industry experts during careers events.</p> <p>Students will also have the opportunity to be exposed to Higher Education and understand the opportunities it provides, with bespoke support for eligible students.</p>
10	Immersion	<p>In year 10, students develop a more sophisticated understanding of how their subjects relate to the world of work through lessons as well as work experience placements during our careers week.</p>

		<p>Students develop further their professional skills through communication and presentation skills as well as academic skills such as organisation, leadership of self and preparedness.</p> <p>Students will have the opportunity to have Post 16 options guidance and bespoke support for those aiming for Higher Education and Apprenticeships ongoing.</p>
11	Commitment	<p>In year 11 students will be implementing their career plans and preparing to apply for Post 16 options. Students will have 1:1 careers guidance as well as wider support during careers sessions at school to ensure they have a secure plan of how to secure their next steps.</p> <p>Students will have the opportunity to hear first-hand from individuals who have pursued the key pathways of Higher Education, Apprenticeships and Employment. Students will receive regular newsletters sharing work experience and volunteering opportunities as well as guidance on steps required for each pathway as the year progresses.</p>
12	Awareness	<p>In year 12, both internal and external students, will enhance their knowledge and exposure to a variety of educational and career pathways. We run bespoke societies focused on key careers pathways to ensure students have insight and exposure to their chosen area of interest and can make impressive applications for their next steps.</p> <p>Students also have the opportunity to complete a work experience placement during our careers week as well as pathways evenings and events where they can hear from industry experts, admissions teams and individuals who have gone on to study in different areas.</p>
13	Refinement	<p>In year 13 students will be refining their knowledge in their chosen career pathway and ensuring their academic progress and career exploration are broad and deep to support a successful application for their next steps.</p> <p>Students will be supported with expert guidance on applications for UCAS, Apprenticeships and the workplace including crafting personal statements to reflect the learning they have from their careers education in the previous years. We will signpost and support students to utilise open days, summer schools and resources to develop a clear rationale for their next steps and ensure they have every success over the next few years.</p> <p>Students will also have the opportunity to develop leadership of self and others so they can conduct a successful interview and manage the challenges ahead skillfully.</p>

5. Careers Team

Role	Responsibility
Headteacher Palak Shah	Responsible for strategic and operational support and challenge of careers leader decisions at Principal Level.
Deputy Headteacher Patrick Lonergan	Direct line manager of Careers and Enterprise Leader Responsible for strategic and operational support and challenge of careers leader decisions.
Assistant Principal responsible for Careers and Enterprise Emma Stubbs	Planning and setting the strategic direction of Careers and Enterprise provision at Hugh Christie
Careers Ambassadors in subject and key stage areas	
Independent Careers Advisor Rebecca Pointer	Independent careers advice to students via personal meetings Liaise with the AP and Careers team at Hugh Christie Contribute to tracking of student meetings
Careers Admin Support - College Teams	Admin support as directed by the Careers Team

Contact:

A provider wishing to request access should contact Mrs Emma Stubbs, Assistant Principal at: emma.stubbs@lahughchristie.org.uk

Glossary:

Drawn from The Quality in Careers Standard best practice guidance.

Careers adviser - Is a professional careers adviser in the UK is an individual qualified* to Level 6 or above in career development who:

- Is on the UK Register of Career Development Professionals <http://www.thecdi.net/Professional-Register-> and complies with the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)
- Complies with the Career Development Institute's Code of Ethics <http://www.thecdi.net/Code-of-Ethics>

Careers leadership - The careers leader is a higher-level role in a learning provider's leadership and management structure carrying overall responsibility for:

- Advising senior leaders and governors on the development of the careers programme based on policy, theory and research in the careers field, applying it to the learning provider's context
- Leading, managing and developing the programme including securing the resources and professional development of the staff needed to maintain and deliver it as well as the quality assurance and evaluation framework
- Co-ordinating the activities and events that make up the programme to strengthen impact including co-ordinating the contributions of the individuals and teams involved in its delivery
- Networking with parents/carers, employers and employees, community agencies and other learning providers to engage them in enhancing opportunities for young people and to inform the development of the programme
- Harnessing the learner voice in the design, delivery and evaluation of the careers programme. The careers leader role may be undertaken by individuals with other roles (e.g. assistant principal, careers adviser) providing they have sufficient authority and expertise to fulfil the requirements of the careers leader role.

Career and Labour Market Information (CLMI) - This is an umbrella term for the different types of information learners need to assist them in their career thinking, planning and decision-making. It may include the below:

- career pathways, patterns and structures
- the content and nature of work and how it is changing
- occupations and occupational groupings
- entry requirements and demands of jobs
- information on course providers and employers
- courses and how to access them

- lifestyle effects of chosen roles in learning and work
- career management and employability skills
- employment trends and forecasts

Equality and diversity - The learning provider's careers programme should embed equality and diversity considerations throughout. This is a legal requirement stemming from the United Nations Convention on the Rights of the Child to which the UK is a signatory and the Equality Act 2010. Learning providers should be proactive in aiming 23 to:

- Challenge and overcome stereotyping and profiling
- Break down barriers to opportunity for individuals and groups with both visible and invisible differences
- Challenge and counter prejudice and discrimination
- Celebrate diversity and difference for the way it enriches our shared culture, identity and sense of community • improve access to opportunities for previously disadvantaged groups through positive action
- Ensure complaints about infringements are handled quickly and sensitively
- Ensure that partners working with the learning provider are aware of the policy on equality and diversity and sign up to it.

Impartiality - Impartiality means acting in the best interests of the learner. Good record-keeping is essential so that the independence of the information, advice and guidance given can be verified if later contested.

Interviews - An interview is a conversation with a purpose. The ground rules should be explained to the learner beforehand (e.g. in respect of confidentiality, impartiality) 24 and their consent obtained. The purpose should be negotiated, and learners should be given time to prepare. Careful attention to the setting and beginning of the conversation is important so that learners feel at ease. The structure of the conversation needs to be related to the time available and made clear to the learner. Typically, it will include clarification of the purpose of the meeting, discussion and exploration, decisions and plans related to what the learner needs to do next. Often prompts and additional resources are useful (e.g. a whiteboard, careers websites on a laptop, or an action planning proforma).

The CDI's recommended length of time for a meaningful personal guidance interview that meets the requirement of Gatsby Benchmark 8 is at least 45 minutes. The Quality in Careers Consortium endorses the CDI's recommendation and commends it to assessors, schools and colleges.

See also:

- Careers guidance and access for education and training providers (DfE, January 2023)
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> Personal

- Guidance. What Works? London: The Careers & Enterprise Company (2018)
<https://www.careersandenterprise.co.uk/media/xuzdf12s/what-works-personal-guidance.pdf>

Labour market information (LMI) This is specifically information about what is happening in labour markets. Learners need information about trends in local and national labour markets, and increasingly information about the supply and demand for labour in international labour markets, as a reflection of globalisation.

Meaningful encounter - An encounter becomes meaningful if it has explicit intended learning outcomes, agreed with learners, and is well-managed to facilitate the intended learning. It is not possible to guarantee that every learner will benefit from a meaningful encounter, but it is possible to ensure that they all have the opportunity to do so.

Networking - Networking is an approach used consciously and unconsciously by countless individuals to give and receive emotional support (e.g. from family, friends or trailblazers who have overcome barriers), to share information about possible employment opportunities and to exchange professional knowledge. Networking only becomes unethical when it is used by individuals and groups to perpetuate structural inequality.

Provider Access Legislation - The provider access requirements (or 'Baker Clause') were first introduced in 2018 to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

With effect from January 2023, the updated provider access legislation specifies that schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- 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
- Further information about the legal requirements and expectations of the DfE, including a model policy statement, are set out in 'Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges' (January 2023)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Work experience and experiences of workplaces - Work experience is an actual or virtual placement with an employer in which a learner takes on, more or less, the role of an employee and carries out particular tasks and duties with the emphasis being on the learning aspects of the experience.

Work experience helps learners to develop their employability skills and work readiness. It is more effective when the learning objectives are linked to the learner's study programme, e.g. enabling them to practise technical skills linked to their courses.

Work experience is a form of experiential learning which works best when learners are:

- prepared well beforehand
- undertake structured reflection and debrief opportunities afterwards.

We also recommend this briefing note on "Experiences of Workplaces" to assessors, schools and colleges -

<https://www.qualityincareers.org.uk/wpcontent/uploads/2022/04/GUIDANCE-NOTE-for-Quality-in-Careers-Assessors-BM6-8.April-2022.pdf>