



QUEEN ELIZABETH'S GRAMMAR SCHOOL

Ashbourne, Derbyshire

Provider Access Policy

Prepared by:	Miss I Whieldon
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Approved by:	Ms K Morgan

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 purposes 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.

Student Entitlement

Students in years 7-13 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 evenings, 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; Miss I Whieldon, Careers and Work Related Learning Coordinator, by telephone 01335 343685 extension 11490 or by email Whieldon@qegs.email

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:

Key Stage 5

CDI Learning outcome	Area of Learning Intent	Implementation	When and by Whom	Impact
1	Self Awareness	Skills audit completed and structured guidance given on careers research	Autumn half term in Extended Studies 'Researching a Career'	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
2	Self Determination	Personal Statement Writing	Introduced in assembly Aut term Y12, followed up in Spring via Progress interviews with tutor. Actual writing of statement happens in Summer term of Year 12	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
3	Self Improvement as a learner	Reflection of lessons learned from volunteering on the Futures Award	Tutor to help tutees to plan their volunteering and to meet with students twice during Y12 to review their reflections	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve.
4	Exploring Careers and Career Development	Following a series of assemblies demonstrating a range of career journeys students to contemplate which style of career appeals the most	Assemblies in Spring Term of Y13 and 12 from a range of speakers to talk about their career journey. Followed up by tutor in individual tutor sessions	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.
5	Investigating Work and Working Life	Debate about the changing world of work - students look at work life balance, impact of technology on the workplace	Extended studies in 'Researching a Career' lesson in Autumn Y12	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
6	Understanding business and Industry	Young Enterprise Programme (selected students) Assembly on Mckinseys 7s applied to school. Students to come up with a suggested change plan	Assembly by KMO followed up by time in forms working on change management plan to help school achieve objectives	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.

7	Investigating Jobs and LMI	Apprentice show (selected students) UCAS Convention ALL students. Students to use Start Profile to look at LMI for their chosen professions	VSM to organise trips. Extended Studies 'Researching a Career' will introduce students to Start Profile	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
8	Valuing equality, diversity and inclusion	Via assembly - students reflect on policy in place at school and other workplaces to commit to these values. Students also reflect on how unconscious bias is a barrier	2 Assemblies - one with Stuart Hardy/other employer link on equality, diversity and inclusion. Another assembly on the problems posed by unconscious bias. Both Autumn Term Y13	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
9	Learning about safe working practices and environments	Assembly informing students on HR practices in the workplace	Same assembly as above with HR speaker to investigate working practises and environment (ask Tarmac)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.
10	Making the most of careers information, advice and guidance	Careers Education is introduced at the start of year 12 in an assembly and followed up in Extended Studies. Students are shown how to research career paths and speak to knowledgeable tutors about their routes. Certain students are put forward for careers interviews when needed.	Autumn term in assembly and Extended Studies 'Research Careers'. Students can also receive a careers interview from Ideas4 Careers at any time over the course of the 2 years. Dedicated time given during Y11 Mock Exams in Dec and Core exams in Feb (coincides well with post progress interview actions)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.
11	Preparing for Employability	Students conduct work experience and volunteering and reflect on skills learnt as well as identifying strengths and weaknesses	Tutors assist students to complete their Futures Booklet and. Students set for themselves personal targets to improve areas of weakness	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.
12	Showing initiative and enterprise	The importance of volunteering for developing skills is explained in assembly Autumn term year 12, Students arrange volunteering by Oct half term	HTH organises volunteers fair, students arrange their volunteering, tutor follows up application and ensures students are attending.	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.

13	Developing financial capability	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work Students interview a small business adviser to explore the start-up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.	Compare the market activity Y13 HT1.	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
14	Identifying choices and opportunities	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you	Y13 HT3 - students reflect on the various career paths demonstrated by speakers during careers week talks	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.
15	Planning and deciding	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them	Y13 HT4 - Assertiveness training and dealing with difficult situations in the workplace	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
16	Handling applications and interviews	Know how to prepare for, perform well and learn from participating in selection processes	HT5 Y12 mock interview prep	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
17	Managing changes and transitions	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	Y13 HT5 - Students identify financial, academic, social, and environmental changes they will face and strategies they can employ to minimise stress	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

Key Stage 4**Developing Yourself Through Careers, Employability and Enterprise Education**

Area of Learning Intent	Implementation	When and by Whom	Impact
Self Awareness	CV writing masterclass to allow students to explore and identify their interests, skills, attributes. All students to complete their CVs ready to send out to employers.	Autumn Term, driven by GBA and form tutors during form time	Recognise how you are changing, what you have to offer and what's important to you
Self Determination	Skills audit and target setting to ensure student are driven to reach manageable targets	Picture of Me' during form time during the first half term	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
Self Improvement as a learner	Interview skills and feedback allowing self reflection	Summer term with GBA	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning About Careers and the World of Work

Area of Learning Intent	Implementation	When and by Whom	Impact
Exploring Careers and Career Development	LMI research using the 'start profile' - Poster competition	Spring Term during form time and homework	Discuss the skills involved in managing your own career
Investigating Work and Working Life	Work Experience	Summer term	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
Understanding business and Industry	Employer talks from a range of industries	Summer term delivered by employers in school	Explain different types of business organisational structures, how they operate and how they measure success
Investigating Jobs and LMI	Careers Fair	Autumn Term, visit to the NEC Birmingham Skills festival	Be able to find relevant labour market information (LMI) and know how to use it in your career planning
Valuing equality, diversity and inclusion	Wellbeing and PSHE lessons	MBA delivered during form time	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
Learning about safe working practices and environments	Health and Safety workshop	GBA to deliver during summer term	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices

Developing Your Career Management and Employability Skills

Area of Learning Intent	Implementation	When and by Whom	Impact
Making the most of careers information, advice and guidance	One to one careers meeting with follow-up review meeting. Parents are welcome to attend with students	External careers advisor to deliver one to one sessions throughout the year	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
Preparing for Employability	Work Experience - Fact finder/ job search/ how to complete applications	Summer term	Show how you are developing the qualities and skills which will help you to improve your employability
Showing initiative and enterprise	Enterprise Challenge Days	Drop down day during the summer term	Show that you can be enterprising in the way you learn, work and manage your career
Developing financial capability	Finance Workshop	Drop down day delivered by Sheffield University	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
Identifying choices and opportunities	Visits to HE and FE providers as well as introduction to Apprenticeships	Visits during the summer term	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
Planning and deciding	Presentations and assemblies on post-16 pathways. World of work week to support research to ensure students are able to make an informed choice.	Spring and summer term via assembly	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
Handling applications and interviews	Mock Interviews and mock application workshops. Post-16 application support available on request	Summer term during the world of work weeks. Support with applications available throughout the year available on request. GBA	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
Managing changes and transitions	Promotion of open days. Transition support available if required. Transition and taster days available	Throughout the year via notices, emails, twitter and texts to parents.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Key Stage 3

Area of Learning Intent	Implementation	When and by Whom	Impact
Self Awareness	Do the skills audit and update picture of me	Early in Autumn term each year to inform update of picture of me. Driven by form tutor	Describe yourself, your strengths and preferences
Self Determination	Students reflect on progress they are having in lessons and co-curricular activities	Tutor regular updates of careers booklet	Be able to focus on the positive aspects of your wellbeing, progress and achievements
Self Improvement as a learner	Students reflect on progress and set themselves targets in their 'picture of me' to take into following year	Tutor at end of year guides students to set targets on picture of me for following year	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning About Careers and the World of Work

Area of Learning Intent	Implementation	When and by Whom	Impact
Exploring Careers and Career Development	Dream Job competition to launch using Start Profile.	Assembly at the end of the Christmas term during form time.	Describe different explanations of what careers are and how they can be developed
Investigating Work and Working Life	Reading tasks set of how working life is changing; technology, Covid, social trends	Delivered by tutors as a reading and discussion task. In the careers booklet.	Give examples of different kinds of work and why people's satisfaction with their working lives can change
Understanding business and Industry	Y7 - School structure. Y8 Enterprise Advisor company or industry structure	Guest speakers and virtual industry days. During World of Work Wednesdays. In the careers booklet	Give examples of different business organisational structures
Investigating Jobs and LMI	As part of the options prep in year 9 all departments to include in their presentation details of LMI. Also section of prospectus to include 'where it takes you'. Demonstrate in KS3 Careers booklet, page on LMI for their dream job	CLs for presentations and prospectus info. Spring term	Be aware of what labour market information (LMI) is and how it can be useful to you
Valuing equality, diversity and inclusion	Lesson in year 9 PSHE programme	Use EC Education resource. Spring term	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
Learning about safe working practices and environments	Lesson in y9 PSHE programme	Use EC Education resource. Spring term	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you

Developing Your Career Management and Employability Skills

Area of Learning Intent	Implementation	When and by Whom	Impact
Making the most of careers information, advice and guidance	Appointments available with GBA for KS3 careers chats, students encouraged to engage with their opted for industry team	All of careers team to update with info. Throughout the year.	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
Preparing for Employability	Employability skill focus with teaching staff, different skill per fortnight	Half termly, teachers to highlight skills being used in lessons, tutors to reflect using booklet	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
Showing initiative and enterprise	Drop down day for Y8 to learn about enterprise	Spring term Y8 by outside company	Recognise when you are using qualities and skills that entrepreneurs demonstrate
Developing financial capability	Lessons in PSHE programme	Use EC Education resource. Spring term.	Show that you can manage your own budget and contribute to household and school budgets
Identifying choices and opportunities	Y9 options week, day on decision making and STEM, assemblies, skills festival trip, options evening	GBA - Jan of Y9	Know how to identify and systematically explore the options open to you at a decision point
Planning and deciding	Students produce a justification of options choices in English lessons	Delivered in English lessons.	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
Handling applications and interviews	Mock interviews in form time paired activity and feedback	Form Tutor. Summer term	Know how to prepare and present yourself well when going through a selection process
Managing changes and transitions	Do English do a letter to Y6 students to help them with transition?	English lessons in autumn term.	Show that you can be positive, flexible and well-prepared at transition points in your life