



## ST JOSEPH'S COLLEGE

### **PROVIDER ACCESS POLICY STATEMENT** **(BAKER CLAUSE)**

#### **This policy links with:**

- Careers Education, Information, Advice and Guidance Policy
- Safeguarding: Child Protection Policy

<b>Date of Latest Review</b>	November 2025
<b>Next Review Date</b>	September 2026
<b>Policy available for Staff</b>	School website
<b>Policy available for Parents</b>	School website
<b>Careers Leader</b>	Mrs S Gilding
<b>Personal Development Lead</b>	Mrs S Cumbo
<b>Careers Link Governor</b>	Ms G Kay
<b>Headteacher</b>	Mrs C Slattery

## **PROVIDER ACCESS POLICY STATEMENT**

### **Introduction and Aims**

St. Joseph's College aims to provide all students from year 8 to 13 with meaningful opportunities to explore a wide range of future options.

This policy statement aims to set out our arrangements for managing the access of education and training providers to students for the purpose of giving them information about their options.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a provider who is given access

As a college, providing 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 college 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).

As part of our commitment to informing students of the full range of employment, learning and training pathways available, we would be delighted to receive requests from training, apprenticeships, employers and vocational educational providers to speak to students.

### **We are particularly interested in hearing from providers in:**

- Digital Skills Sector, as it is predicted that in the next two decades, 90% of jobs will require some digital proficiency ('Digital Skills Crisis' The Science Committee 2016)
- STEM employers (science, technology, engineering, and maths) – combining creative talent with engineering and technology
- Manufacturing, Gaming, ICT, Construction and Energy
- Health Professions and Social Care
- Finance, Accounting and Business Administrators
- Entrepreneurs or small business owners

These employment sectors are identified as areas of growth in the current and future labour market and the largest growth in jobs is expected to be in management, professional and technical roles.

### **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**

St. Joseph's College 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. St. Joseph's College 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.

## **Statutory Requirements**

We are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

We must provide a minimum of six encounters with technical education or training providers to all pupils in years 8 to 13 (as outlined further on in this policy).

We must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these pupils.

This is outlined in:

- Section 42B of the [Education Act 1997](#)
- [Education and Skills Act 2008](#)
- [The School Information \(England\) Regulations 2008](#)
- The [Skills and Post-16 Education Act 2022](#)
- Guidance from the Department for Education (DfE) on [careers guidance and access for education and training providers](#)

This policy shows how St. Joseph's College complies with these requirements.

## **Pupil Entitlement**

All pupils in years 8 to 13 are entitled to:

- Find out about further education training, technical education qualifications and apprenticeship opportunities as part of our careers programme, which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships, e.g. through activities and events such as business breakfasts, Y9 industry day, assemblies and Best Next Step fairs
- Understand how to make applications for the full range of academic and technical courses
- Have a minimum of six encounters with providers

These encounters must happen for a reasonable period of time during the standard college day.

As a college, we can provide complementary experiences but encounters outside of college hours won't count towards these requirements.

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

## **Pupils in year 8 and 9**

All pupils in these year groups are offered at least two encounters with education and training providers

- Encounters can take place any time during year 8, and between 1 September and 28 February during year 9
- Attendance is tracked to ensure that all students participate

## **Pupils in year 10 and 11**

All pupils in these year groups are offered, as a minimum, two encounters with education and training providers

- Encounters can take place any time during year 10, and between 1 September and 28 February during year 11
- Attendance is tracked to ensure that all students participate

## **Pupils in year 12 and 13**

All pupils in these year groups are offered, as a minimum, two encounters with education and training providers

- Encounters can take place any time during year 12, and between 1 September and 28 February during year 13
- Attendance is tracked and students are encouraged to attend

## **Meaningful Encounters with Providers**

It is important that encounters with providers are meaningful. As such, we have laid out below what constitutes a meaningful encounter:

- Where the pupil can explore what it is like to learn, develop and succeed in that environment
- Involves meeting both staff and learners
- Has a clear purpose
- Is underpinned by learning outcomes that are appropriate to the needs of the pupil
- Involves a two-way interaction between the pupil and the provider
- Includes information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to
- Describes what learning or training with the provider is like
- Is followed by opportunities for the pupil to reflect on the insights, knowledge or skills gained through the encounter

## **Information we ask from providers**

As a college, we will ensure that providers are given a reasonable period of time and they will be asked to incorporate the following, as a minimum, into their session ensure

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- Provide insights into what it might be like to learn or train with that provider
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagements with our students.

## **Opportunities for access**

A number of events are integrated into the college's careers programme each year (an example of typical activities can be found on the following page). This programme also provides an opportunity for providers to come into the college to speak to students and/or their parents/carers.

Each access request will be considered on a case-by-case basis - an offer of support from a provider is always welcome as it helps to embed the learning and enrich the student provision.

A provider wishing to request access should contact:

- Mrs S Cumbo, Personal Development Lead, [scumbo@stjosephsmail.com](mailto:scumbo@stjosephsmail.com)
- Ms R Thomas, Careers Coordinator, [rthomas@stjosephsmail.com](mailto:rthomas@stjosephsmail.com)
- Mrs S Gilding, SLT Careers Lead, [sgilding@stjosephsmail.com](mailto:sgilding@stjosephsmail.com)
- Alternatively, they can contact [sjcollege@stjosephsmail.com](mailto:sjcollege@stjosephsmail.com)

The college calendar varies from year to year so providers need to contact a member of the team detailed above to discuss their requirements and identify the most suitable opportunity.

The college's policy on safeguarding which can be found on our website sets out the college's approach to allowing providers into the college as visitors to talk to our students. All providers will be expected to adhere fully to this policy.

## **Premises and Facilities**

Subject to availability, the college can make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The college 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.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are also most welcome to leave a copy of their prospectus or other relevant course literature for the Library/Sixth Form Study Areas. These areas are available to all students before the College day, at break time, lunchtime and after the College day.

## **Complaints**

Any complaints with regards to this policy should be raised to Mrs S Gilding, [sgilding@stjosephsmail.com](mailto:sgilding@stjosephsmail.com)

Mrs S Gilding will raise the complaint to Mrs C Slattery – Headteacher.

## **Example Opportunities by Year Group**

<b>Year 7</b>	<ul style="list-style-type: none"> <li>• Careers Lessons (as part of the PSHE – Living in the Wider World lessons) including           <ul style="list-style-type: none"> <li>◦ Developing skills and aspirations (careers, teamwork and enterprise skills, and raising aspirations)</li> <li>◦ Financial decision making</li> </ul> </li> <li>• Curriculum opportunities which may include visits</li> <li>• Assemblies (which may also include presentations from a range of providers)</li> <li>• Unifrog website access which includes access to up to date Labour Market Information</li> <li>• Access to independent and impartial guidance from a Level 6 qualified Careers Advisor</li> <li>• Business Breakfasts (8.15am onwards ~ each fortnight – targeted at a range of year groups)</li> <li>• Mock Interviews (with Y12 Career Ambassadors)</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Careers Lessons (as part of the PSHE – Living in the Wider World lessons) including -           <ul style="list-style-type: none"> <li>◦ Community and careers (equality of opportunity in careers and life choices, and different types and patterns of work)</li> <li>◦ Digital literacy (online safety, digital literacy, media reliability, and gambling hooks)</li> </ul> </li> <li>• Curriculum opportunities which may include visits</li> <li>• Assemblies (which may also include presentations from a range of providers)</li> <li>• University visit</li> <li>• Unifrog website access which includes access to up to date Labour Market Information</li> <li>• Access to independent and impartial guidance from a Level 6 qualified Careers Advisor</li> <li>• Business Breakfasts (8.15am onwards ~ each fortnight – targeted at a range of year groups)</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Careers Lessons (as part of the PSHE – Living in the Wider World lessons) including -           <ul style="list-style-type: none"> <li>◦ Setting goals (learning strengths, career options and goal setting)</li> <li>◦ Employability skills (employability and online presence)</li> </ul> </li> <li>• Curriculum opportunities which may include visits</li> <li>• Assemblies (which may also include presentations from a range of providers)</li> <li>• Parents' Evening careers advisor availability</li> <li>• Unifrog website access which includes access to up to date Labour Market Information</li> <li>• Access to independent and impartial guidance from a Level 6 qualified Careers Advisor</li> <li>• Business Breakfasts (8.15am onwards ~ each fortnight – targeted at a range of year groups)</li> <li>• Industry day with sessions from a range of employers / training providers</li> <li>• Options Assembly and Evening</li> </ul>
<b>Year 10/11</b>	<ul style="list-style-type: none"> <li>• Careers Lessons (as part of the PSHE – Living in the Wider World lessons) including -           <ul style="list-style-type: none"> <li>◦ Financial decision making (the impact of financial decisions, debt, gambling and the impact of advertising on financial choices)</li> <li>◦ Work experience (preparation for &amp; evaluation of work experience and readiness for work)</li> </ul> </li> <li>• Curriculum opportunities which may include visits</li> <li>• Assemblies including Apprenticeship assembly with provider</li> <li>• Parents' Evening careers advisor availability</li> <li>• Unifrog website access which includes access to up to date Labour Market Information</li> <li>• Access to independent and impartial guidance from a Level 6 qualified Careers Advisor</li> <li>• Business Breakfasts (8.15am onwards ~ each fortnight – targeted at a range of year groups)</li> <li>• 'Best Next Steps' Careers Fair with stalls from a range of employers / training providers</li> <li>• Work Experience Week</li> </ul>
<b>Sixth Form</b>	<ul style="list-style-type: none"> <li>• Curriculum opportunities which may include visits to employers</li> <li>• Assemblies including Apprenticeship assembly with provider</li> <li>• Enrichment activities including work experience guidance and clubs e.g. Biomed club with guest speakers, guidance on applications, on line speakers and work experience</li> <li>• Parents' Evening careers advisor availability</li> <li>• Unifrog website access which includes access to up to date Labour Market Information</li> <li>• Access to independent and impartial guidance from a Level 6 qualified Careers Advisor</li> <li>• Work experience week</li> <li>• Business Breakfasts (8.15am onwards ~ each fortnight – targeted at a range of year groups)</li> <li>• Higher Education / Life Beyond Sixth Form week including detailed on Apprenticeships and Employability Skills workshop run by local universities</li> <li>• 'Best Next Steps' Careers Fair including a range of presentations including Apprenticeships</li> <li>• CV preparation / employability skills</li> </ul>

## **Destinations**

Last year (Summer 2024) our students progressed to a range of providers across the UK after their studies as outlined below

### **DESTINATIONS (Summer 2024)**

Our Year 13 students progressed to a range of providers across the UK after their studies:

Post Sixth Form Destinations	Percentage of Cohort (%)
University (Russell Group)	22.6
University (non Russell Group)	61.0
Gap Year	14.4
Apprenticeships	1.0
Retakes	0.5
Armed Forces	0.5

Percentage of Cohort (%)



- University (Russell Group)
- University (non Russell Group)
- Gap Year
- Apprenticeships
- Retakes

Our Year 11 students progressed to a range of providers to pursue their best next steps

Post 16 Destinations	Percentage of Cohort
Apprenticeship	1.3
Further Study	98.7
A Levels	75.2
A levels / BTEC	9.2
BTEC	12.3
T Level	3.3

Post 16 Destinations - Providers	Further Study	Percentage of Cohort
St. Josephs's College		70.6
Newcastle and Stafford Colleges Group		20.3
Stoke Sixth Form		1.3
Stoke-on-Trent College		3.3
Other Sixth Form Colleges		4.5