



## ST JOSEPH'S COLLEGE

### **PROVIDER ACCESS POLICY**

#### **(BAKER CLAUSE)**

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

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

<b>Date of Latest Review</b>	January 2024
<b>Next Review Date</b>	January 2025
<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>	Ms M Roberts

## **PROVIDER ACCESS POLICY & BAKER CLAUSE POLICY**

### **TECHNICAL EDUCATION AND APPRENTICESHIPS**

#### **INTRODUCTION**

This policy statement sets out the college's arrangements for managing the access of providers to students at the college for the purposes of giving them information about the provider's education or training offer. This complies with the college's legal obligations under Section 42B of the Education Act 1997 and follows the guidance outlined in the Careers Guidance and Access for Education and Training Providers statutory guidance issued in January 2023.

St. Joseph's College uses the Gatsby Benchmarks as a guide to plan our Careers programme. 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.

St. Joseph's College 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**

St. Joseph's College 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**

- 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.

### **Students in Years 8-9 are entitled:**

- To hear from a range of local providers (at least two different providers during this first key phase of their education) about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To develop understanding of how to make applications for the full range of academic and technical courses.

### **Students in Years 10-11 are entitled:**

- To hear from a range of local providers (at least two different providers during this second key phase of their education and not the same as in the first key phase) about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To develop understanding of how to make applications for the full range of academic and technical courses.

### **Students in Years 12-13 are entitled:**

- To provide access to hear from a range of local providers (at least two different providers during this third key phase of their education) about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To further develop their understanding of how to make applications for the full range of academic and technical courses.

## **PROVIDER REQUIREMENTS**

- Provider encounters will be scheduled during the main school hours
- Providers will be given a reasonable period of time and will be asked to incorporate the following, as a minimum, into their session –
  - 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

A meaningful encounter is defined as one meeting / session between pupils and one provider. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagements with our students.

## **MANAGEMENT OF PROVIDER ACCESS REQUESTS**

### **Procedure**

A provider wishing to request access should contact:

- Mrs S Gilding, SLT Careers Lead, [sgilding@stjosephsmail.com](mailto:sgilding@stjosephsmail.com)
- 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)
- Alternatively, they can contact [sjcollege@stjosephsmail.com](mailto:sjcollege@stjosephsmail.com)

## **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 - an offer of support from a provider is always welcome as it helps to embed the learning and enrich the student provision.

The school 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 sets out the college's approach to allowing providers into the college as visitors to talk to our students.

## **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 line 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 Ms M Roberts – 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 each fortnight – targeted at a range of year groups)</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>• 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 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 stall</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 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 stall</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 each fortnight – targeted at a range of year groups)</li> <li>• 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 stall</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 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>• Higher Education Evening Fayre including a range of presentations including Apprenticeships CV preparation / employability skills</li> </ul>