

# Provider Access Policy

Date written / last reviewed:	April 2024
Legal requirement	Yes
Date approved by sub-committee:	May 2024
Date adopted by Governors:	June 2024
Date of next review by Governors:	Summer 2027
Required on website:	Yes

## Introduction:

At Waldegrave School, we are committed to delivering an ambitious and extensive careers programme, which raises aspirations, unlocks potential, breaks down stereotypes and promotes success for all students. Through this provision, we seek to empower our students in gaining the necessary knowledge, skills and experiences to make informed choices about their futures and become both leaders of, and contributors to, the workplaces of the future.

As part of this ambition, all students will be supported to develop a full understanding of the options available to them at post-16 and post-18, including technical and vocational pathways, as well as apprenticeships.

This policy therefore sets out the arrangements for managing the access of education and training providers to students at the school for the purpose of giving them information about the full variety of different progression routes available.

## Statutory Requirements:

This policy has been written to provide a framework for meeting national requirements and expectations for provider access, with priority being given to statutory obligations. In particular, this policy has been written to take into account the following:

### Section 42B of the Education Act (1997):

<https://www.legislation.gov.uk/ukpga/1997/44/contents>

### Skills and Post-16 Education Act (2022):

<https://www.legislation.gov.uk/ukpga/2022/21/contents/enacted>

### Careers Guidance and Access for Education and Training Providers (2023):

[https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers.pdf)

## Learner Entitlement:

As per the statutory guidance, all students in Y8-13 are entitled to a minimum of six encounters with different training providers throughout their time at the school, which will be distributed as follows:

- Two encounters during Y8-9 that are mandatory for all students to attend

- Two encounters during Y10-11 that are mandatory for all students to attend
- Two encounters during Y12-13 that are mandatory for the school to provide and optional for students to attend

It should be noted that the entitlement outlined above represents the minimum level of provision that will be put in place. The ambition of the school is to exceed this minimum requirement as part of a broader commitment to delivering an ambitious, enjoyable and extensive careers programme.

### **Access Requests:**

All providers wishing to request access should contact the named Careers Lead, whose details are as follows:

**Mr Jack Bannister**  
**Assistant Headteacher**  
**Head of Sixth Form**  
**Careers Lead**

**Waldegrave School**  
**Fifth Cross Road**  
**Twickenham**  
**TW2 5LH**  
[sixthform@waldegravesch.org](mailto:sixthform@waldegravesch.org)  
**0208 894 3244**

The school's Safeguarding and Child Protection Policy outlines the procedures for checking the identity and suitability of visitors. All providers are expected to adhere to this and other relevant policies when visiting the school site or interacting with students.

### **Access Opportunities:**

A range of activities and events within the existing careers programme will offer providers with opportunities to access students. Such encounters may take various forms, including assemblies, extended talks, lesson content or networking events. The school will liaise with providers to determine the appropriate style and format for each activity or event. In all cases, the school will ask the provider to provide the following information to students as a minimum expectation:

- Information about the provider and their setting
- Details of the qualifications or apprenticeships on offer
- Guidance on careers related to those qualifications or apprenticeships
- Details of what learning with provider might be like
- Responses to relevant questions from students

Please see the school website for further details of the careers programme.

### **Premises & Resources:**

The school will liaise with providers to determine the facilities and other resources required for the effective delivery of the activity or event. This will include consideration of the venue, as well as ICT and AV requirements. Providers are welcome to display portable signage and bring physical literature to distribute during and after the encounter. Providers must share slides in advance of presentations so that these can be saved on the school system.

**Parental Engagement:**

The school recognises that parents / carers are important partners in the process of supporting students to make informed choices at each transition point in their education. As a result, parents / carers may be invited to participate in activities or attend events with providers.

These encounters are intended to ensure that parents / carers receive similar information to students and are equally well-versed in the range of technical and vocational qualifications available, as well as apprenticeship opportunities.

Providers may discuss opportunities for parental engagement when making an access request. The school will liaise with providers to determine the timing, format and target audience for such activities and events.

## Appendices:

This policy should be read in conjunction with the following appendices:

1. Gatsby Benchmarks
2. CDI Careers Development Framework
3. Related Policies

Full details of these appendices may be found below:

### 1. Gatsby Benchmarks

The Gatsby Benchmarks are a framework for good career guidance developed to support secondary schools and colleges in providing students with the best possible careers education, advice and guidance. They were established as part of Sir John Holman's research into what pragmatic actions could improve career guidance in England, and lay out what a world-class career guidance system looks like.

The Gatsby Benchmarks are part of the government's Careers Strategy, launched in December 2017, and the statutory guidance for secondary schools and colleges that has been in place since 2018 and was updated in July 2021. As such, the Gatsby Benchmarks also form the foundation of the careers programme in place at Waldegrave School. A summary of the Gatsby Benchmarks may be found in the table below:

Number	Benchmark	Description
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.
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 the information.
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.
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.
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 speakers, mentoring and enterprise schemes.
6	Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
7	Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	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. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Further information on the Gatsby Benchmarks may at the following locations:

**Good Career Guidance:**

<https://www.goodcareerguidance.org.uk/>

**The Careers & Enterprise Company:**

<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>

**The Gatsby Benchmark Toolkit:**

[https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041\\_gatsby\\_toolkit\\_for\\_schools\\_final.pdf](https://resources.careersandenterprise.co.uk/sites/default/files/2020-08/1041_gatsby_toolkit_for_schools_final.pdf)

## 2. CDI Career Development Framework

The CDI (Careers Development Institute) is the single, UK-wide professional body for everyone working in the careers sector. It was formed in 2013 through the merger of four different professional associations.

The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. This will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

The CDI's Career Development Framework describes six career development skills that people need to have positive careers. These are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills.

The six career development skills that form the basis of the CDI's Career Development Framework are outlined below:

<p><b>Grow throughout life</b></p> <p>Grow throughout life by learning and reflecting on yourself, your background, and your strengths.</p>	<p><b>Explore possibilities</b></p> <p>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.</p>	<p><b>Manage career</b></p> <p>Manage your career actively, make the most of opportunities and learn from setbacks.</p>
<p><b>Create opportunities</b></p> <p>Create opportunities by being proactive and building positive relationships with others.</p>	<p><b>Balance life and work</b></p> <p>Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.</p>	<p><b>See the big picture</b></p> <p>See the big picture by paying attention to how the economy, politics and society connect with your own life and career.</p>

Further information on the CDI Career Development Framework may at the following location:  
<https://www.thecdi.net/New-Career-Development-Framework>

### 3. Related Policies

The holistic nature of the careers programme means that the contents of this document relate closely to a number of other policies and procedures, which should be read in conjunction with this one. The relevant policies are listed below for reference:

- Careers Education Policy
- Safeguarding and Child Protection Policy
- Equality, Diversity & Inclusion Policy
- Disadvantaged Student Strategy
- SEND Policy
- Curriculum Entitlement Policy
- Looked After Children Policy
- Teaching & Learning Policy

Many of these policies have been published on the school website and may be found using the following link: <https://www.waldegrave.richmond.sch.uk/606/policies>