

Ormiston Academies Trust

# Ormiston Sandwell Community Academy Provider Access Policy Statement

## Policy version control

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Description of changes	<ul style="list-style-type: none"> <li>▪ Paragraph added to Section 1 – Introduction.</li> <li>▪ Reference to the Baker Clause added into Section 1 – Introduction.</li> <li>▪ 3.1: Paragraph added to Procedure for access</li> <li>▪ 3.2: Sentence added about access for all students</li> </ul>

	<ul style="list-style-type: none"><li>▪ Policy template is changed to Mandatory OAT. All OAT academies must now use this OAT template for their provider access policy.</li></ul>
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## 1. Introduction

- 1.1. Ormiston Sandwell Community Academy is committed to supporting our students to make informed decisions about their future pathways. We act impartially, in line with our statutory duties, to ensure that we promote a full range of academic routes, technical routes and apprenticeships. We believe that it is vital to ensure that all pupils are aware of the benefits of apprenticeships, T levels and other approved technical qualifications and can consider them, alongside academic options, when making decisions about their next steps.
- 1.2. 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, as well as the legal duty known as the 'Baker Clause', 2018.

## 2. Student entitlement

2.1. Students in years 8-11/ 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.

## 3. Management of Provider Access Requests

### 3.1. Procedure

3.1.1. A provider wishing to request access should contact **Name and Role**.

- Telephone: ##### Email: #####

3.1.2. The academy will then work with providers to identify the most effective opportunity for them to share information about education and training opportunities. The Careers Leader will prepare for each provider visit by notifying students and their parents to consult the provider website for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade.

### 3.2. Opportunities for access

3.2.1. 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. The academy will make provider visits available to all students in the relevant year group.

## Careers, Employability and Enterprise Audit across the Curriculum

Curriculum area

L4S/PSHE

Staff

SKA

Date 15/06/2021

Year group	How does your subject contribute to the Careers, Employability and Enterprise curriculum?	What are the activities used?	Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
7	<p><b>L4S SESSIONS:</b> Students explore what is meant by the term “aspirations” in a range of contexts, including higher education and enterprise.</p> <p>In addition, students identify ways of achieving their full potential and achieve their aspirations by identifying coping strategies</p>	<p>Group/paired discussions Case studies Talking with industry experts Differentiated questioning Display pieces Self-evaluation Voting Class debates Matching definitions Quizzes</p>	<p>1. Students evaluate their self-confidence and self-esteem regarding a number of different issues relating to employability, such as communicating with others, leading a team and self-management.</p> <p>2. Students explore how they can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.</p> <p>3. Students look at a range of scenarios linked to life skills and careers (such</p>	<p>4) Students define what is meant by a “career” and explore the journey of a range of professionals to show that there is rarely a linear approach to “finding your right career”.</p> <p>Students also have the opportunity to talk with industry professionals about their professional journey, during Enterprise Day.</p> <p>5) Students explore different types of work: charity, voluntary, forced labour and paid work. Then, consider the pros and cons of each type of work, reflecting on a range of</p>	<p>10) Students create a “sphere of influence” to identify their network of family and friends, as well as other people who can support them in their journey through life. They consider how strong these connections are and how they might change over the course of their life.</p> <p>11) Students evaluate their SMART targets from KS2 into KS3 and identify strategies to further improve their goals. At Year 7 this focuses on transition into Secondary Schooling.</p> <p>12) Students are introduced to the OSCA</p>

	<p>that could aid their resilience in stressful situations, including higher education and work life.</p> <p>Students evaluate their SMART targets from KS2 into KS3 and identify strategies to further improve their goals. At Year 7 this focuses on transition into Secondary School.</p> <p><b>DROP-DOWN DAYS:</b> Students develop their career management , employability and enterprise skills through the “Eco-awareness” challenge. Students are challenged to come up with</p>		<p>as, problem-solving) and compare their own strengths in dealing with them. Students also, explore how they can apply different coping strategies throughout life to enable them to be resilient.</p>	<p>factors, such as health and happiness.</p> <p>6) During Enterprise Day, students are challenged to set up their own business. This involves budgeting, time-management, setting targets and dealing with outside industry experts. During this activity, students gain a better understanding how different business organisations are structured.</p> <p>7) Students research a variety of websites to research labour market information.</p> <p>8) Students explore discrimination, prejudice and stereotypes, in a range of context. For example, disability, gender inequality, racism, anti-Semitism and homophobia.</p> <p>8) Students explore how laws protect them. This includes: Human Rights, Equality Act, Children’s Rights. Students use these laws to consider what issues would arise if they were not in place.</p>	<p>values (Opportunity, Scholarship, Compassion, Aspiration) and are signposted within the L4S sessions. Where a student demonstrates these core values are awarded achievement points.</p> <p>In addition, students speak with industry experts during Enterprise Day which allow them to build communication skills, creativity and enterprise.</p> <p>Through the “Eco-awareness” challenge students explore innovative ways to reduce landfill in Tividale. This activity requires students to practise a variety of skills, such as problem-solving, prioritisation, strategic thinking and decision-making.</p> <p>13) Students learn about financial transactions, budget their food intake and leisure activities (this is linked to the topic of healthy living). In addition, students cover saving, loans and interest rates, as well</p>
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	<p>innovative ways to reduce landfill in Tividale. This activity requires students to practise a variety of skills, such as problem-solving, prioritisation, strategic thinking and decision-making.</p>			<p>9) Students learn about child labour, slave labour both in the UK and the wider world. Students look at the British Law regarding employment age to debate “Should the legal age to the right to work be lowered?”</p>	<p>as, explore different types of financial products.</p> <p>14) Students consider how secondary school differs from primary and consider the opportunities available to them at secondary school and how they can take advantage of these opportunities.</p> <p>15) Students regularly review their next steps using a combination of self-reflection, tutor input and class discussions.</p> <p>16) During Enterprise Day, students prepare and present their innovative ideas to their peers and industry experts.</p> <p>17) In Year 7 students engage with transition activities to prepare them for change. They consider: how to form positive relationships, strategies to deal with change, explore how change can be a positive thing.</p>
<b>8</b>	<p><b>L4S SESSIONS:</b> Students explore their aspirations</p>	<p>Group/paired discussions Case studies</p>	<p>1. Students evaluate their self-confidence and self-esteem regarding a number</p>	<p>4) Students explore the different routes to a range of careers, with a focus on college and sixth form opportunities</p>	<p>10) Students review their “sphere of influence” to identify their network of family and friends, as well as</p>

<p>and what it means to leave our “comfort zone”.</p> <p>In addition, students identify self-management skills and behaviours that are advantageous in careers, employability and enterprise education.</p> <p>Students evaluate their SMART targets from Year 7 into Year 8 and identify strategies to further improve their goals. At Year 8 this focuses on academic and well-being targets.</p> <p><b>DROP-DOWN DAYS:</b> Students develop their career</p>	<p>Talking with industry experts Differentiate d questioning Display pieces Self-evaluation Voting Class debates Matching definitions Quizzes</p>	<p>of different issues relating to employability, such as communicating with others, leading a team and self-management. In addition, students analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy.</p> <p>2. Students explore how they can overcome barriers to aspirations by becoming self-managers and detail the steps they need to take to become a successful self-manager.</p> <p>3. Students review a range of scenarios linked to life skills and careers (such as, team building) and review their own strengths in dealing with them. Students also evaluate upon coping strategies introduced to them in Year 7 and consider which coping strategies are the most effective.</p>	<p>such as apprenticeships, university and on the job learning.</p> <p>Students also have the opportunity to talk with industry professionals about their professional journey, during Enterprise Day.</p> <p>5) Students re-visit different types of work: charity, voluntary, forced labour and paid work. Then, evaluate the pros and cons of each type of work, reflecting on a range of factors, such as health and happiness.</p> <p>6) During Enterprise Day, students are challenged to set up their own business. This involves budgeting, time-management, setting targets and dealing with outside industry experts. During this activity, students gain a better understanding how different business organisations are structured.</p> <p>7) Students research a variety of websites to research labour market information and describe new industries.</p>	<p>other people who can support them in their journey through life. They consider how strong these connections are and how they might change over the course of their life.</p> <p>11) Students evaluate their SMART targets from Year 7 into Year 8 and identify strategies to further improve their goals. At Year 8 this focuses on academic and well-being targets.</p> <p>12) Students review the OSCA values and are signposted within the L4S sessions. Where a student demonstrates these core values are awarded achievement points.</p> <p>Through the “Sports Leadership” challenge students practise a variety of skills, such as team development, ethical practice, self-awareness and collective responsibility.</p> <p>In addition, students speak with industry experts during Enterprise Day which allow them to build communication skills,</p>
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	<p>management, employability and enterprise skills through the “Sports Leadership” challenge. This activity requires students to practise a variety of skills, such as team development, ethical practice, self-awareness and collective responsibility. In addition, students analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy.</p>			<p>8) Students explore discrimination, prejudice and stereotypes, in a range of context. For example, disability, gender inequality, racism, anti-Semitism and homophobia.</p> <p>In addition, students explore how laws protect them. This includes: Human Rights, Equality Act, Children’s Rights. Students use these laws to consider what issues would arise if they were not in place.</p> <p>9) Students look at the British Law regarding employment age to debate “Why do we have a legal age on the right to work?”</p>	<p>creativity and enterprise.</p> <p>13) Students learn about financial transactions, budgeting and saving, income and expenditure, TAX and National Insurance.</p> <p>14) Students look at case studies which explore next steps.</p> <p>15) Students regularly review their next steps using a combination of self-reflection, tutor input and class discussions.</p> <p>16) During Enterprise Day, students prepare and present their innovative ideas to their peers and industry experts.</p> <p>17) In Year 8 students engage with strategies to explore growth mind-sets, resilience.</p>
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<p><b>9</b></p>	<p><b>L4S SESSIONS:</b> Students explore how they can overcome barriers to aspirations by developing interpersonal skills and considering how these skills will benefit them moving towards KS4 and beyond.</p> <p>Students evaluate their SMART targets from KS3 going into KS4 and identify strategies to further improve their goals. At Year 9 this focuses on transition into GCSE level.</p> <p><b>DROP-DOWN DAYS:</b> There is a comprehensi</p>	<p>Group/paired discussions Case studies Talking with industry experts Differentiate d questioning Display pieces Self-evaluation Voting Class debates Matching definitions Quizzes</p>	<p>1) Students evaluate their self-confidence and self-esteem regarding a number of different issues relating to employability, such as communicating with others, leading a team and self-management. Students then apply their review to challenges they may experience at KS4, in order to begin thinking about ways to overcome these issues.</p> <p>2. Students explore how they can overcome barriers to aspirations by developing interpersonal skills and considering how these skills will benefit them moving towards KS4.</p> <p>3.Students review and create a range of scenarios linked to life skills and careers (such as, interpersonal skills). Students also evaluate upon</p>	<p>4) Students explore the different routes to a range of careers, such as apprenticeships, college/university routes and on the job learning.</p> <p>Students also have the opportunity to talk with industry professionals about their professional journey, during Enterprise Day.</p> <p>5) Students review different types of work: charity, voluntary, forced labour and paid work. Then, analyse the pros and cons of each type of work, reflecting on a range of factors, such as health and happiness, as well as, considering factors of their own.</p> <p>6) During Enterprise Day, students are challenged to set up their own business. This involves budgeting, time-management, setting targets and dealing with outside industry experts. During this activity, students gain a better understanding how different business</p>	<p>10) Students are signposted to career links within L4S sessions. This gives them an opportunity to seek face-to-face guidance from teachers, as well as specific websites to visit.</p> <p>11) Students evaluate their SMART targets from KS3 going into KS4 and identify strategies to further improve their goals. At Year 9 this focuses on transition into GCSE level.</p> <p>12) Students review the OSCA values and are signposted within the L4S sessions. Where a student demonstrates these core values are awarded achievement points.</p> <p>In addition, students engage with activities that allow them to explore: a) what we mean by “careers” b) what skills make you employable c) how to apply for a job d) what apprenticeships are.</p> <p>Additionally, students speak with industry</p>

	<p>ve coverage on “careers” at this important transition point in their academic life.</p> <p>Students engage with activities that allow them to explore: a) what we mean by “careers” b) what skills make you employable c) how to apply for a job d) what apprenticeships are.</p>		<p>coping strategies introduced to them in Year 7 and 8 to consider which coping strategies they can carry onto KS4.</p>	<p>organisations are structured.</p> <p>7) Students research a variety of websites to research labour market information and identify new industries.</p> <p>8) Students revisit topics about discrimination, prejudice and stereotypes, in a range of context. For example, disability, gender inequality, racism, anti-Semitism and homophobia.</p> <p>In addition, students explore how laws protect them. This includes: Human Rights, Equality Act, Children’s Rights.</p> <p>9) Students study British Law regarding employment. They debate “Is British Law on employment out of date?”</p>	<p>experts during Enterprise Day which allow them to build communication skills, creativity and enterprise.</p> <p>13) Students learn about debt, accounts, savings, loans and financial transactions.</p> <p>14) Students consider how the demands of KS4 differs from KS3 and consider the opportunities available to them at KS4 and how they can take advantage of these opportunities.</p> <p>15) Students regularly review their next steps using a combination of self-reflection, tutor input and class discussions.</p> <p>16) During Enterprise Day, students prepare and present their innovative ideas to their peers and industry experts.</p> <p>17) In Year 9 students engage with transition activities to prepare them for change at KS4. They consider: how to become independent</p>
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					learners and self-managers.
<b>10</b>	<p><b>L4S SESSIONS:</b> Students make links between careers and further education. In doing so, students explore a range of career options and consider how further education can help access these careers.</p> <p>In addition, students consider the importance of goal setting (SMART) and the significance of long-term goal setting. Additionally, students gain access to NCS</p>	<p>Mock interviews Group/paired discussions Talking with industry experts Case studies Differentiate d questioning Display pieces Self-evaluation Voting Class debates Matching definitions Quizzes</p>	<p>1) Students explore their key employability skills and rate them on a confidence scale.</p> <p>2) Students evaluate their SMART targets from KS3 into KS4 and identify strategies to further improve their goals. At Year 10 this focuses on Academic progress and character building.</p> <p>3) Students explore different sectors of employment and consider their own strengths and weaknesses for each type of job.</p>	<p>4) Students consider long-term goals to help them attain a career in a variety of sectors. In addition, students explore the demands that a career can have on their mental-well-being.</p> <p>5) Students consider the advantages of apprenticeship over traditional routes to employment.</p> <p>6) Students gain an insight into how businesses are structured, during Enterprise Day. On the day students are challenged to set up their own business. This involves budgeting, time-management, setting targets and dealing with outside industry experts.</p> <p>7) Students research a variety of websites to research labour market information and evaluate new industries</p>	<p>10) Students are signposted to career links within L4S sessions. This gives them an opportunity to seek face-to-face guidance from teachers, as well as specific websites to visit.</p> <p>11) Students complete CV writing where they consider their strengths and weaknesses.</p> <p>12) Students speak with industry experts during Enterprise Day which allow them to evaluate and reflect upon their communication skills, creativity and enterprise.</p> <p>13) Students explore financing, budgeting and tax and savings.</p> <p>14) Students use a variety of websites to explore different career opportunities, including apprenticeships.</p>

	<p>to learn about “apprenticeships”.</p> <p><b>DROP-DOWN DAYS:</b> Students compete in an “Enterprise Day Challenge” which involves developing key employability skills such as effective communication, teamwork, entrepreneurship, initiative ideas and creativity.</p>			<p>that are emerging and might yield new jobs for them in the future.</p> <p>8) Students explore what the Equality Act 2010 is and how it protects them.</p> <p>9) Students consider what is meant by rights and responsibilities in British Law, how it applies to life in school and then reflect on how this would impact them on a practical level during their Work Experience placement.</p>	<p>15) Students explore case studies on making appropriate choices and consider the consequences of these choices.</p> <p>16) Students engage with the meaning of discrimination and equality. They consider how the Equality Act 2010 protects them. They also look at real life dilemmas, to consider their responses to challenging situations.</p> <p>17) Students track their development throughout the school year through “Skills Evaluation”. This helps students to track their progress in key skills such as communication and problem solving, in order to and prepare for further education.</p>
<b>11</b>	<p><b>L4S SESSIONS:</b> Students consider aspirations for further</p>	<p>Group/paired discussions Case studies Talking with industry experts</p>	<p>1) Students complete self-reflection activities to explore their key characteristics and link them to</p>	<p>4) Students review their long-term goals to help them attain a career in a variety of sectors. Students also consider the impact of different</p>	<p>10) Students are signposted to career links within L4S sessions. This gives them an opportunity to seek face-to-face</p>

	<p>education and future careers. In doing so they consider the importance of sticking to long-term goals and making long-term commitments. Students build upon key aspects from KS3 and Year 10 including, resilience, independent learners, growth mindsets and study skills. In addition, students gain access to “Barclays LifeSkills” to build upon their understanding of financial issues, including “earnings and budgeting”.</p> <p><b>DROP-DOWN DAYS:</b> There is a comprehensive</p>	<p>Differentiated questioning Display pieces Self-evaluation Voting Class debates Matching definitions Quizzes</p>	<p>employability skills. Students are encouraged to rate their key skills on a confidence scale.</p> <p>2) Students evaluate their SMART targets from KS3 into KS4 and identify strategies to further improve their goals. At Year 11 this focuses on future steps towards further education and careers.</p> <p>3) Students explore different sectors of employment and review their strengths and weaknesses. Students use this review to construct applications for further education and careers.</p>	<p>types of careers on their social life and family life. In addition, students self-reflect on the demands of careers on their mental-well-being.</p> <p>5) Students explore a range of apprenticeships and consider the advantages over traditional routes to employment.</p> <p>6) Students gain an insight into how businesses are structured, during Enterprise Day. On the day students are challenged to set up their own business. This involves budgeting, time-management, setting targets and dealing with outside industry experts.</p> <p>7) Students research a variety of websites to research labour market information and analyses new industries that are emerging and might yield new jobs for them in the future.</p> <p>8) Students explore what the Equality Act 2010 is and how it protects them.</p> <p>9) Students review what is meant by rights and</p>	<p>guidance from teachers, as well as specific websites to visit.</p> <p>11) Students complete CV writing where they consider their strengths and weaknesses.</p> <p>12) Students speak with industry experts during Enterprise Day which allow them to build communication skills, creativity and enterprise.</p> <p>13) Students explore financing, budgeting, tax, savings and debt.</p> <p>14) Students use a variety of websites to explore different career opportunities, including apprenticeships.</p> <p>15) Students study a range of social dilemmas, such as conflict resolution. Students use these scenarios to consider the consequences of choices.</p> <p>16) Students engage with the meaning of discrimination and equality. They consider how the Equality Act 2010 protects them.</p>
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	<p>ve coverage on “careers”. Students engage with mock interviews, attend a careers fair, create their own CV and research possible future careers. In addition, students compete in an “Enterprise Day Challenge” which involves developing key employability skills such as effective communication, team work, entrepreneurship, initiative ideas and creativity.</p>			<p>responsibilities in British Law, how it applies to life in school and then reflect what it would like in the world of work.</p>	<p>17) Students track their development throughout the school year through “Skills Evaluation”. This helps students to track their progress in key skills such as communication and problem solving, in order to and prepare for further education.</p>
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The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management and employability skills
<ol style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> </ol>	<ol style="list-style-type: none"> <li>4. Exploring careers and career development</li> <li>5. Investigating work and working life</li> <li>6. Understanding business and industry</li> <li>7. Investigating jobs and labour market information (LMI)</li> <li>8. Valuing equality, diversity and inclusion</li> <li>9. Learning about safe working practices and environments</li> </ol>	<ol style="list-style-type: none"> <li>10. Making the most of careers information, advice and guidance</li> <li>11. Preparing for employability</li> <li>12. Showing initiative and enterprise</li> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>16. Handling applications and interviews</li> <li>17. Managing changes and transitions</li> </ol>

	Autumn Term	Spring Term	Summer Term
Year 8			

	Autumn Term	Spring Term	Summer Term
Year 9			
Year 10			
Year 11			
Year 12			
Year 13			

3.2.2. Please speak to our named Careers Leader to identify the most suitable opportunity for you. The academy is committed to working with other providers to ensure our pupils can make informed decisions about future choices. Where possible, we like to align visits with our programmed calendar of CEIAG.

3.2.3. The academy policies on safeguarding and visitors sets out the school’s approach to allowing providers into school as visitors to talk to our students. These can be found on the school website.

## 4. Premises and facilities

4.1. The school will make the main hall, sports hall, atrium and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leaders or a member of the academy team.

4.2. Providers are welcome to leave or send a copy of their prospectus or other relevant course literature to the academy Careers Leader, who will ensure that this is placed in the appropriate careers area of the academy. This area is available to all students at break and lunch time.

# Appendix 1

Exemplar for academy internal guidance only

**This page is an exemplar only for ideas of events/activities that could be in the table for use on page 5.**

**Please delete from the final policy before publication**

	Autumn Term	Spring Term	Summer Term
Year 8	<p>Overview of post 16 options for students and parents, to include: A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships, and supported internships</p> <p>Event for University Technical Colleges</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Employer event for students, parents – market stall event giving overview of local, regional, and national opportunities and skills requirement</p> <p>Meetings with careers adviser</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Technical/vocational tasters at local college/s, training providers</p> <p>Meetings with careers adviser</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>
Year 9	<p>Event for providers of technical education/ apprenticeships to include Further Education colleges, UTCs or Studio schools and training providers Meetings with careers adviser</p> <p>Careers evening</p> <p>Assembly and tutor group opportunities</p>	<p>Meetings with careers adviser</p> <p>KS4 options event</p> <p>Assembly and tutor group opportunities</p> <p>Options evening</p> <p>Collapsed timetable day for tutor input.</p>	<p>Technical/vocational tasters at local college/s, training providers</p> <p>Meetings with careers adviser</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>

	Collapsed timetable day for tutor input.		
Year 10	<p>Life Skills – work experience preparation sessions</p> <p>Meetings with careers adviser</p> <p>Careers Evening</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Technical/vocational tasters at local college/s, training providers</p> <p>Meetings with careers adviser</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Life skills – assembly and tutor group opportunities</p> <p>Meetings with careers adviser</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>
Year 11	<p>Post 16 provider open evenings: opportunities to visit local Further Education and sixth form colleges, other school UTCs, Studio schools and other training providers regarding A level, Applied General, technical and vocational and apprenticeships.</p> <p>Meetings with careers adviser</p> <p>Post 16 applications</p> <p>Careers Evening</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Post-16 interviews</p> <p>Assembly and tutor group opportunities</p> <p>Collapsed timetable day for tutor input.</p>	<p>Confirmation of post 16 education destinations for all students</p>

<p>Year 12</p>	<p>Higher Education Fair for a variety of HE providers including local Further Education colleges</p> <p>Post-18 assembly – higher and degree apprenticeships</p>	<p>Small group sessions: future education, training, and employment options</p> <p>Meetings with careers adviser</p>	<p>Small group sessions: future education, training, and employment options</p> <p>Meetings with careers adviser</p>
<p>Year 13</p>	<p>Workshops – HE and higher apprenticeship applications</p>	<p>Meetings with careers adviser</p>	<p>Confirmation of post 18 education destinations for all students</p>