

## Eckington School Provider Access Policy statement 2023

Eckington School: Careers Education Information and Guidance (CEIAG)

### **Pupil Entitlement Statement**

As part of our commitment to informing Eckington School students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to our students. Eckington School proactively seek to build on close working relationships with providers to speak with students which may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 choices.

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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.

### **Pupil entitlement**

All pupils in years 8-13 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory and there will be a **minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11)**. For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are **two more provider encounters** available during this period, which are optional for students to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.

Meaningful provider encounters One encounter is defined as one meeting/session between students and one provider. We are committed to providing meaningful encounters to all students using the [Making it Meaningful checklist](#)

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

### Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our students:

Company
Chesterfield College
Juniper Training
Learning Unlimited
Sheffield College
Skills Training UK
AECOM
AMRC
Chameleon School of Construction
Chesterfield Borough Council (Apprentice Town)
Chesterfield FC Community Trust
Civil Service
Clegg Construction
David Holloway Careers
Department for Work & Pensions
Joined Up Careers Derbyshire
National HorseRacing College

NEDDC
NHS Apprenticeships
Policing at SHU
RAF
RNN Colleges
Royal Navy
The British Army
Turner & Townsend
United Cast Bar Engineering Apprenticeships

### Destinations of our students

Last year our Year 11 students moved to a range of providers in the local area after school:

#### Y11 Destinations

Total full time education	92.3%
GCE A or AS or A2 Level	41%
NVQ level 3	1%
NVQ level 2	1%
NVQ level 1	0.5%
Other FTE courses	48.7%
Apprenticeships	3.6%
Employment with training to NVQ	1.3%
NEET	1.5%
No Response	1%

## Destination and Progressions Analysis

<b>Progressions Group Analysis</b>	<b>2019/20</b>	<b>2020/21</b>	<b>% Difference</b>
Total in Full Time Education	83.9	92.7	8.8
Total Training (Non Employed)	0	0	0
Total Employment	3.1	4.9	1.8
Total Voluntary and Part Time Activities	0	1	1
Total NEET	0	1.5	1.5
Total Unknown	13	0	-13

<b>Current Destination Analysis *</b>	<b>2019/20</b>	<b>2020/21</b>	<b>% Difference</b>
Apprenticeship	1.55	2.44	0.89
Employment with Accredited Training/Study	1.55	2.44	0.89
Further Education	48.19	47.8	-0.39
Maint. school	34.72	44.39	9.67
Other	12.95	1.47	-11.48
Training Provider	1.04	1.46	0.42

<b>Destination Type Analysis</b>	<b>2019/20</b>	<b>2020/21</b>	<b>% Difference</b>
Apprenticeship	1.55	2.44	0.89
Employment with Accredited Training/Study	1.55	2.44	0.89
Further Education	48.19	47.8	-0.39
Illness	0	0.49	0.49
Maint. school	34.72	44.39	9.67
NEET - seeking empl. or training	0	0.98	0.98
Training Provider	1.04	1.46	0.42
Unknown	12.95	0	-12.95

Last year our year 13 students moved to a range of providers in the local area after school:

### Y13 Destinations

	Actual 2022	Actual 2021
University	93%	77%
FE	2%	0%
Employment	2%	8%
Apprenticeship	3%	12%
Other	0%	2%

## **Management of provider access requests procedure**

A provider wishing to request access should contact Laura Moor, (Careers Lead) or Sally-Anne Warren-Armes (Employer Engagement Manager), Telephone: 01246 432849 or email [laura.moor@eck.leap-mat.org.uk](mailto:laura.moor@eck.leap-mat.org.uk), [s.warren-arms@eck.leap-mat.org.uk](mailto:s.warren-arms@eck.leap-mat.org.uk)

## **Opportunities for access**

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Please speak to our Careers Leader or Employment Engagement Manager to identify the most suitable opportunity for you allowing a lead time of at least 1 school term (6 weeks).

## **Premises and facilities**

The school will make appropriate arrangements for providers. This will be discussed and agreed in advance 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 students or offer blended approaches. We would prefer live encounters to recorded video content, with opportunities for students to answer questions.

All providers are welcome to attend our schools annual careers fair. Students prepare for this in advance by researching the attendees, and have opportunities to ask questions whilst attending the careers fair during the school day. To attend the careers fair please contact our Employer Engagement Manager; [s.warren-arms@eck.leap-mat.org.uk](mailto:s.warren-arms@eck.leap-mat.org.uk)

Providers are welcome to supply the school with a copy of their prospectus or other relevant course literature. These will be made available to all students in the library. The library is available to all students at break and lunch times. Digital versions of prospectuses will be sent home via our Careers Padlet newsletter.

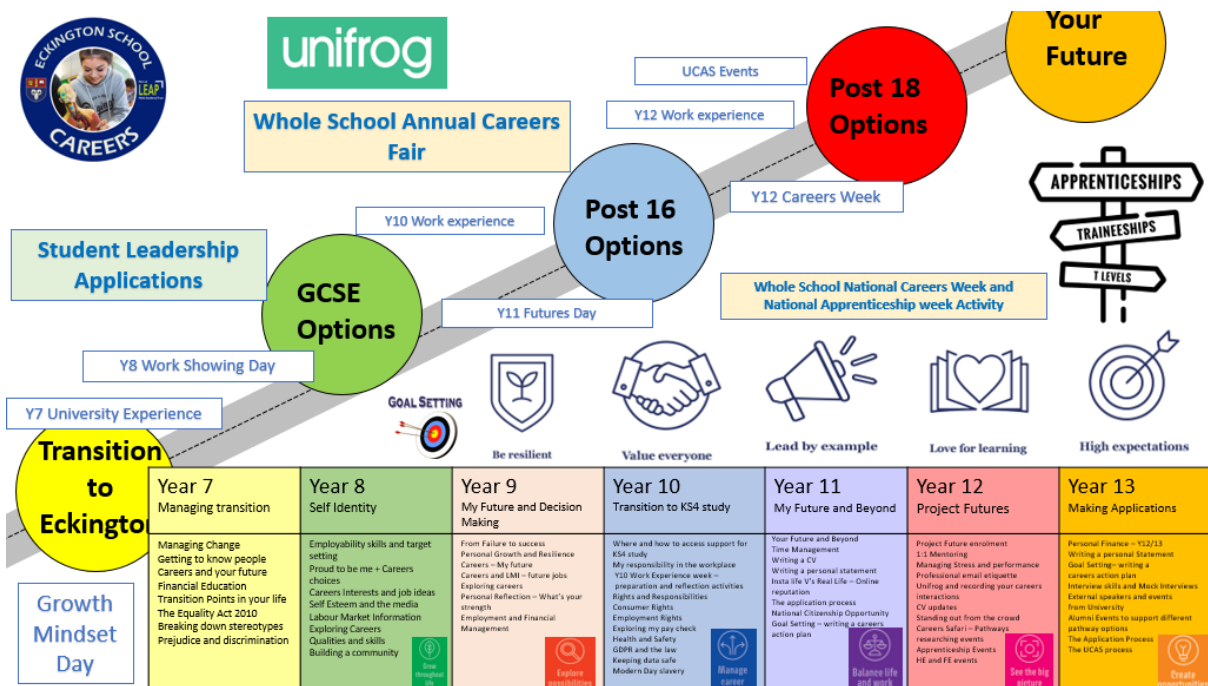
# Approval and review

January 2023 by Governors at Curriculum and Standards Committee

Next review: Spring 2025

Signed: Mrs Jill Wormleighton Chair of Governors/Ambassadors

Principal: Mr R Cronin



## Progressive Framework of Careers Education

Year	Content – Timetables lesson Titles	Learning Outcomes (CDI Framework)	Measurable Impact
7	<p><b>Transition to Secondary School</b></p> <ul style="list-style-type: none"> <li>✓ Managing Change</li> <li>✓ Getting to know people</li> <li>✓ Careers and your future</li> <li>✓ Financial Education</li> <li>✓ Transition Points in your life</li> <li>✓ The Equality Act 2010</li> <li>✓ Breaking down stereotypes</li> <li>✓ Prejudice and discrimination</li> </ul> <p><b>Y7 visit to university OR Virtual visit to FE</b></p> <p><b>Growth Mindset Day</b></p> <p><b>HEPP visiting speakers</b></p>	<ul style="list-style-type: none"> <li>• Managing the transition to secondary school</li> <li>• Being aware that careers describes their journey through life, learning and work</li> <li>• Being willing to challenge themselves and try new things.</li> <li>• Being aware of a range of possible jobs</li> <li>• Being aware of a range of different sectors and organisation where they can work</li> <li>• Developing Friendships and relationships with others</li> <li>• Being aware of the rights and responsibilities in the workplace and society</li> <li>• Recognising injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</li> <li>• Being aware of trends in local LMI</li> <li>• Being aware of the relationship between career, politics and the economy</li> <li>• Recording achievements (Unifrog)</li> </ul>	<p><b>Students can articulate self-awareness, self-determination and self-improvement strategies</b></p> <p><b>Transition is positive to school (Parental Voice, Student Voice)</b></p> <p><b>Feedback from Compass Questionnaire</b></p> <p><b>Tracking on UNIFROG of careers interactions (by groups)</b></p> <p><b>Attendance to careers fair</b></p> <p><b>Track visiting speakers or employer engagement opportunities on Unifrog</b></p> <p><b>Opportunity to apply for student leadership positions.</b></p>
Y8	<p><b>Careers – Self -Identity</b></p> <ul style="list-style-type: none"> <li>✓ Proud to be me!</li> <li>✓ Employability skills and target setting</li> <li>✓ Proud to be me + Careers choices</li> <li>✓ Careers Interests and job ideas</li> <li>✓ Self Esteem and the media</li> <li>✓ Labour Market Information</li> <li>✓ Exploring Careers</li> <li>✓ Qualities and skills (What’s my strength)</li> <li>✓ Building a community</li> </ul> <p><b>Y8 Work Shadowing experience</b></p> <p><b>Y8 Enterprise activity (Project Pizza)</b></p> <p><b>HEPP visiting speakers</b></p> <p><b>Growth Mindset Day</b></p>	<ul style="list-style-type: none"> <li>• Being aware of the concept of entrepreneurialism and self-employment</li> <li>• Being able to identify role models and the value of leadership</li> <li>• Being aware of trends in local LMI</li> <li>• Being aware of sources of help and support available and responding positively to feedback.</li> <li>• Being aware that learning skills and qualifications are important for career</li> <li>• Recording achievements (Unifrog)</li> <li>• Being aware of heritage, identity and values.</li> <li>• Identify common sources of information about labour market and the education system</li> <li>• Being aware of a range of ways that organisations undertake recruitment and selection</li> </ul>	<p><b>Positive engagement with work shadowing – participation numbers</b></p> <p><b>Feedback from Compass Questionnaire</b></p> <p><b>Opportunity to apply for student leadership positions.</b></p> <p><b>Tracking on UNIFROG of careers interactions (by groups)</b></p> <p><b>Attendance to careers fair</b></p> <p><b>Track visiting speakers or employer engagement</b></p>

		<ul style="list-style-type: none"> <li>• Being aware of main learning pathways (e.g. university, college and apprenticeships)</li> <li>• Imagining a range of possibilities for themselves in their career</li> <li>• Being aware that many jobs require learning skills and minimum qualifications</li> <li>• Being aware of a range of different media, information and view points.</li> </ul>	<p><b>opportunities on Unifrog</b></p>
Y9	<p>My Future and Decision Making</p> <p>Goal Setting and decision making – my 10 year plan</p> <ul style="list-style-type: none"> <li>✓ From Failure to success</li> <li>✓ Personal Growth and Resilience</li> <li>✓ Careers – My future</li> <li>✓ Careers and LMI – future jobs</li> <li>✓ Exploring careers</li> <li>✓ Personal Reflection – What’s your strength</li> <li>✓ Employment and Financial Management</li> </ul> <p><b>Growth Mindset Day</b></p>	<ul style="list-style-type: none"> <li>• Managing the transition to KS4 and preparing for GCSE’s</li> <li>• Learning from setbacks and challenges</li> <li>• Looking forward to my future</li> <li>• Being aware that it is important to take the initiative in their learning and life</li> <li>• Being aware of trends in local LMI</li> <li>• Being aware of money and that individuals and families have to actively manage their finances.</li> <li>• Being aware of sources of help and support available and responding positively to feedback.</li> <li>• Being aware that learning skills and qualifications are important for career</li> </ul>	<p><b>Feedback from Compass Questionnaire</b></p> <p><b>Opportunity to apply for student leadership positions.</b></p> <p><b>Tracking on UNIFROG of careers interactions (by groups)</b></p> <p><b>Attendance to careers fair</b></p> <p><b>Attendance to Options information evening for parents and students</b></p> <p><b>Track visiting speakers or employer engagement opportunities on Unifrog</b></p>
Y10	<p><b>Transition to KS4 study</b></p> <ul style="list-style-type: none"> <li>✓ Where and how to access support for KS4 study</li> <li>✓ Rights and Responsibilities</li> <li>✓ Consumer Rights</li> <li>✓ Employment Rights</li> <li>✓ Exploring my pay check</li> <li>✓ Health and Safety</li> <li>✓ GDPR and the law</li> <li>✓ My responsibility in the workplace</li> <li>✓ Keeping data safe</li> <li>✓ Modern Day slavery</li> <li>✓ Goal Setting– writing a careers action plan</li> </ul> <p><b>Y10 Work Experience week – preparation and reflection activities</b></p>	<ul style="list-style-type: none"> <li>• Managing the transition to KS4 and preparing for GCSE’s</li> <li>• Taking steps to achieve in their GCSE’s and make decisions about post-16 pathway</li> <li>• Make plans and develop a pathway into their future</li> <li>• Responding positively to help, support and feedback</li> <li>• Researching the labour market and education system</li> <li>• recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>• researching the learning and qualification requirements for jobs and careers that they are</li> <li>• developing knowledge of rights and responsibilities in the workplace and in society</li> </ul>	<p><b>Successful transition to KS4 (course retention)</b></p> <p><b>Feedback from Compass Questionnaire</b></p> <p><b>Opportunity to apply for student leadership positions.</b></p> <p><b>Tracking on UNIFROG of careers interactions (by groups)</b></p> <p><b>Attendance to careers fair</b></p>



	<p>HEPP Visiting speakers</p> <p>Growth Mindset Day</p>	<ul style="list-style-type: none"> <li>recognising the role that money and finances will play, in the decisions that they make and, in their life and career</li> <li>researching the range of workplaces and what it is like to work there</li> </ul>	<p>Positive feedback on WEX (all students attend)</p> <p>Track visiting speakers or employer engagement opportunities on Unifrog</p>
Y11	<p><b>Your Future and Beyond</b></p> <ul style="list-style-type: none"> <li>✓ Time Management</li> <li>✓ Writing a CV</li> <li>✓ Writing a personal statement</li> <li>✓ Insta life V's Real Life – Online reputation</li> <li>✓ The application process</li> <li>✓ National Citizenship Opportunity</li> <li>✓ Goal Setting – writing a careers action plan</li> </ul> <p><b>My Future Day (including visits from key local destination colleges and training providers)</b></p> <p>NCS Opportunity</p> <p>Growth Mindset Day</p>	<ul style="list-style-type: none"> <li>Make plans and develop a pathway into their future</li> <li>researching how recruitment and selection processes work and what they need to do to succeed in them</li> <li>researching the learning and qualification requirements for jobs and careers that they are interested in</li> <li>recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</li> <li>making plans and developing a pathway into their future</li> <li>taking steps to achieve in their GCSEs and make a decision about their post-16 pathway</li> <li>exploring local and national labour market trends</li> <li>exploring the relationship between career and the environment</li> <li>exploring the relationship between career, community and society</li> <li>evaluating different media, information sources and viewpoints</li> </ul>	<p>Feedback from Compass Questionnaire</p> <p>Opportunity to apply for student leadership positions.</p> <p>Tracking on UNIFROG of careers interactions (by groups)</p> <p>Attendance to careers fair</p> <p>Attendance to 6<sup>th</sup> form information evening</p> <p>Number of students who attend taster sessions or open days</p> <p>Participation in NCS recruitment opportunities</p> <p>Track visiting speakers or employer engagement opportunities on Unifrog</p>
Y12	<p><b>Project Future</b></p> <ul style="list-style-type: none"> <li>✓ 1:1 Mentoring</li> <li>✓ Professional email etiquette</li> <li>✓ Unifrog and recording your careers interactions</li> <li>✓ CV updates</li> <li>✓ Standing out from the crowd</li> </ul>	<ul style="list-style-type: none"> <li>managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>actively seeking out help, support and feedback</li> <li>taking responsibility for their learning and aiming high</li> <li>seeking out challenges and opportunities for development</li> </ul>	<p>Successful transition to KS5 (course retention)</p> <p>Feedback from Compass Questionnaire</p>

	<ul style="list-style-type: none"> <li>✓ Careers Safari – Pathways researching events</li> <li>✓ Managing Stress and performance</li> <li>✓ Apprenticeship Events</li> <li>✓ HE and FE events</li> <li>✓ Goal Setting– writing a careers action plan</li> </ul> <p> <b>University Visits</b>  <b>Apprenticeship provider visits</b>  <b>Alumni Visits</b>  <b>Careers Week Y12</b>  <b>Work Experience in Y12</b>  <b>1:1 Industry Mentor x 3 meetings</b> </p> <p>NCS Opportunity</p> <p>Growth Mindset Day</p>	<ul style="list-style-type: none"> <li>• reflecting on and recording achievements,</li> <li>• experiences and learning and communicating them to others</li> <li>• planning their next steps in learning and work</li> <li>• developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career</li> <li>• having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</li> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• building and maintaining relationships and networks within and beyond the school</li> <li>• being proactive about their life, learning and career</li> <li>• being creative and agile as they develop their career pathway</li> <li>• representing themselves and others</li> <li>• acting as a leader, role model or example to others</li> <li>• considering entrepreneurialism and self-employment as a career pathway</li> <li>• planning for the kind of balance of work and life that they want</li> <li>• taking action to improve their physical and mental wellbeing</li> <li>• beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> </ul>	<p>Opportunity to apply for student leadership positions.</p> <p>Complete Skills tool framework on Unifrog</p> <p>Tracking on UNIFROG of careers interactions (by groups)</p> <p>Attendance to careers fair</p> <p>Positive feedback on WEX (all students attend)</p> <p>Engagement with careers based events for parents and students</p> <p>Participation in NCS recruitment opportunities</p> <p>Participation in UCAS events / visits / open days</p> <p>Participation in careers week activities</p> <p>Track visiting speakers or employer engagement opportunities on Unifrog</p>
Y13	<ul style="list-style-type: none"> <li>✓ Personal Finance – Y12/13</li> <li>✓ Writing a personal Statement</li> <li>✓ The Application Process</li> </ul>	<ul style="list-style-type: none"> <li>• actively planning, prioritising and setting targets for their future</li> </ul>	<p>Feedback from Compass Questionnaire</p>

	<ul style="list-style-type: none"> <li>✓ The UCAS process</li> <li>✓ Alumni Events to support different pathway options</li> <li>✓ Interview skills and Mock Interviews</li> <li>✓ External speakers and events from University</li> <li>✓ Goal Setting– writing a careers action plan</li> </ul> <p><b>-Life skills – Finance, cooking on budget, living away from home/</b></p> <p><b>Growth Mindset Day</b></p>	<ul style="list-style-type: none"> <li>• actively researching and reflecting on workplaces, workplace culture and expectations</li> <li>• analysing and preparing for recruitment and selection processes</li> <li>• being able to describe the concept of career and say what it means to them</li> <li>• building their confidence and optimism about their future and acting on it</li> <li>• actively planning, prioritising and setting targets for their future</li> <li>• considering the risks and rewards of different pathways and career and deciding between them</li> <li>• being proactive about being resilient and learning from setbacks</li> <li>• managing the transition into the post-16 learning context and preparing for post-18 transitions</li> <li>• actively shaping their involvement in their family and community as part of their career planning</li> <li>• planning for different life stages and considering the different life roles that they want to play</li> <li>• being aware of their role in ensuring rights and responsibilities in the workplace and in society</li> <li>• taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</li> <li>• considering entrepreneurialism and self-employment as a career pathway beginning to manage their own money and plan their finances (e.g. thinking about student loans)</li> </ul>	<p><b>Tracking on UNIFROG of careers interactions (by groups)</b></p> <p><b>Attendance to careers fair</b></p> <p><b>Complete Skills tool framework on Unifrog</b></p> <p><b>Attendance to 6<sup>th</sup> form information evening</b></p> <p><b>Number of students who attend taster sessions or open days</b></p> <p><b>Participation in UCAS events</b></p> <p><b>Track visiting speakers or employer engagement opportunities on Unifrog</b></p>
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