



QUEEN ELIZABETH'S



Ashbourne, Derbyshire

Provider Access Policy

Prepared by:	D]•• / tZ] o }v
Date:	: vμ ŒÇ 202
Review date:	: vμ ŒÇ îîî
Approved by:	D• < D}ŒP v

Provider Access Policy

Introduction

complies with the

Student Entitlement

Students in years-7-13 are entitled:

To find out about technical education qualifications and apprenticeships opportunities, as part of a career 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.

Management of Provider Access Requests

Procedure

- A provider wishing to request access should contact the Careers and Work-Related Learning Coordinatory telephone 01335 343685 extension 1641 or by email t.zjo@qegs.email

Opportunities for Access

A number of events, integrated into the school careers programme offer providers an opportunity to come into school to speak to pupils and/or their parents:

7	Investigating Jobs and LMI	Apprentice show (selected students) UCAS Convention All students. Students to use Star Profile to look at LMI for their chosen professions	VSM to organise trips. Extended Studies 'Researching Career' will introduce students to Start Profile	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
8	Valuing equality, diversity and inclusion	Via assembly students reflect on policy in place at school and other workplaces to commit to these values. Students also reflect on how unconscious bias is a barrier	2 Assemblies one with Stuart Hardy/other employer link on equality, diversity and inclusion. Another assembly on the problems posed by unconscious bias. Both Autumn Term Y13	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
9	Learning about safe working practices and environments	Assembly informing students on HR practices in the workplace	Same assembly as above with HR speaker to investigate working practises and environment (ask Tarmac)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.

10

Developing financial capability

Show how you are developing your personal financial capability to make better decisions about everyday living further study, training and work
Students interview a small business adviser to explore the start-up costs involved of working for themselves e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans.

Compare the market activity Y13 HT1.

Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions

Key Stage 4**Developing Yourself Through Careers, Employability and Enterprise Education**

Area of Learning Intent	Implementation	When and by Whom	Impact
Self Awareness	CVwriting masterclass to allow students to explore and identify their interests, skills,attributes. All students to complete their CVs ready to send out to employer	Autumn Term, driven by GBA and form tutors during form time	Recognise how you are changing, what to you
Self Determination	Skills audit and target setting to ensure student are driven to reachmanageable targets	'Picture of Me' during form time during the first half term	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
Self Improvement as a learner	Interview skills and feedback allowing self reflection	Summer term with GBA	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences

Learning About Careers and the World of Work

Area of Learning Intent	Implementation	When and by Whom	Impact
Exploring Careers and Career Development	LMI research using the 'start profile' Poster competition	Spring Term during form time and homework	Discuss the skillsinvolved in managing your own career
Investigating Work and Working Life	Work Experience	Summer term	Explain how work and working life is changing and how this may impact on your own and

Developing Your Career Management and Employability Skills

Area of Learning Intent	Implementation	When and by Whom	Impact
Making the most of careers information, advice and guidance	One to one careers meeting with follow		

Key Stage 3

Area of Learning Intent	Implementation	When and by Whom	Impact
Self Awareness	Do the skills audit and update picture of me	Early in Autumn term each year to inform update of picture of me. Driven by form tutor	Describe yourself, your strengths and preferences
Self Determination			

