



Provider Access Policy

Introduction

This policy statement sets out the Academy'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 Academy's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-14 are entitled:

- To find out about vocational 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 vocational courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Melissa Fisher, Vice Principal for Behaviour and Wellbeing

Telephone: 01642 677113; Email: melissa.fisher@horizonstrust.org.uk

Opportunities for access

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/carers:

- Tertiary College Visits and speakers.
- Annual Year 10 taster days – Middlesbrough College
- Y10/Y11's attend Sheraton Sixth Form Careers Events
- Individual 1:1 work with Youth Direction (Careers Advisors) with respect to applications to tertiary colleges or apprenticeships for those not wishing to attend Abbey Hill Sixth Form
- Designated CEIAG HLTA to support transition to new providers and taster sessions (Daisy Chai)
- CEIAG lunch time drop in sessions.



- TGIW sessions for Year 10/11 students research training and employment, discussing skills & qualities comparing against their own. Students visit local colleges and also complete a workbook to transition with them to their chosen Post 16 provider.
- Employability accreditation built into pathways.
- Vocational based options through Open Awards – Retail, Outdoor Learning, Catering and Hospitality, Digital Media etc.
- A track record of employing ex-students
- All students (Y7-11) take part annually in Enterprise Week

| | CEIAG |
|----------------|--|
| Year 7 | <ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week |
| Year 8 | <ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week |
| Year 9 | <ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • EHCP Review Meetings for students and their parents/carers to begin thinking about Post 16 Options • Transition to Key Stage 4 work begins – Options Event for students and parents/carers to allow option choices to be made for Year 10 |
| Year 10 | <ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • Attendance of the Middlesbrough College Taster Day • Second Options Event for students and parents/carers to allow Option choices to be made for Year 11 • Open Awards accreditation – Preparation for Work – Preparing for a job interview, Skills and qualities test, Writing a CV, Applying for Jobs |
| Year 11 | <ul style="list-style-type: none"> • Tutor based activities – Participation in Enterprise Week • EHCP Review Meetings for students and their parents/carers to make their final choices for Post 16 placements • Open Awards accreditation – Preparation for Work – Preparing for a job interview, Skills and qualities test, Writing a CV, Applying for Jobs • Post 16 Provider visits and further Career planning during TGIW sessions (6 weeks) • Youth Direction individual interviews (for identified students not wishing to continue at Abbey Hill Sixth Form) and application support • Youth Directions drop in sessions for advice and support |



Careers in our curriculum

Intention

- To promote career learning, development and wellbeing
- To enhance subject knowledge, attainment and their overall personal and social development

Implementation

1. By providing careers learning as a subject in its own right
2. By incorporating careers learning within all subject areas across the curriculum
3. By organising careers learning opportunities through co-curricular activities

At Abbey Hill Academy, we make continuous links within all curriculum areas to the world of work and consider how skills learned in school will enhance career opportunities in later life.

We successfully launched 'Job of the Month' where we focus on a particular career in whole school assembly and demonstrate the importance of core and vocational learning opportunities and experiences for the promoted role. We strive to make links with professional role models and invite them to speak to our young people about what the job and how important their learning at school really is to their future aspirations.

English

In English we address CEIAG, from Year 7 through to Year 11. In every lesson we address literacy skills which develop, reading, writing, speaking & listening. These skills then develop in to writing for a particular purpose and audience. We tend to teach our curriculum via real life situations e.g. allotments in Year 7 encourages students to read and write instructions, Year 8 write newspaper articles and Year 9 write formal and informal letters. These skills develop in to Key Stage 4 where students will write for a specific purpose e.g. a CV, a letter applying for a specific job and preparing to participate in an interview. Throughout our teaching we refer to 'real life' situations, to encourage students to transfer their English skills to their wider world and to realise that their literacy skills are to support them in the wider community and in their future careers. Meaningful encounters with local authors enrich our experiences.

Mathematics

Mathematics lessons encourage students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives. The curriculum in maths prepares students to make the most of their mathematical ability including embedding key skills for life; the important concepts of money and time. The constant reinforcement of the four main mathematical operations help students to make progress in essential concepts that are needed in all career opportunities.

The formal maths curriculum in Abbey Hill Academy helps students develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number



- Geometry
- Measures
- Statistics
- Probability

Students use their knowledge and understanding to make connections between mathematical concepts and the world of work. Students are given opportunities to apply the functional elements of mathematics in everyday and real-life situations. This takes place in regular lessons and through maths days based around teamwork and practical activities.

Science

Through our science curriculum we aim to make students experiences as broad and as varied as possible. We ensure that the areas of study set out by the National Curriculum are covered and wherever possible we aim to link these areas of study to both related careers and real-life experiences. For example, when covering forces students cover several lessons that have an engineering focus. When covering electricity, we aim to visit the local power station where students can see the wide range of employment opportunities a local facility can offer. Each year we celebrate national science week where students investigate how different scientists work. This approach allows students to gain a deeper and meaningful understanding of the area in science they are covering and relate it to its real-life future opportunities.

Design and Technology

Design Technology makes a major contribution in preparing young people for opportunities, responsibilities and experience of working life. Our Key Stage 3 learners develop and embed the skills required for further study in upper school.

At Key Stage 4 pupils study WJEC—Preparing for Work. This qualification is for young people aged between 14 and 19, who are preparing to enter the workplace. Students combine a range of Design and Technology units to create an area of study suited to the needs of the individual learner. This subject focuses on the way business and industry identify potential products and successfully design and manufacture them. The emphasis is on designing and making products that could be commercially viable.

Computing

In computing, regular references are made to how software and hardware are used in the workplace in order that students can see the relevance of skills being developed for life-long learning and interaction with others. Home learning tasks encourage students to talk to adults at home about how they use computers to research, communicate and present information. The Functional Skills ICT curriculum focuses upon essential IT skills that the modern workplace requires; managing data and using information sent by email to edit documents which are fit for purpose. Students who carry out Open Awards units for the Key Stage 4 computing option consider suitable career opportunities and identify how computers are used in the world of work.

Personal Social Health Education (PSHE)



Within the PSHE curriculum we make continuous links to the world of work. Students cover CEIAG specific learning for half a term each year. The focus could be on completing skills and attributes assessments online or personal awareness modules looking at their qualities to researching well known businesses and getting an idea of how they are established and managed to compete in an ever changing world. In Key Stage 4, students attend a dedicated careers lesson once a week with our Careers Leader. This valuable curriculum time is where our young people learn how to create a CV both in paper form and also digitally through Global Bridge, complete job application forms and also visit colleges and events linked to their Post 16 destinations.

Art

In art we have regular discussions about different career opportunities within the art and design world - animators, art technicians, art Gallery worker, ceramicists, games designers and we often talk about how things are made and how we are making it linked to real life processes. E.g. we may use certain construction techniques used in model making or masks such as wire armatures in Modroc or clay. We also look at videos of how both amateur artists and professional artists use certain techniques.

We frequently discuss the lives of artists, past and present. Students are made aware of facts about famous and local artists which allows our young people to see how accessible careers in art can be.

Students are encouraged to discuss modern art and also talk about famous competitions such as the Turner Prize. We use every opportunity to encourage our learners to enter appropriate competitions in the same way real life artists do to sustain an income.

Food Technology

All of our students take part in the 'Farm to Fork' initiative with our local partner, Tesco and visit the store for a 'behind the scene' tour. We teach students how to prepare basic meals in our 'Cooking at home, Cooking for yourself' module, which develops independence skills for the future. In Key Stage 4, students complete their Food Hygiene certificate and also visit local colleges to see what courses are on offer post 16. We have made successful links with a local 5 star hotel, Wynyard Hall where we visit and learn more about the jobs that are available within the Catering and Hospitality sector.

Music

The music curriculum at Abbey Hill Academy empowers students to explore career opportunities in the performing arts and provides them with a wealth of skills to help them succeed both personally and in preparation for employment. Our students can learn musical instruments; rehearse with others; perform to audiences; develop solo and ensemble musicianship. Playing a musical instrument is not only fun and emotionally beneficial; it stimulates the brain, improving functions such as memory and abstract reasoning skills. Practicing a musical instrument is a long-term commitment that takes a great deal of patience and commitment. For success, an ability to problem solve, effective time management and a positive mental attitude is key. From day one, our students are encouraged to explore their musical interests and have opportunity to perform to others in school and within the local community. Rehearsing and performing helps our students learn to build relationships with others. It also builds skills in leadership and team building, as well as showing them the rewards of working with others. Performing to an audience is an excellent way to develop



confidence and effective communication skills, supporting them with the initial application and interview stages of employment. Through music making, our students develop a clear understanding of the positive impacts music has on emotional well-being. They explore their feelings, relationships and learn about emotional self-regulation. These are all qualities valuable to success in the workplace.

Students have opportunity to watch professional performances from visiting musicians and actors and we also arrange visits to local theatres. Students are encouraged to think about their personal skills, qualities and aspirations and explore performing arts related career opportunities that maybe of interest. At Key Stage 4 students can gain accreditation in Open Award and Arts Award qualifications to support their future applications.

Humanities

Within the Humanities curriculum we approach CEIAG in many different forms and topics. During our history studies we look at how different job roles have developed over time and how the jobs of the future are still being created. Students learn how technology has advanced and changed, changing the direction of career choices and opportunities. In geography we look at the world around us and how new innovations are developing life on our planet, protecting the planet or finding new ways to harness its resources that in turn will develop new jobs for the future. We research changes in our society from construction to regeneration, looking at the future career possibilities within our locality. The demand associated with the change in population demographics is taught, where students learn to identify the need for new careers and opportunities for all.

Physical Education

Within the PE curriculum, we discuss the importance of a number of qualities evident in sport such as teamwork, leadership, resilience, communication and discipline and how these relate to skills that employer's value. We show strong links from fitness challenges such as the 'bleep test', the 1.5mile run, press-ups and sit-ups within a minute and how students' scores correlate to the entry criteria for the police force and different jobs within the armed forces.

We promote student involvement in community based and national sport programmes and strive to make links with local sporting celebrities. We celebrate all sporting successes on a whole school level.

We want every person, no matter what their background is and no matter where they are from, to be able to build a rewarding career. Now we need to work together and capitalise on the network we are building, to provide careers guidance and encounters that are dynamic and link to the real employment opportunities available in future. In a fast-changing economy, it is essential that we make school and work more closely connected than ever before so young people from all backgrounds have the knowledge, skills and experience to succeed in work. As the labour market evolves, it is crucial that those already in work can access the advice and information on career changing and retraining that opens up other opportunities. Let's seize this chance to lead change and make the most of everyone's skills and talents.