

THE FEATHERSTONE ACADEMY ACCESS PROVIDER POLICY



**Resilience
Multi Academy
Trust**



**The
Featherstone Academy**

Summary	Academy Arrangements for Managing Access of education and training providers to the Academy
Responsible Person/Author:	Ashley Robinson
Applies to: (please circle/delete as appropriate)	Colleagues Student <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Ratifying Committee	Standards Committee
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Document Control

Date	Version	Action	Amendments
April 2021	1	New Policy Format created	
September 2024	2	Amendments	Additional Introductory paragraphs, Aims, virtual events and Appendix, Nomenclature changed
May 2025	3	Amendments	Rebranded
September 2025	4	Amendments	Amended EIA

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Contacting the Academy to request access

1. A provider wishing to request access should contact Ashley Robinson, E-mail: arobinson@featherstone.academy

Introduction

2. RMA is a successful educational trust, and all our students play their part in making it so. We are committed to providing a quality education for all our students this includes giving them opportunities to speak with other educational institutions and employers about opportunities open to them.
3. High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.
4. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.
5. The Featherstone Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Featherstone Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
6. The Featherstone Academy endeavours to ensure that all students are aware of all routes to higher skills and can access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Scope and purpose of this policy and who it applies to

7. This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purposes 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](#).
8. This policy is aimed at ensuring all students in Years 8 to 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.

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- To understand how to make applications for the full range of academic and technical courses.

Publication of this Policy

9. This policy will be available on the RMAT and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.
10. Following any review of the policy resulting in an updated version being adopted by the Trust Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document via the school website.
11. Guidance on any aspect of this policy can be obtained from Ashley Robinson whose email address is arobinson@featherstone.academy

Responsibility for this Policy

12. The RMAT Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The RMAT Board has delegated day to day responsibility for operating the policy to the RMAT Executive, the Local Review Boards and the Principal at each Academy.

Aim of this Policy

13. To ensure that students find out about technical educational qualifications, apprenticeship opportunities and education and training options available at transition points and understand how they can make applications for academic and technical courses.

Management of provider access requests

Procedure

14. A provider wishing to request access should contact Ashley Robinson, arobinson@featherstone.academy

Opportunities for access

15. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents – please see Annual Calendar of Events.
16. Please speak to our named Careers Co-ordinator to identify the most suitable opportunity for you. The Academy’s policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website www.resiliencemat.uk

Premises and facilities

17. The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We will also make available Audio Visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Leader who will distribute the relevant information to students.

Person Responsible: Ashley Robinson

Table 1- Annual Calendar of Events

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Parents and carers’ Settling In</p> <p>History – Medieval realms. Justice systems.</p> <p>Science – Research a range of scientists and their careers.</p> <p>English – Love and Relationships - Understanding of people and empathy. Link to psychology and sociology.</p> <p>French – Numbers. Salary comparison between careers in France and England.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>History mystery – look at how evidence is used to form conclusions.</p> <p>Science – Reproduction – Discuss the role of professionals such as midwives</p> <p>English – Studying the roles within theatre.</p> <p>French – School life. Different jobs within school</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>English - Responsibility of politicians / leaders</p> <p>Science – Electricity. Discuss job roles that will need knowledge on this subject.</p> <p>Maths – Probability Calculating the chance of an event happening Careers that use – Meteorologist, Crime Investigator, Forensic Statistician.</p> <p>French – Food and drink. Roles within hospitality</p> <p>Geography - Kenya vs Japan - hazard management</p>

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	Autumn Term	Spring Term	Summer Term
	<p>Geography - Tectonics - Seismologist</p> <p>Map Skills - Cartographer</p> <p>Maths – Intro to Maths. Research a range of mathematicians.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Parents and carers’ evening</p>	<p>Maths – fractions/ division/ ratio/ time. Link hairdressing and cookery to above.</p> <p>Geography - Kenya vs Japan - tourist industry</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Science Week</p> <p>Parents and carers’ evening</p>	<p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p>
Year 8	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Contextual history – Power. Looking at the roles of different people within society.</p> <p>Science – Gas exchange and digestion – discussion of careers involved in this area e.g. dieticians</p> <p>French – Region. Apprenticeships and careers linked to Francophone countries.</p> <p>Geography - Rivers - River management Ice - Geologists Ice - tourist industry Ice - Forestry Commission</p> <p>English – Rhetoric, equality and inequality. Researching the speeches made by politicians, reporters, activists etc.</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>Science – Quantifying energy – discussion of careers linked to renewable energy resources.</p> <p>French – Social media. Social media accounts of French companies</p> <p>Geography - Africa - Humanitarian Aid/Medical Aid Africa - International Development Africa - jobs in renewable energy</p> <p>English – Identity Poetry - music and song writing</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>English - Blood Brothers (or Pygmalion) - study of linguistics and dialect</p> <p>French – Fashion. The fashion industry in France</p> <p>Maths – Percentages Calculating percentage of amount. Careers that use – Astronaut, Doctor, Banker.</p> <p>Science - Earth's atmosphere- links made to roles of scientists linked with climate change</p> <p>Geography - Power of Weather - Meteorologist Power of Weather - Climate Activists and Charity work Power of Weather - Hazard Mazard Management</p> <p>STEM Day</p>

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	Autumn Term	Spring Term	Summer Term
	<p>Maths – Graphs Drawing and interpreting graphs Careers that use – Project manager, Stockbroker, Epidemiologist.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p>	<p>Maths – Units of Measure Converting between units of measure Careers that use – Pharmacist, Technician, Paramedic.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option Parents and carers’ evening</p> <p>Science Week</p>	<p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p>
Year 9	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>RSE Education – Careers and the workplace</p> <p>History – Conflict and wars. Looking at how different governments have governed during these times.</p> <p>French – Jobs. The importance of learning a language and employability skills</p> <p>Geography - Russia - Jobs in the energy sectors - oil rigs, gas works Environmental Issues - Conservationist</p> <p>Science – Cells and organisation. Roles of medical professionals in areas linked to the heart and circulatory system</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>English - Soldiers / Armed Forces</p> <p>French – Holidays. Travel and tourism industry à LMI</p> <p>Science – Genetics – the roles of scientists through time in making major discoveries</p> <p>Maths – 2D representation of 3D shapes Drawing plans and elevations. Careers that use – Interior designer, 3D printer, Animator.</p> <p>Geography - Ecosystems - Mining, forestry, renewable</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Child development – Researching roles and courses available within child development.</p> <p>Science – Environmental science. Links made between farming and rates of photosynthesis.</p> <p>French – Healthy living. French restaurants in Yorkshire</p> <p>Maths – Transformations. Perform and describe transformations. Careers that use – Video game designer, Fashion Designer.</p> <p>Geography - Coasts - fishing, renewable energy, tourism Coasts - Coastal Management</p>

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	Autumn Term	Spring Term	Summer Term
	<p>English – Agriculture and how a farm is run. Responsibility of politicians / leaders</p> <p>Child development – The role of a midwife.</p> <p>Maths – Fractions, Decimals & Percentages Converting between fractions, decimals and percentages. Careers that use – Architect, Designer, Manager.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p>	<p>energy (HEP), sustainable management Tourism - Job in tourist sector</p> <p>Option Evening</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p>	<p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p>
Year 10	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Sex Education Talk</p> <p>History – Norman England – the use of government</p> <p>French – Family and friends. Employability skills.</p> <p>Geography - Physical Environments Flood Management Hazard Management Geologist Town planning</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Outside Motivational Speaker</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Child development – Invite in a speaker to discuss feeding babies.</p> <p>Geography - The Living World Mining, logging, renewable energy</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Post 16 Taster Days, Wakefield College and, New College Pontefract.</p> <p>Geography - The Living World Mining, logging, renewable energy Sustainable Management International Agreements - UN</p> <p>Urban Issues and Challenges Urban planning Formal vs informal sectors</p>

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	Autumn Term	Spring Term	Summer Term
	<p>Science – The role of scientists through time in developing models of the atom and the periodic table</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>English – An Inspector Calls - Detective / Manufacturing and Retail</p> <p>Maths – Constructions and Loci Apply constructional skills to solve loci problems. Careers that use – Cartographer, City Planner, Construction Worker. National Apprenticeship Roadshow</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – what are travel agents/operators? How do businesses benefit from Travel and Tourism?</p> <p>Parents and carers’ evening</p>	<p>Sustainable Management International Agreements - UN</p> <p>Urban Issues and Challenges Urban planning Formal vs informal sectors Transportation industry</p> <p>Science – Drug development – links to pharmaceutical industry</p> <p>French – Hobbies and free time. Sports personalities and sports in Francophone countries.</p> <p>English – Macbeth - Military / Religion / Historians / Monarch / literary critics</p> <p>History – Norman England – changes to law and order</p> <p>Maths – Real-Life Graphs Draw and interpret real-life graphs. Careers that use – Actuary, Attorney, Budget Analyst.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – different agents in travel and tourism and why people visit different countries.</p> <p>Parents and carers’ evening</p>	<p>Transportation industry Child development – Observational techniques. Invite alumni in.</p> <p>English - English Language P2 - journalism / reporting / public speaking / leadership</p> <p>French – Holidays. Travel and tourism/ working abroad.</p> <p>History – Health and the People – difficult industry and roles within the NHS, health professionals and government professions</p> <p>Science – chemical changes – discuss links to careers in metal extraction and mining</p> <p>Maths – Pythagoras’ Theorem Calculating the missing length of a right-angled triangle. Careers that use – Construction designer, Aviation, Surveyors.</p> <p>Parents and carers’ evening + Exam Preparation Evening</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – Global Travel and Tourism industry. Links to weather, government and reporting.</p> <p>Mock Interviews</p>

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	Autumn Term	Spring Term	Summer Term
Year 11	<p>Assemblies</p> <p>Post 16 college providers talk.</p> <p>Form time activities – Start profile (weekly)</p> <p>History – Inter-war unit Careers in the army and politicians</p> <p>French – School. Studying abroad/ gap year.</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>Science – Homeostasis – links to conditions such as diabetes, and the role of health care professionals</p> <p>English - A Christmas Carol - charity work / leadership / education</p> <p>Maths – Equations Forming and solving equations. Careers that use – Electrical Engineer, Computer Programmer, Professor.</p> <p>Personal Statements</p> <p>CV Workshops/Cover letters</p> <p>Prospects Target Group employability level1</p> <p>Enterprise advisor workshops.</p> <p>Post 16 Destinations parents evening and external providers</p>	<p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>College interviews.</p> <p>Apprenticeship week.</p> <p>Careers week Geography - Changing Economic World International and Humanitarian Aid Tourist Sector UK industry and manufacturing Wider World - UN, Commonwealth</p> <p>History – Museums and their uses.</p> <p>French – Jobs. Career of the month.</p> <p>Science – C2 chemical analysis. CSI/ forensics.</p> <p>English – English Language P1 - research careers related to content in Paper 1</p> <p>Apprenticeship Workshops</p> <p>Target students to Wakefield College</p> <p>Maths – Sequences To continue or find a missing term in a sequence. Careers that use – Customer Specialist, Machinist, Production Operator.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p>	<p>Exam results day: Post 16 and apprenticeship advice and guidance. NCS</p> <p>Child development – Observational techniques. Invite alumni in.</p> <p>French – Environment. LMI and apprenticeships.</p> <p>Science – Water treatment. - links to careers in places such as Yorkshire water</p> <p>Maths – Number Perform operations without a calculator Careers that use – Business intelligence analyst, Auditors, Teacher.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Exam Preparation Evening</p>

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	Autumn Term	Spring Term	Summer Term
	<p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Geography - Challenge of Resource Management Agribusiness and Organic Farming Water Management Energy sectors - renewable and non-renewable</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Parents and carers’ evening</p>	<p>PE – Sports Ambassadors – teaching a job role within school</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Parents and carers’ evening</p>	

Monitoring

18. The Assistant Principal for Quality of Education will monitor the implementation and effectiveness of the policy. They will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory sources, for any recommendation or changes. There will be a full review of the Policy by the stated review date where recommendations will be made for consideration by the RMAT Board.

Appendix 1 – Providers and destinations of previous students

Providers who have been invited into the Featherstone Academy to date include:

- UTC Leeds
- Pontefract New College
- Wakefield and Castleford College
- Wakefield Apprenticeships
- Wakefield Housing
- Rodillian Academy

Destinations of previous students from Featherstone Academy include:

- Pontefract New College
- Wakefield College
- Castleford College
- UTC Leeds
- Askham Bryan

Appendix 2 - Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

Policy Title: Access Provider Policy

Policy Owner: RMAT

Date of Assessment: September 2025

Assessed by: COO

Next Review Date: September 2026

Purpose of the Policy:

To outline the arrangements for managing access of education and training providers to students, ensuring compliance with the Provider Access Legislation, and promoting impartial, inclusive careers education.

Groups Affected:

- Students
- Parents/Carers
- Staff
- External Providers

Protected Characteristics Considered:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

Potential Impacts:**Positive Impacts:**

- Promotes equal access to information about all post-16 and post-18 pathways.
- Supports informed decision-making for students from all backgrounds.
- Encourages participation from a wide range of providers.
- Aligns with statutory duties to act impartially and inclusively.

Negative or Unequal Impacts:

- Risk of underrepresentation of certain groups in provider engagement.
- Potential barriers for students with SEND or EAL in accessing provider information.
- Inconsistent delivery of access opportunities across year groups.

Mitigation Actions:

- Ensure provider events are accessible to all students, including those with SEND.
- Offer translated or simplified materials where needed.
- Monitor participation in provider events by demographic group.
- Provide staff training on inclusive careers guidance.
- Embed impartiality and equality in all provider engagement processes.

Monitoring and Review:

- Assistant Principal for Student Experience to monitor implementation.
- Annual review of provider access data and student feedback.
- Adjustments made based on findings to ensure equity and compliance.