

BRAYTON ACADEMY ACCESS PROVIDER POLICY



**Resilience
Multi Academy
Trust**



Summary	Academy Arrangements for Managing Access of education and training providers to the Academy
Responsible Person/Author:	Hayley Cotterill- Careers Lead
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	Nomenclature and author changed
May 2025	3	Amendments	Rebranding
Sept 2025	4	Amendments	Amended EIA

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Contacting the Academy to request access

1. A provider wishing to request access should contact Hayley Cotterill, Careers Lead for student experience. Telephone 01757 707731 or E-mail: hcotterill@braytonacademy.org.uk

Introduction

2. RMAT 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 Brayton 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 Brayton 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 Brayton 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).
7. The Brayton 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

8. 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](#).
9. 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.
- To understand how to make applications for the full range of academic and technical courses.

Publication of this Policy

10. This policy will be available on the RMA and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.
11. Following any review of the policy resulting in an updated version being adopted by the RMA 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 SharePoint.
12. Appropriate training and guidance will be provided to staff by the Attendance and Welfare team regarding the implementation of the policy for appropriate staff in relation to any new or revised procedures and guidelines within an appropriate timescale.
13. Guidance on any aspect of this policy can be obtained from Careers Lead whose email address is hcotterill@braytonacademy.org.uk

Responsibility for this Policy

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

Aim of this Policy

15. 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

16. A provider wishing to request access should contact Hayley Cotterill, Careers Lead, 01757 707731, hcotterill@braytonacademy.org.uk

Opportunities for access

17. 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.

18. 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

19. 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: Paul Carney, Academy Principal

Table 1- Annual Calendar of Events

	Year 7 Understanding my options	Year 8 Linking my interests with potential careers
Term 1	<ul style="list-style-type: none"> • Assembly: secondary school as the first step of a career journey • Students complete the Future Skills Questionnaire to allow us to tailor our provision to their needs 	<ul style="list-style-type: none"> • In form time Students will take part in a careers personality quiz and follow up activities to help them form ideas about what they might want to do in the future. • Assembly: what careers options are available in this area? Students will also be introduced to the technical qualifications provider visits that will take place next half term.
	<ul style="list-style-type: none"> • As part of the Aspire curriculum Students learn about the local labour market and where their ambitions might fit into it. 	<ul style="list-style-type: none"> • Students will take part in visits with providers of technical qualifications linked to the option they have chosen for their applied resilience lessons. They will spend time with their form tutors both preparing for and reflecting on these visits. •
Term 2	<ul style="list-style-type: none"> • Assembly: what is success? Beyond FE and HE, what might a successful career look like? • In form time Students will spend time preparing for their HE visits next half term. 	<ul style="list-style-type: none"> • Assembly: what am I good at? How do you match your skills and attributes to a career?
	<ul style="list-style-type: none"> • Students have the opportunity to visit a local university. • During National Careers Week Students will explore which jobs involve things that might link to their interests both with their form tutors and subject teachers. 	<ul style="list-style-type: none"> • During National Careers Week Students will consider what skills, attributes and interests they have and how might they link to different jobs? Are these jobs available in our local area? How do they link to school subjects? They will discuss these questions with their form tutors and subject teachers.
Term 3	<ul style="list-style-type: none"> • Assembly: how can I find out about careers? Who do I speak to and what should I ask them? 	<ul style="list-style-type: none"> • Assembly: what is the public sector and what roles are available within it? Why might you want to work in the public sector? • Students will experience a visit from a public sector employer and take part in activities that give them a flavour of what this line of work would be like.

	Year 9 What careers might suit me best?	Year 10 Preparing for my next steps
Term 1	<ul style="list-style-type: none"> Students complete the Future Skills Questionnaire to allow us to assess their knowledge of careers so far and to tailor our provision to their needs Assembly: exploring careers options in the STEM sector in more detail 	<ul style="list-style-type: none"> Students complete a series of activities in form time around what a good CV looks like Assembly: what do you need to know about apprenticeships (external provider). Subject areas link back to apprenticeships assembly Students complete a first draft of their CV in form time
	<ul style="list-style-type: none"> Employers visit applied resilience lessons and complete activities with Students that allow them to gain an idea of what it would be like to work in that field. Students spend time with their form tutors preparing for these visits. 	<ul style="list-style-type: none"> Students' complete activities in form time looking at myths around university and prepare for a HE visits later in the term. Students have the opportunity to visit a local university.
Term 2	<ul style="list-style-type: none"> In form time Students will have the opportunity to reflect on the employer visits from last half term and share their experiences. Assembly: exploring careers in the arts sector in greater detail. 	<ul style="list-style-type: none"> Students take part in activities in form time and subject lessons to prepare for the upcoming careers fair. Students take part in a career fair where a variety of FE and HE providers along with employers from multiple sectors visit the academy.
	<ul style="list-style-type: none"> In National Careers Week Students will consider what their non-negotiables for a future job are and explore what jobs might meet their criteria with both their form tutors and subject teachers. Selby College will attend parents' evening this half term to answer questions from Students and parents. 	<ul style="list-style-type: none"> Students take part in a taster day at Selby College. They will have the opportunity to spend time in forms preparing for this visit. During National Careers Week Students will consider with their form tutors and subject teachers what post-16 routes they could take to reach their careers goals. Selby College will attend parents' evening this half term to answer questions from Students and parents.
Term 3	<ul style="list-style-type: none"> Options evening gives Students and parents the opportunity to discuss how their choices might impact future careers. Students will experience an assembly given by an external provider of technical qualifications. Subject areas will discuss technical qualifications in their areas with Students, linking back to what they learnt in their assembly. 	<ul style="list-style-type: none"> In form time Students will re-visit and update the CVs that they drafted earlier in the year. Assembly: introduction to careers guidance meetings and the mock interview process Students will spend time during form time preparing for their upcoming mock interviews.
	<ul style="list-style-type: none"> In form time Students will take part in careers reflection activities examining how they should keep their options open and what might happen if they change their mind about what they want to do. 	<ul style="list-style-type: none"> Students will take part in mock interviews with a variety of employers and FE/HE providers. As much as possible Students will be matched with interviewers that align with their stated interests. Students will take part in a taster day at New College Pontefract.

Year 11 Entering the world of work	
Term 1	<ul style="list-style-type: none"> Throughout year 11 Students will take part in personal careers guidance meetings with our level 6 qualified careers counsellor. In form time Students will be given a final opportunity to review and update their CVs in light of feedback from mock interviews. Assembly: preparing for next steps and the college application process
	<ul style="list-style-type: none"> During form time Students will look more closely at preparing for employment and college interviews ASK attend parents' evening this half term to answer questions about apprenticeships Select Students will take part in apprenticeship awareness workshops with ASK.
Term 2	<ul style="list-style-type: none"> Assembly: preparing for the upcoming careers networking event Students take part in a careers networking event where they rotate round employers in small groups and get the opportunity to ask questions Students have the opportunity to reflect on the careers networking event during form time.
	<ul style="list-style-type: none"> Selby College attend parents' evening to answer questions from Students and parents
Term 3	<ul style="list-style-type: none"> Students who haven't settled on a post-16 destination will have the opportunity to take part in application workshops to give them some final support. Students will take part in the Future Skills Questionnaire for the final time, allowing us to assess the impact of our careers programme and make changes to benefit future year groups.

Monitoring

- The Assistant Principal line managing the careers lead 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 RMA Board.

Appendix 1 – Providers and destinations of previous students

Providers who have been invited into Brayton Academy to date include:

- Selby College
- York College
- Askham Brayn College
- Bishop Burton College
- New College Pontefract
- University of York
- York St John University
- University of Leeds
- Leeds Beckett University
- ASK (NYBEP)
- Drax
- Siemens
- Greencore
- NHS
- British Army
- Royal Navy
- Royal Air Force
- Yorkshire Water
- Network Rail
- Handelsbanken

Destinations of previous students from Brayton Academy Name of School include:

- Selby College
- Pontefract New College
- York College
- Askham Brayn College
- Bishop Burton College
- Humberside Engineering Training Association
- Rodillian Academy Sixth Form
- Doncaster National Horse racing College
- Myerscough College
- Northumberland College

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.