



Queen  
Elizabeth's  
— ACADEMY —

# Appendix to Provider Access Policy September 2021

*Office use*

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<b>Associated documents:</b>			
<b>Links to:</b>			
<a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Provider-Access.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/08/Provider-Access.pdf</a>		<a href="https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf">https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2018/10/Safeguarding-and-Child-Protection.pdf</a>	

**Key Contacts**

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## Context

### Learning and Loving Together Forever.

Inspired by [Luke 10:29 – 37](#) we give our all to all in appreciation to God who gave his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.

These protocols will ensure that our students receive the support, both from within school and outside of school, that they rightly deserve. Allowing our students to flourish, be safe, and be respected in a secure and nurturing environment that promotes togetherness, truthfulness and empathy.

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## Management of provider access requests

### 1.1 Policy

This appendix should be read in conjunction with the Diverse Academies Provider Access policy- link above.

### 1.2 Procedure

A provider wishing to request access should contact:

Tanya Jones, Lindsey Eastwood or Rachel Williams- Careers Team

Tel: 01623 623559

Emails:

[tjones@queenelizabeths-ac.org.uk](mailto:tjones@queenelizabeths-ac.org.uk)

[Leastwood@queenelizabeths-ac.org.uk](mailto:Leastwood@queenelizabeths-ac.org.uk)

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## Opportunities for access

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

Year	Term 1	Term 2	Term 3
7		<ul style="list-style-type: none"><li>• Introduction to careers, introduction to Unifrog exercise</li><li>• Understanding skills activity – Hard v's soft skills. Unifrog activity.</li></ul>	<ul style="list-style-type: none"><li>• Students complete interest quiz to explore possible careers that may interest them.</li><li>• Students learn how to record their activities, linked to the 9 core values.</li></ul>
8		<ul style="list-style-type: none"><li>• Students complete the 'Career terminology' session to learn more about common phrases and words associated with careers.</li><li>• Students use the Unifrog careers library to gain understanding of possible future pathways on leaving school.</li></ul>	<ul style="list-style-type: none"><li>• Students complete GCSE choices activity to discover which subjects will support their careers aspirations.</li></ul>

9	<ul style="list-style-type: none"> <li>Next generation leaders program Teamwork project looking at tackling climate change in the Mansfield area</li> </ul>	<ul style="list-style-type: none"> <li>Options evening (Virtual)</li> <li>Students watch TED talk on leadership.</li> <li>Students log their in school and extracurricular activities and the skills they have gained.</li> <li>Students complete the 'What Next' activity and use the Unifrog Subject library to explore qualifications and possible pathways for their ideal career</li> <li>Next generation leaders program</li> </ul>	<ul style="list-style-type: none"> <li>Parent and Student option interviews</li> <li>Students complete the identifying interests quiz on Unifrog to see possible careers that fit with their interest areas.</li> <li>Skills and teamworking exercise (providing school is open and teamworking is not restricted).</li> <li>Next generation leaders program</li> </ul>
10	<ul style="list-style-type: none"> <li>Virtual work experience (Pearson)</li> </ul>	<ul style="list-style-type: none"> <li>Students complete personality profile quiz and match their results to possible careers.</li> <li>Students complete Unifrog model on how to contact employers and research possible placements</li> <li>Students complete activity on good and bad revision techniques</li> </ul>	<ul style="list-style-type: none"> <li>Students learn the difference between a CV and cover letter. They will compare two cover letters and then write their own for a fake work experience opportunity.</li> <li>Students focus on teamwork and explore the different skills needed for good teamwork.</li> </ul>
11	<ul style="list-style-type: none"> <li>One to one interviews with a member of SLT to explore possible post 16 options.</li> <li>Hucknall 6<sup>th</sup> form centre virtual assembly</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 pathways explored through 3 set activities looking at A Levels, Btec and Apprenticeships.</li> <li>Careers hub available during morning tutor for students to search apprenticeship opportunities.</li> <li>Students complete activity on good and bad revision techniques</li> </ul>	<ul style="list-style-type: none"> <li>Students complete an activity on good and bad revision techniques.</li> </ul>
<b>All Year Groups</b>	Careers Channel on Teams pages-regularly updated with information on careers- profiles, opportunities.	Careers Channel on Teams pages- regularly updated with information on careers- profiles, opportunities.	Careers Channel on Teams pages-regularly updated with information on careers- profiles, opportunities.

2020-21 careers offer has been pared back due to restrictions posed with Corona Virus. We are already looking towards next year's offer and how we can enrich the careers programme for all 5 year groups.

The Diverse Academies policy on Safeguarding and Child Protection sets out the trust's approach to allowing providers into the academy as visitors to talk to our students. [Link to this policy above.](#)

## **Premises and facilities**

3.1 The academy will make the main hall, Elizabethan Hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the careers leaders. Should any other resources be required this should be discussed and booked through the Careers Leads prior to the event.

3.2 Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Hub, which is managed by the Careers Team. Literature posted to the academy should be clearly labelled For the Attention of Careers- Tanya Jones, Lindsey Eastwood, Rachel Williams. See emails in the key contacts box above.

## **Review**

This policy will be reviewed in September 2022 following any changes in Trust literature or Academy staff.