



## Provider Access Legislation Policy

### Careers Guidance Programme and Provider Access Statement

This policy sets out Footsteps Trust's arrangements for providing students with comprehensive careers education, information, advice, and guidance (CEIAG) and for managing the access of education and training providers to students. It ensures compliance with our statutory duties under Section 42B of the Education Act 1997 (the Baker Clause) and supports the broader aspirations of our students.

As an Alternative Provision, Footsteps Trust welcomes students throughout the academic year at varying stages of their education. Consequently, we provide a flexible and tailored careers programme to ensure all students, regardless of when they join, receive equitable access to information and opportunities. We work collaboratively with referring schools to ensure that their Provider Access Legislation (PAL) policies align with ours, enabling students to benefit from a cohesive and complementary approach.

### Overall Aims

The Careers Education and Guidance programme at Footsteps Trust aims to:

- Prepare students for the opportunities, responsibilities, and experiences of adult life.
- Raise expectations and aspirations, giving students confidence to compete with peers nationally.
- Educate students about a wide range of pathways and careers, broadening their horizons.
- Provide access to technical education, further learning, training, and employment opportunities.
- Ensure students transition successfully into post-16 education, apprenticeships, or work placements.

Our programme is underpinned by the **eight Gatsby Benchmarks of Good Career Guidance** and Footsteps' commitment to inclusivity. We adapt our provision to meet the unique circumstances of each student, including those who join mid-year or during different terms, ensuring every learner has the opportunity to succeed.

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## Student Entitlement

All students at Footsteps Trust are entitled to:

- Learn about technical education qualifications, apprenticeships, and further and higher education options as part of a comprehensive careers programme.
- Receive impartial and independent information, advice, and guidance about all education and training pathways.
- Participate in tailored careers activities designed to address individual needs and aspirations, including support for transitions between education stages.
- Access personalised support to make informed choices about post-16 pathways.
- Experience careers education integrated with their curriculum and through opportunities such as work-related learning, visits, and interactions with employers and providers.

## Management of Provider Access Requests

Providers wishing to request access to Footsteps Trust students should contact:

- **Name:** Chaz Syed
- **Position:** Operations Manager
- **Telephone:** +44 0208 881 4050
- **Email:** [chaz.syed@footstepstrust.com](mailto:chaz.syed@footstepstrust.com)

## Opportunities for Access

Footsteps Trust offers a range of opportunities for providers to engage with students and/or their parents or carers. These include

- Careers fairs
- Assemblies and workshops
- Group discussions and targeted sessions
- One-on-one or small group interviews

Given the diverse timelines of student enrolment, we ensure that all students are included in these activities through flexible scheduling and tailored interventions.

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## Premises and Facilities

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. The academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed on in advance of the visit with the Careers Leader or a member of their team.

## Curriculum and Implementation

The careers programme includes:

- **Key Stage 3 & 4 Activities:** Researching careers, understanding qualifications and pathways, identifying personal skills and aspirations, and making informed choices.
- **Work-Related Learning:** Visits to workplaces, experience of work placements, and exposure to real-life career pathways through employer partnerships.
- **Post-16 Support:** Guidance on applications, interviews, and pathways for further education or apprenticeships.
- **Collaboration with Referring Schools:** We ensure our programme complements the careers education offered by referring schools, creating a seamless experience for students.

We also host bespoke events, such as university visits, career workshops, and external fairs, ensuring every student, including late joiners, has access to meaningful opportunities.

## Staffing

All Footsteps staff contribute to careers education programme through their roles as learning mentors and subject teachers. Careers education is planned, monitored and evaluated by **Chaz Syed (operations manager)** and **Shavanya Williams (Senior Learning Mentor/CEIAG officer)**.

## Impact and Evaluation

We assess the success of our careers programme through:

- Tracking student destinations and post-16 outcomes.
- Evaluating the Careers Scheme of Work and incorporating feedback from students, parents, and carers.
- Engaging motivational speakers, ex-students and professionals to inspire current students.

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- Monitoring student and family satisfaction with pathways and outcomes.

Our goal is to minimize the number of students classified as NEET (Not in Education, Employment, or Training) and ensure they transition into pathways aligned with their aspirations and abilities.

### **Resources and Facilities**

Footsteps Trust provides resources to facilitate provider access and career-related activities, including:

- Meeting rooms, classrooms, or the main hall for presentations or discussions.
- AV and IT equipment to support interactive sessions.
- Online tools for research and exploration of careers, such as Microsoft, google and National Careers Service.

### **Complaints**

Any complaints regarding provider access or the careers programme should be raised via Footsteps Trust's complaints procedure.

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