



WATH ACADEMY

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INTRODUCTION

- 1.1 A young person's career is their pathway through learning and work. All young people need a planned programme of activities and support:
- to help them make progression choices which are right for them;
 - to manage their careers throughout their lives.
- 1.2 Schools have a duty to provide independent careers guidance in years 7 to 13 (Education (Careers Guidance in Schools) Act 2022).
- 1.3 Wath Academy uses the eight Gatsby Benchmarks of Good Careers Guidance to develop and improve its careers provision. The benchmarks are:
1. A stable careers programme
 2. Learning from local labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- 1.4 Abbreviations and terms used in the policy are:
- CEIAG – Careers education, information, advice and guidance
 - IAG – Information, advice and guidance
 - PA – Personal Adviser
 - SLT – Senior Leadership Team
 - The term Careers is used to describe all areas relating to CEIAG

AIMS AND OBJECTIVES

OUR VISION:

'Delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives'

- 2.1 Wath Academy aims to:
- make every student aware of their skills, potential and career opportunities through a programme of careers education, information, advice and guidance which is differentiated and personalised wherever possible;
 - provide CEIAG in ways which are relevant to students' stages of careers learning, planning and development, leading to informed decisions at each main stage, including guided option choices in year 9 and progression choices in years 11 and 13;
 - give students an understanding of economic and work-related concepts including an insight into industry and labour market information;
 - broaden students' experience and understanding of the social, cultural and equality aspects of the world of work;
 - work in partnership with parents/carers to develop students' careers-related knowledge and skills.

PROVISION

- 3.1 Careers education is an integral part of the school's 'Life Skills' programme. Programmes of study, teaching and learning resources will be evaluated and updated annually by the members of the Careers Team and the subject leader for Life Skills.
- 3.2 CEIAG will be provided through a wide-ranging programme involving Life Skills teachers, tutors, academic year leaders, pastoral year leaders, employers, education providers and outside agencies.
- 3.3 All members of school staff involved in the delivery of careers education or the provision of careers IAG will be offered appropriate professional development on a regular basis.
- 3.4 Students will be provided with opportunities to access careers IAG throughout key stages 3, 4 and 5. The provision of this IAG will meet accepted standards of professional practice and, where appropriate, will be individual, impartial and confidential. The provision will be integrated into the whole curriculum, but support will also be available to individuals on request or by referral. The provision will promote equality of opportunity.
- 3.5 The careers programme has been developed to challenge stereotypes, raise aspirations and celebrate diversity. Students are encouraged to follow career paths that suit their interests, skills and strengths, and are empowered to make informed decisions. The destinations of leavers are closely monitored and this information is used to inform the careers programme. Students are informed and inspired through alumni case studies and employer contacts to highlight possibilities.
- 3.6 To ensure high professional standards and impartiality in the provision of careers IAG the school will:
 - provide opportunities for staff who are working with students as careers advisers to work towards or hold level 6 qualifications in advice and guidance;
 - collaborate with other schools with equally qualified staff;
 - commission specialist services if required.
- 3.7 Wath Academy believes that every young person has an entitlement to develop self-awareness and gain an accurate insight into the world of work. Work experience opportunities bring an increase in maturity and give insight into the skills and knowledge required by particular jobs or sectors. All sixth form students are offered this opportunity through a formal placement in year 12. Additional opportunities to gain experience of the world of work will be provided to other year groups through the Work Shadowing Day in key stage 3 and a work experience placement in year 10.
- 3.8 Other careers-related challenges and experiences will be made available to students through Character Education, enterprise, Life Skills, activities and events.

COMMUNICATION AND PARENTAL INVOLVEMENT

- 4.1 Students and parents / carers will be made aware of careers-related work and activities through:

- letters informing them of specific events (e.g. Work Shadowing Day);
 - Class Charts and the school website;
 - social media accounts such as Facebook;
 - other website features which will be developed as opportunities arise.
- 4.2 Consultation involving parents / carers will be encouraged. Parents / carers may meet with members of the Careers Team at open events such as Options Evening and at careers fairs, where they may also meet with employers. Invitations to attend these events will be issued where appropriate. The Parent and Community Advisory Board (PCAB) provides opportunities for parental engagement and feedback.
- 4.3 Parents / carers may, with the consent of the student concerned, attend an individual advice and guidance session with a careers adviser.

LEADERSHIP AND MANAGEMENT

- 5.1 The SLT Link for Personal Development is the strategic lead for Careers, who has overall responsibility for all aspects of CEIAG, overseeing the Careers Leader and reporting to the Principal. The Careers Leader is the operational lead who shares responsibility for planning, monitoring and evaluating the provision of CEIAG in consultation with the SLT Link, members of the Careers Team and staff members.
- 5.2 The Careers Team consists of:
- SLT Link with responsibility for CEIAG
 - Careers Leader
 - Careers Advisers
 - HE/HeppSY Coordinator
 - Careers Officer / Work Experience Officer
 - Sixth Form Team
- 5.3 The Work Experience Assistant has specific responsibility for planning, implementing and evaluating programmes of formal work experience.
- 5.4 Wath Academy takes an integrated approach to evaluation and findings are used to shape the careers programme – see evaluation table 8.1. In particular, the Careers Leader, with the support of the Careers Team, will evaluate each major event and the Work Experience Officer will evaluate each programme of work experience.

RESOURCES

- 6.1 Funding for careers work will be allocated in the annual budget planning round in the context of whole school priorities and of particular needs in the careers area. The SLT Link with responsibility for Careers will be responsible for the effective use of the budget and all resources, taking advice from the Careers Team.
- 6.2 Sources of external funding will be actively investigated.

PARTNERSHIPS

- 7.1 CEIAG will be delivered and provided in partnership with local 14-19 provider partners, including colleges and local businesses. Additional partnership links will be developed as opportunities arise.

MEASURING IMPACT

- 8.1 The following table indicates how the key areas are being monitored, reviewed and evaluated:

Measuring Impact at Wath Academy	
Gatsby Benchmark	Monitoring, Review and Evaluation
1. A stable careers programme	<ul style="list-style-type: none"> • Student Voice to review the quality of key components of CEIAG on offer within the curriculum and enrichment • Life Skills lessons to be monitored in line with curriculum/subject monitoring and review • Life Skills teaching staff to feed back on the quality/success of the careers education programme via end of unit questionnaires • Students to complete questionnaires at the beginning and the end of units to determine the impact of learning • Evaluations to be shared with the Careers Team to ensure strategic planning benefits from the experience and collaboration on offer • Staff questionnaires/subject audits to determine CPD needs
2. Learning from local labour market information	<ul style="list-style-type: none"> • Student activities designed, using Unifrog, Start, Shape Your Future and the National Careers Service to gauge understanding of LMI • Student Voice sought to feedback on the range of LMI available • Destinations including technical, engineering and HSC subjects to be monitored to show numbers over time
3. Addressing the needs of each student	<ul style="list-style-type: none"> • Feedback from SEND Reviews/PP progress meetings to ensure individual needs are being met • Reviewing destinations data for FE, HE and apprenticeships

4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Subject audits to pinpoint careers education and how it is linked to subjects • Visit planning and evaluations to include specific careers-related interactions for all visits/activities • Student Voice questionnaires
5. Encounters with employers and employees	<ul style="list-style-type: none"> • Visit planning and evaluations to include specific careers-related interactions for all visits/activities
6. Experiences of workplaces	<ul style="list-style-type: none"> • Employer feedback forms • Student reflections/feedback
7. Encounters with further and higher education	<ul style="list-style-type: none"> • Student Voice/ Life Skills questionnaires to determine how experiences have contributed to careers planning and choices
8. Personal guidance	<ul style="list-style-type: none"> • Student feedback forms to be introduced for personal guidance interviews • CPD opportunities with the CDI to ensure professional capabilities are retained and regularly updated

GENERAL

- 9.1 This policy is approved by the Governing Body of the school and will be communicated to stakeholders via the school website.
- 9.2 The definitive copy of the policy will be held by the Clerk to the Governing Body.
- 9.3 The policy will be reviewed every three years.
- 9.4 Careers information published on the school website will be reviewed by the Careers Leader and Careers Team members once per term. The date of this review will be updated thereafter and displayed on the website.

Careers Entitlement Statement

All students are entitled to independent and impartial careers guidance that informs and underpins personal career planning. At Wath Academy, students will be provided with opportunities to learn about the full range of opportunities available and to develop their aspirations and goal setting skills.

Students are expected to reflect on and evaluate their goals, using this information to help with decision making about pathways. Life Skills lessons, Character Education and careers activities, events and trips will help to support the entitlement statements below:

Students

Take responsibility for your future by:

- making the most of opportunities offered to you
- working hard to reach your full potential
- researching your options
- using Character Education/Life Skills to learn how to plan and set goals
- speaking to careers advisers to explore your options
- being realistic and fully informed at all stages of your learning journey

You will have:

- the opportunity to access independent and impartial careers guidance from a L6 qualified careers adviser
- the opportunity to meet/experience different employers/workplaces throughout your educational journey
- the opportunity to learn about the world of work and the skills that are valued by employers
- access to a team of professionals willing to help you to successfully plan your career and achieve your goals

During Key Stage 3, the careers programme will:

- help you to understand yourself, your strengths and how important skills can help you to achieve your future goals
- help you to develop confidence in your decision making and your abilities
- help you to identify aspirations and goals to achieve for when you leave school
- help you to understand the significance of subjects and how these prepare you for the world of work
- help you find out about the different careers areas and the qualification routes, through Life Skills lessons, Character Education and activities like careers speed networking and the careers fair.
- offer you an insight into the world of work through activities like employer visits and work shadowing days
- introduce you to careers software called Unifrog, to identify your skills and interests.
- offer optional access to impartial information, advice and guidance from the school's careers adviser
- support you to make informed choices when choosing your GCSE options, using your developing knowledge of yourself and various career pathways. Additional support will be available through the Y9 Options Evening, subject assemblies and bespoke tutor and Life Skills lessons

During Key Stage 4, the careers programme will:

- give information about different education providers, pathways and routes so you understand all of your post-16 options
- give you access to 1-1 independent and impartial careers guidance
- introduce you to important employability skills and give you opportunities to practise and improve these during activities like the mock interview day
- help you to reflect, re-evaluate, and identify future goals and pathways through the Life Skills and Character Education programmes
- show you how to use different resources and types of media to provide relevant and helpful information for career planning and decision making
- help you to develop your financial management skills, including budgeting and banking
- help you to learn about rights and responsibilities at work, discrimination and stereotyping.
- introduce you to careers software called Unifrog, to identify your skills and interests and to recognise how these may be important for career planning and decision making

During Key Stage 5, the careers programme will:

- prepare you to make effective and informed choices at post 18
- inform you about all learning pathways and opportunities through activities on Unifrog and through Character Education sessions
- introduce you to higher education (HE), universities, apprenticeships and other ways of learning through open days, virtual tours and other activities
- encourage you to make the most of all opportunities offered to you, with regular updates through the Careers and HE Bulletin
- offer you workshops and Character Education sessions covering all aspects of HE/university, gap years, employment/apprenticeships and self-employment
- offer you opportunities to hear from experts, employers and alumni
- give you access to 1-1 independent and impartial careers guidance

Parent/Carers Entitlement

Our vision:

'Delivering exceptional learning experiences which enable all young people to thrive in a competitive world and lead successful and fulfilling lives'

The careers team works in partnership with parents/carers and is here to support your child on their learning journey, by helping them to make positive, informed choices and by providing opportunities to practise the necessary skills for this to continue for their future success.

Parent/Carers can access careers support for their child in a variety of ways including:

- accessing the careers pages on the school website
- completing the request form on the school website
- contacting a member of the Careers Team via the email careers@wathacademy.com
- asking Tutors for a referral at Parents' Evenings

Parent/Carers have the opportunity to arrange a meeting with the school's Careers Adviser – please contact the Careers Team on careers@wathacademy.com

Wath Academy Careers



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
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Provider Access Policy Statement 2024 /2025

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under section 42B of the Education Act 1997.

Student Entitlement

All students in years 8 - 13 are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- 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;
- understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the ‘first key phase’ (year 8 to 9) and two encounters for pupils during the ‘second key phase’ (year 10 to 11). For pupils in the ‘third key phase’ (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers;
- explain what career routes those options could lead to;
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider);
- answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#)

Meaningful online engagement is also an option, and we are open to providers who can provide live online engagement with our pupils.

This provision will be met through:

- consulting with local providers and employers to discuss and agree appropriate interactions;
- responding to requests from providers and employers and agreeing appropriate interactions;
- integrating encounters into the whole-school careers programme, especially to support points of transition.

Previous providers

Provider Encounters	
Barnsley College/Barnsley Sixth Form	Morthyng
RNN Group (DVC, Rotherham College)	Rotherham United Community Sports Trust
Thomas Rotherham College	Learning Curve Group
The Source	QPD Forces College
Sheffield UTC	National Horseracing College
The Sheffield College	AMRC
Doncaster College	Leslie Frances
White Rose Beauty	Nova Arts
CAPA	Askham Bryan
Advanced Transport and Infrastructure National College Doncaster	Kerridge Commercial Systems
NatWest	Kite Packaging
ESH Construction	Victrex
Henry Boot	NEXT

Previously, the following providers have spoken to our students in assemblies or as part of careers activities:

Destinations of our pupils

End of KS4 - Destinations Data (DFE)

Wath (Percentage %)	2022	2021	2020	2019	2018
NEET	5	5	5	10	8
Meeting the Duty to Participate	95	95	94	90	92
In Education	83	86	85	82	82
Not Known	0	0	1	0	1
Apprenticeships	5	5	4	4	5
Employment	7	5	5	4	0

Rotherham (Percentage %)	2022	2021	2020	2019	2018
NEET	8	8	7	7	6
Meeting the Duty to Participate	91	91	92	93	94
In Education	80	79	83	81	83
Not Known	1	1	1	0	1
Apprenticeships	4	69	3	6	6
Employment	6	79	5	6	5

National (Percentage %)	2022	2021	2020	2019	2018
NEET	6	5	5	5	5
Meeting the Duty to Participate	93	94	94	95	95
In Education	86	86	89	87	86
Not Known	1	0	1	1	1
Apprenticeships	3	5	2	4	5
Employment	4	5	2	3	3

End of 16 – 18 Phase - Destinations Data (DFE)

Wath Sixth Form (Percentage %)	2022	2021	2020
Students staying in education	55	70	74
Students entering apprenticeships	9	7	5
Students entering employment	23	15	12
Students not in education, employment for at least two terms after study	8	6	8
Destination unknown	5	3	2

Rotherham (Percentage %)	2022	2021	2020
Students staying in education	37	45	47
Students entering apprenticeships	8	11	8
Students entering employment	31	24	21
Students not in education, employment for at least two terms after study	20	16	19
Destination unknown	4	5	5

National (Percentage %)	2022	2021	2020
Students staying in education	45	51	52
Students entering apprenticeships	7	7	6
Students entering employment	28	24	21
Students not in education, employment for at least two terms after study	15	13	16
Destination unknown	5	5	5

Opportunities for Access

Provider encounters will take place during the school day in the school building. Several planned events are available, integrated into the school careers programme, such as year group assemblies, (which take place during Tutor Period, 13:10 – 13:35) careers focused activities such as careers speed networking days and careers-related groupwork activities. These offer providers and employers an opportunity to come into school to speak to students and / or their parents / carers. Live online encounters can also be accommodated. A minimum four-week notice period is required.

Providers and employers are encouraged to contact a member of the Careers Team, who are happy to discuss individual requirements to ensure the interaction is the most meaningful and successful for all parties.

The school day:

Monday, Tuesday, Thursday and Friday	Student Timings	Length
Period 1	08.25 – 09.40	75 mins
Period 2	09.40 – 10.55	75 mins
Break	10.55 – 11.15	20 mins
Period 3	11.15 – 12.30	75 mins
Lunch	12.30 – 13.10	40 mins
Tutor	13.10 – 13.35	25 mins
Period 4	13.35 – 14.50	75 mins
Period 5 (Year 11 only)	14.50 – 15.40	50 mins

Wednesday Only	Student Timings	Length
Period 1	08.25 – 09.40	75 mins
Period 2	09.40 – 10.55	75 mins
Break	10.55 – 11.15	20 mins
Period 3	11.15 – 12.30	75 mins
Lunch	12.30 – 13.10	40 mins
Enrichment	13.10 – 14.50	100 mins

Providers / Employers access plan:

	Autumn Term	Spring Term	Summer Term
Year 8	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly
Year 9	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly
Year 10	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly
Year 11	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly
Year 12	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly
Year 13	Assembly Careers Fair	Assembly National Careers/Apprenticeship Week	Assembly

Management of Provider Access Requests

A provider wishing to request access or make an enquiry can make contact in several ways:

- By completing the provider access request form [Provider Access](#)
- By emailing careers@wathacademy.com
- By phone 01709 760222

Mrs. Laite, the Careers Leader can also be contacted using these details. The Careers Team will respond to all requests for access within 5 working days.

The Careers Team and other relevant parties will consider all requests. Should a particular date not be available, alternatives will be suggested wherever possible. In the event of there being a limited number of opportunities available, requests will be considered on a first come, first served basis.

Premises and Facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 Leader or a member of the Careers Team. Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Hub and The Learning Support Centre, which is available to all students at lunch and break times.

Safeguarding

Maltby Learning Trust is committed to safeguarding and promoting the welfare of children. Please see the links to access our policies in relation to safeguarding:

[MLT Visitors to School Guidance](#)

[Child Protection and Safeguarding Policy](#)

[Keeping children safe in education 2024](#)

Complaints Procedure

In the unlikely event that a mutually beneficial outcome cannot be agreed, providers/employers may wish to make a complaint. This should be done in the following way:

- Raise the complaint with the Careers Leader/ Careers Team who will be able to record the details and suggest solutions.
- Should the issue not be resolved, please refer to the MLT Complaints Policy, which can be found on the Wath Academy website, in the 'About Us' section.
- Complaints with regards to provider access can also be raised directly with The Careers & Enterprise Company via provideraccess@careersandenterprise.co.uk

The next review of this information will take place in July 2025

Appendix 1

SCHEDULED PROVISION IN THE AREAS OF CEIAG, BUSINESS AND ENTERPRISE

Year	Provision
7	<ul style="list-style-type: none"> • Work Shadowing Day • Careers Speed Networking Event • Character Education Assemblies • Careers lessons integrated into Life Skills (Unifrog) • Whole-school careers fair
8	<ul style="list-style-type: none"> • Work Shadowing Day • Careers Speed Networking Event • Careers lessons integrated into Life Skills • Character Education assemblies • Careers-related self-assessment within Life Skills (Unifrog) • Whole-school careers fair
9	<ul style="list-style-type: none"> • Character Education assemblies • Careers-related self-assessment within Life Skills (Unifrog) • Careers Review Week followed by targeted support • Careers adviser consultation at Y9 Options Evening - by request • Introduction to the options process – Life Skills • Whole-school careers fair
10	<ul style="list-style-type: none"> • Character Education assemblies • Careers lessons integrated into Life Skills • Careers-related self-assessment within Life Skills (Unifrog) • Mock Interview Day • Whole-school careers fair • Personal guidance
11	<ul style="list-style-type: none"> • Character Education Assemblies • Careers Review Week followed by targeted support • Independent careers exploration using Unifrog • Y11 application procedures and preparation • Personal guidance • Lunchtime and after-school drop-in sessions • Apprenticeship drop-ins • Whole-school careers fair
11/12	<ul style="list-style-type: none"> • Visiting speakers
12	<ul style="list-style-type: none"> • Career planning and Higher Education support (VESPA/Character Education) • Work Experience Week • Higher Education Days • Assemblies/enrichment activities • Visiting speakers/alumni presentations • Personal guidance
12/13	<ul style="list-style-type: none"> • Career planning and Higher Education support (VESPA/Character Education) • 1-1 careers guidance • Personal guidance focusing on alternatives to Higher Education

Appendix 2

PROVIDERS / EMPLOYERS ACCESS PLAN

	Autumn Term	Spring Term	Summer Term
Year 8	Assembly Careers Fair	Assembly National Careers / National Apprenticeship Week	Assembly
Year 9	Assembly Careers Fair	Assembly National Careers / National Apprenticeship Week	Assembly
Year 10	Assembly Careers Fair	Assembly National Careers / National Apprenticeship Week	Assembly
Year 11	Assembly Careers Fair	Assembly National Careers /National Apprenticeship Week	Assembly
Year 12	Assembly Careers Fair	Assembly National Careers / National Apprenticeship Week	Assembly
Year 13	Assembly Careers Fair	Assembly National Careers / National Apprenticeship Week	Assembly

Appendix 3

PROVIDERS / EMPLOYERS REQUEST FORM

Wath Academy – Providers/Employers Request Form	
Company Name	
Contact Person	
Phone Number	
Email	
Purpose of visit	
Dates proposed to come into school (please give more than one)	
Length of time required	
Facilities required	
Any other information	