
CAREERS EDUCATION – INFORMATION, ADVICE AND GUIDANCE

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

POLICY OVERVIEW

Chiltern Hills Academy is committed to providing Careers Education and Information Advice and Guidance for all students to meet their individual needs, based on the principle that no individual or groups should be disadvantaged in gaining access to education, training or work.

INTRODUCTION

Preparation for employment is an integral part of everything we do at the CHA. We aim to prepare our students to go on to further or higher education or skilled employment and enable them to make a significant contribution to society as lifelong learners. Careers education, supported by the personalised Independent Information, Advice and Guidance (IAG) service, lies at the heart of the educational process and plays an important role in delivering these outcomes. It also has a significant contribution to make to the achievement of the five Every Child Matters outcomes. Careers and Education Guidance equips students with the skills, knowledge and understanding to manage their own lifelong learning and development. The learning outcomes prepare students for the opportunities, responsibilities and experiences of education, training and employment. Students have the opportunity to develop a positive view of themselves to raise their aspirations and take responsibility for their own careers. They explore the nature of careers and work so that they are better able to recognise opportunities and cope with change. The career management skills they acquire will enable them to identify goals and opportunities, use information and guidance, make plans and decisions, use self-presentation and negotiation skills, and face transitions with confidence.

STATEMENT OF ENTITLEMENT

Students are entitled to Careers Education and Information Advice and Guidance which is:

- Independent and impartial.
- Integrated within their overall education and structured to meet their continuing needs.
- Based on a partnership with young people and their parents or carers.
- Based on the principle of equal opportunities.
- Confidential and that respects personal information disclosed by the individual.

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AIMS OF CAREERS EDUCATION AND INFORMATION ADVICE AND GUIDANCE:

- To prepare students for the opportunities, responsibilities and experiences of adult life.
- To provide students with access to comprehensive, reliable and up to date information that is appropriate to their age, ability and educational needs.
- To enable students to develop skills, attitudes and abilities that will enable them to participate confidently in a rapidly changing society.
- To promote lifelong learning.
- To encourage students to use careers information to assist them to make informed choices.
- To develop career awareness to help students manage their personal career development.
- To enable students to experience the world of work.
- To enable students to manage transitions throughout their lives.
- To develop the mental and physical qualities, attitudes and competence that equip students for a successful and fulfilling working life without regard to traditional stereotyping.

The Careers Education and Information Advice and Guidance programme within Chiltern Hills offers all students a range of impartial advice and experiences that will enable them to make considered judgements and choices to shape their futures at relevant stages in their lives and supports the broad aims of:

- Self-development – helping students to understand themselves and develop their capabilities; in particular we wish to improve students' self-esteem, team work and enterprise skills through the careers programme.
- Career exploration – helping students to investigate careers and opportunities: we aim to equip our students with a realistic vision of the challenges and rewards of the future world of work, especially of the changes in local labour market conditions, and an understanding of the importance of investing in lifelong education and training for themselves.
- Career management – helping students to implement their career plans: we recognise the importance of ensuring that our students have the skills to manage their own careers.

IMPLEMENTATION OF THE POLICY

The implementation of this policy is the responsibility of all teaching staff together with outside agencies and partners.

All staff have a responsibility to make appropriate contributions, through their roles as tutors and as subject specialists, to fulfil the aims of the whole Academy policy.

Key Personnel in CEIAG policy/programme delivery

- The responsibility for the management of Careers Education and Information Advice and Guidance lies with the CEIAG co-ordinator who is responsible to the Principal.
- There is a named governor who has a special interest in CEIAG and Life Skills.
- There is a personal adviser from the Independent Information, Advice & Guidance (IAG) provider who works with the Academy and is managed by the CEIAG co-ordinator.
- The Director of Sixth Form liaises with the CEIAG co-ordinator and IAG to ensure joint planning of the CEG programme.
- Our link IAG provides careers guidance for students, which includes inputs to the careers education programme as set out in the Partnership Agreement.

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- We work very closely with the Bucks Skills Hub to create a full Careers programme across the whole school for our students and that also fulfils the requirements of the 8 GATSBY Benchmarks.
- The Director of Learning Support (SENDSCO) oversees the individual support needs of students with learning difficulties and disabilities.

Delivery

- CEIAG is an integral element of Life Skills. Academic tutors and other members of staff deliver a planned programme of study as part of students Life Skills entitlement at KS3, KS4 and KS5. This work is supported by the CEIAG Co-ordinator, IAG Personal Advisors and other specialist agencies as appropriate.
- All Year 12 students have a one week work experience placement in July.
- Students take part in Opportunity Days which are part of the planned programme. This includes full Career's Days with local and national employers, Army Days, University trips, STEM activities, Public Relations Days, Magistrates Courts Law and Order days.
- Year 12 and 13 students are involved in several events related to Higher Education including a Higher Education UCAS Evening where parents are invited.
- Students have access to support from a range of guidance deliverers including the IAG service who deliver individual interviews and Learning Mentors, a new weblink called Fast Tomato and a significant input from the Bucks Skills Hub
- CEIAG promotes the Academy's equal opportunities policy through the employment of a variety of teaching methods, materials and learning experiences.
- CEIAG is an integral element of most curriculum subject areas: setting work in context or sign posting vocational links, as appropriate, is the responsibility of all staff.
- Arrangements are made to allow all students access to individual specialist guidance
- There is a mixture of informal and formal process, including transition plans and interviews to identify individual needs and to consider appropriate strategies for differentiation.
- Some students may be identified by the 'Early Intervention Team'; SENDSCO, Pastoral Support Team, mentors, subject teachers or Connexions PA, to be in need of targeted specialist support.
- Our head of sixth form is responsible for providing CEG for sixth form students and ensures joint planning with the CEG co-ordinator.
- All Year 11 students will have the opportunity to attend a Careers Fair.
- Year 9 have access to 6 careers talks a year.
- Year 10 have access to 8 careers assemblies each year.
- Year 8 will have access to a take your child to work day in July 2019.
- There is a full and comprehensive careers programme covering each year group that has been developed sequentially and with the development of lifelong learners in mind.

PARTNERSHIPS WITH OUTSIDE AGENCIES

- The Careers Education and Information Advice and Guidance Co-ordinator negotiates an annual agreement with the IAG service to provide guidance and information for individual students and to support the careers teaching programme.
- The most significant input for Careers at CHA is from the Bucks Skills Hub
- External agencies support and monitors student work-related activities.

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EQUAL OPPORTUNITIES

Our CEIAG programme supports National Initiatives and adheres to Chiltern Hills Equal Opportunities Policy by ensuring equal access to all aspects of Careers Education and Information Advice and Guidance regardless of aptitude, ability, sex or ethnic background. All students are entitled to receive clear and unbiased Careers Education and Information Advice and Guidance and to be made aware of opportunities in Further Education, Higher Education and the World of Work.

EVALUATION & MONITORING

The use and availability of resources and the appropriateness of the Careers Education and Information Advice and Guidance programme is evaluated on a regular basis by the CEIAG Co-coordinator and reported in regularly in the governor's report. The Academy professional development programme takes into account the training needs of staff as a result of this monitoring process, to ensure the quality and the effectiveness of Careers Education and Information Advice and Guidance at Chiltern Hills Academy are maintained.

RELATIONSHIP TO OTHER ACADEMY POLICIES

Careers Education and Information Advice and Guidance is regarded as an integral part of the Academy's policy on pastoral care.

The CEIAG policy is supported by and is designed to contribute to the Academy's policy of Work Experience, Raising Achievement and Life Skills. It is underpinned by Chiltern Hills policies on Teaching and Learning, Assessment and Recording of Achievement, Literacy, Numeracy, Equal Opportunities, Inclusion and Special Needs

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

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APPENDIX I CEIAG PROVISION FOR CHA FROM SEPTEMBER 2012

Chiltern Hills have bought in the services of IAG to ensure we meet the statutory requirement to provide Impartial Advice and Guidance and to ensure that all students have access to quality information and experiences to help them make the smooth transition in to further education or employment –. Connexions continue to support our targeted or vulnerable students as part of the LEA contract. Using Connexions to provide our Careers Education Impartial Advice and Guidance ensures that we maximise the opportunities for a holistic approach for CEIAG provision. The partnership agreement was negotiated by Tim Dobbs. The additional days purchased ensure all students are supported;

Additional services provide:

One-to-one interviews

24 days of adviser time to enable up to 140 students in year 11 to have a full guidance interview with an action plan: These students to receive group interviews and action plans.

Plus 4 days of adviser time for full guidance interviews with action plans for 25 post-16 students.

Group work

8 days of adviser time to provide

- Year 8 students with a group work to outline the GCSE Options process -opportunities available and the choices to be made.
- Year 10 Post 16 option choices
- CV Writing guidance
- Post 16 students support
- Preparing and helping students understand the financial implications and emotional changes involved in the transition to Higher Education

Support Services

- Parents/Carers Events - attendance at 2 events to provide help and support to parents to enable them to understand the opportunities available to students. This work can be delivered through parents' evenings and bespoke sessions on student finance, post 16 options.
- Progression measure report - we will work in partnership with us to produce a report for Key Stage 4 and 5.
- A full programme of careers events planned with the Bucks Skills Hub including Speakers for Year 9 and 10, Careers Fair for Year 11, 2 Opportunity Days for the whole school each year, University visits for Year 9 and Year 12/13.

E-guidance products

- The CHA website has links to various Careers websites
- The school has recently purchased Fast Tomato to be used for independent careers guidance across the whole school
- Web-chat and telephone advice - (5 days a week, support for pupils when adviser is not in school).
- On-line teacher and students Labour Market Information resources — providing both resources for careers education and a resource which students can use individually when researching careers.

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THE NATIONAL CONTEXT

The CEIAG framework established in Chiltern Hills Academy has taken account of a range of influences and national developments:

- The Gatsby Benchmarks
- Curriculum 2008, Framework for PSHE and Citizenship
- The greater flexibility allowed by curriculum changes
- The changing world of work which students will enter
- The government agenda of social inclusion and raising achievement

Legal Requirements

Section 351, 1996 Education Act

- To prepare students for the opportunities, responsibilities and experiences of adult life.

Section 43, 1997 Education Act

- To provide careers education for years 9-11

The Education Act 2011 inserts a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent¹ careers guidance² for pupils in years 9 to 11. Careers guidance must be presented in an impartial³ manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

Section 29, Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 9 to 11. Careers guidance secured under the new duty must:

- be presented in an impartial manner;
- include information on the full range of post-16 education or training options, including Apprenticeships; and promote the best interests of the pupils to whom it is given.

Head teachers, school staff and governing bodies must have regard to this statutory guidance issued by the Secretary of State in exercising their functions under this section.

From September 2012, schools became legally responsible for securing access to independent and impartial careers guidance for all pupils in Years 9 to 11. In the context of this new duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

- Careers guidance secured under the duty must include information on all 16 to 18 education or training options, including Apprenticeships. In March 2012, the Department for Education published *Statutory Guidance for Schools – Careers Guidance*. Schools must have regard to this in exercising their new responsibilities.
- Apart from the elements identified in the statutory guidance, schools are free to decide what careers provision to make available in accordance with the needs of their pupils. The purpose of this document is to offer additional practical information that your school may wish to draw on when interpreting their responsibilities and deciding on the most appropriate forms of independent careers guidance for its pupils.
- Schools will be expected to work in partnership with external and expert careers guidance providers, as appropriate, to ensure pupils get good advice on the full range of post-16 options. The statutory

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guidance makes it clear that face-to-face careers guidance can benefit pupils, particularly those from disadvantaged backgrounds, to make informed choices and successful transitions.

- From September 2018 the school has set up a careers section on the CHA website.
- As of 2017 the school is working to fulfil the Gatsby Benchmarks.

THE GATSBY BENCHMARK ANALYSIS

Results of Gatsby Benchmark Analysis 17th July 2022 Chiltern Hills Academy
Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.
Benchmark 1
A stable careers programme
Your school has met 100% of the 17 assessment areas in benchmark 1
Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.
Benchmark 2
Learning from career & labour market information
Your school has met 100% of the 2 assessment areas in benchmark 2
Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
Benchmark 3
Addressing the needs of each pupil
Your school has met 100% of the 7 assessment areas in benchmark 3
Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.
Benchmark 4
Linking curriculum learning to careers
Your school has met 100% of the 4 assessment areas in benchmark 4
Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.
Benchmark 5
Encounters with employers & employees
Your school has met 100% of the 1 assessment area in benchmark 5
All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

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Benchmark 6

Experiences of workplaces

Your school has met 100% of the 2 assessment areas in benchmark 6

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

Benchmark 7

Encounters with further and higher education
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Your school has met 75% of the 6 assessment areas in benchmark 7
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Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.
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Benchmark 8

Personal guidance

Your school has met 75% of the 2 assessment areas in benchmark 8
--

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.
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APPENDIX II WORK EXPERIENCE

Work Experience addresses the issue of employability, defined as “the combination of knowledge, skills, attitudes and personal qualities which are valued by employers”.

[Industry in Education 1996].

Chiltern Hills Academy recognises the importance of the work-related curriculum and the need to provide students with the opportunity to experience life in a working environment, away from school for a specified length of time.

RATIONALE

The Academy strongly believes that work experience can help prepare students for both adult and working life. It can contribute to the students’ personal, spiritual, moral, social and cultural development. It can also motivate those who may have lost interest in learning by giving them opportunities to make them feel closer to work where they can see the relevance of what they learn.

The aims of the Work Experience Programme at the Academy are:

- To provide the opportunity to develop students confidence and responsibilities in order to make the most of their abilities
- To allow opportunity to apply and develop the knowledge and skills necessary to succeed on vocational courses
- To provide all students with an experience of the world of work
- To encourage other subject areas to recognise the value and relevance of work experience;
- To foster links between education and industry
- To provide the opportunity for students to develop an understanding of themselves and develop their capabilities
- To encourage students to explore and investigate career opportunities
- To give students an opportunity to gain an insight into how to implement their career plans
- To bring relevance to subject teaching, by applying knowledge and skills in the world beyond the classroom.
- To ensure that all GATSBY Benchmarks relating to work experience are fulfilled

These aims promote the 3 broad objectives of Careers Education Guidance:

- Self development
- Career exploration
- Career management.

The Academy has a policy to send all Key Stage 5 students out on work experience for a 1-week period, following their AS exams. The work experience forms part of the Careers and Educational Guidance and Work Related Learning and Enterprise programme and reflects the Academy's commitment to forge a partnership between education and local industry. It is the opportunity for students to experience, first hand but unpaid, the world of work.

The Academy has introduced a “Take your child to work day” for Year 8 in July .

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The Academy also aims to upskill a range of students in The Sixth Form and Year 11 with CV writing, application skills and interview practice.

The academy is also working with a number of employers to offer bespoke programs for small groups or individual students.

Work experience is an essential component of the planned Work Related Learning programme, providing all students with the opportunity to develop skills, knowledge and understanding useful in the world of work.

Through work experience and work related learning students have the opportunity to:

- **Learn through work**
- Acquire real skills in a real working environment
- **Learn about work**
- Develop a knowledge and understanding of the world of work
- **Learn for work**
- Develop skills attitudes and behaviour valued by employers

Work experience is an opportunity for students in KS5 to carry out real work tasks on employers' premises and experience as closely as possible the hours, working conditions and disciplines they would encounter as employees.

The scheme aims to:

- Motivate students towards further education and training
- Teach students about the opportunities and the realities of working life
- Allow students to apply the social skills taught in school
- Encourage students to discover what skills and talents they already have and to identify those which they will need to develop for the future
- Give students first-hand experience of what it is like to work in a shop, factory, office etc. Help students to understand why industry, commerce and business are important to the prosperity of both the local community and the country as a whole.

As part of the planned CEG AND WRL programme it helps students to:

Understand how an employing organization functions

- Learn work experience first hand
- Experience the social relationships at work
- Appreciate the roles of Trade Unions and Management
- Understand the importance of Health & Safety at work
- Discover the expectations that employees have of fellow workers
- Assess how they will adapt to working patterns and relationships outside school
- Gain the self-confidence needed in an adult world
- Develop skills and knowledge for adult life
- Improve attainment by making learning more relevant
- Apply skills, deepen knowledge and understanding of concepts learned in the classroom.

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The work experience programme gives students the opportunity to develop career management skills:

- Decision-making
- Action planning
- Negotiating
- Presentation skills.

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- Preparation - during careers lessons as part of the Lifeskills programme
- Briefing - via staff and employers
- Placement - a 1-week block in the summer of year 12, or in exceptional circumstances over a prolonged period of time for up to 3 days a week where the National Curriculum has been disapplied
- De-briefing - occurs immediately on return to the academy to evaluate, reflect on and share experiences with their peer group. Students need to be thoroughly debriefed at the end of the
- Work experience otherwise they may adopt a very narrow view of the world of work and may be affected by stereo-typing. By sharing their experiences of the world of work, students will get a much broader view of the nature of employment
- Follow-up - a variety of activities are used to build self-esteem and focus on students achievement. A significant contribution can be made to the students' CV following the evaluation process reflecting on the student/employer negotiated assessment / skills profile.

BENEFITS OF WORK EXPERIENCE

We believe that work experience has an important impact on our students' development and motivation. The development of personal and social skills is an important aspect of work experience. Students have the opportunity to develop and use the qualities of initiative, commitment, responsibility, respect for others and the ability to negotiate and compromise. Students also have the opportunity to reflect on values, attitudes, and preferences in relation to work.

Work Experience can also be used to help develop the key or functional skills of: communication, application of number, IT, improving own learning and performance, working with others and problem solving.

The learning objectives met through work experience are used to support the PSHCE, Work Related Learning and Enterprise and Citizenship programmes, and to enhance BTEC and Vocational Qualifications, Diplomas and post 16 courses.

IMPLEMENTATION OF THE POLICY

Work experience is managed by the Work Related Learning and Careers Education and Guidance co-ordinator. However the implementation of this policy is the responsibility of all Academy staff involved in the programme, together with outside agencies and partners.

Many staff within the Academy make contributions to the programme, through their roles as Academic Tutors, Mentors and as Visiting Tutors.

SELECTION OF PLACEMENTS

Students are encouraged to select placements which will support their future career choice. We aim to ensure the nature of the work placement meets the needs and expectations of our students and the work undertaken

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is positive. It is hoped that the students experience work they are not already familiar with as a result of family work, holiday and weekend jobs.

EQUAL OPPORTUNITY

It is the aim of the work experience programme that all students regardless of culture, gender, social background or disability will have equal access to work experience. However some health problems and disabilities may restrict some placements for some students.

PARTNERSHIP WITH OUTSIDE AGENCIES

CFBT monitor and support work related activities and oversee student placements. The Bucks Skills Hub are providing support for KS4 and KS5 students.

Special Circumstances

A few KS4 students have been able to take up extended work experience placements as a result of the National Curriculum through section 363 of the 1996 Education Act.

This has proved to be a most beneficial, motivating experience for all involved.

Assessment

There is no formal assessment of work placements. Students' individual achievements are recorded using a Skills Profile sheet completed by both the student and employer.

Monitoring

All students are monitored by staff whilst on work experience. This is to ensure that both students and employers see the importance and value attached to the placement, recognising it as being positive, challenging and relevant to their education and future life.

Teachers visit students to monitor their welfare and to build links with businesses and the wider community. Teachers help to monitor and evaluate the suitability and potential of placements.

Evaluation

As work experience uses curriculum time and provides the academy with a public image in the local community it is very important to complete an evaluation of the programme. Information is gathered from the students, staff, employers and parents about all aspects of the programme.

Individual placements will be evaluated from information collected by the students and teachers who visited.

Relationship to other whole school policies

The work experience policy is supported by, and is designed to contribute to, the whole school policy of Careers and Educational Guidance, PSHEE, Work Related Learning and Enterprise, and Citizenship. It is underpinned by the Chiltern Hills Academy's values and policy on Raising Achievement.

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APPENDIX III

Work Experience Self-found Placement - Letter to Employer

Dear Employer

First of all – Thank you very much for offering a work experience placement to the student who has approached you from Chiltern Hills Academy. It is truly appreciated.

Please may we ask that you complete the form CLEARLY and as FULLY as possible (including the post code) and in BLACK ink and sign the form to confirm your agreement to the placement going ahead.

This will help us to:

- Ensure that we have the correct details before we meet with you so that we do not have to ask extra questions
- Take less time when we call you to arrange the pre-placement meeting
- Hand on correct information to Work Experience colleagues who work in other towns or districts (if you are not Chesham employer) and who will be carrying out the pre-placement checks/meeting prior to student joining you
- Provide correct information on the documents which are sent into school for the teachers/parents/students

Please return the completed form to the student or alternatively send directly to me at:
Chiltern Hills Academy, Chartridge Lane, Chesham, Bucks. HP5 2RG

Again, thank you for your help; it is much appreciated.

Yours faithfully

Mrs Alison Hemsworth
Work Related Learning Coordinator

01494 782066 ext 414

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WORK EXPERIENCE SELF-FOUND PLACEMENT FORM

Students arranging their own placements **MUST** complete and return this form by a specified date

SECTION 1

TO BE COMPLETED BY THE STUDENT IN CAPITALS AND IN **BLACK INK ONLY**.

NB: Please remember to inform your contact that **work experience is for one week and is UNPAID**

Chiltern Hills Academy	Date of work experience:
Name of student:	Tutor Group:
Home Telephone No:	Emergency Telephone No:

SECTION 2

TO BE COMPLETED BY THE EMPLOYER IN CAPITALS AND IN **BLACK INK ONLY**.

NB: Please complete clearly and in full to aid contact and preparation of paperwork.

Employers **MUST** agree to be visited by a representative of CfBT Education Services to undertake the Health & Safety and Risk Assessment visit for the School. Only employers with Employer's Liability Insurance will be used for Work Experience.

Full Name & Address of Employer (including post code)	
Contact within company:	Position/ Job Title:
Telephone No:	Email:
Nature of Business/Company:	Number of Employees:
Number of Employer's Liability Insurance company:	
Policy Number:	Expiry Date:
Do you have Public Liability Insurance?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Who are your premises registered with?	<input type="checkbox"/> Health & Safety Executive <input type="checkbox"/> Local Authority

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Do you have a written Health& Safety policy statement? (required by law for 5 or more employed staff)	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Are you a part of a Co-ordinated Work Experience Scheme?	<input type="checkbox"/> YES	<input type="checkbox"/> NO
If yes, please give name of Scheme		
Please give an outline of the work experience tasks being offered:		
Risk Assessment: The Management of Health & Safety at Work (Regulations) 1999		
Health and Safety Hazards (what is the hazard?)		
Safety Control Measures (to minimise the risks)		
EMPLOYER – Please confirm that you have agreed to this placement with the student by signing below.		
For and on behalf of:	Date:	
Name (in capitals):	Signature:	

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Appendix IV

Provider Access Policy Statement

1. Aims

This policy statement aims to set out our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

3. Student entitlement

All students in Years 8 to 13 at Chiltern Hills Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities as part of our 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
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact:

Mrs Alison Hemsworth (Careers Leader) – email: ahemsworth@chacademy.co.uk

or Mrs Jo Groom (Careers Administrator) – email: jgroom@chacademy.co.uk

or by telephone on 01494 782066.

Local providers are invited to key relevant events that are held at the Academy. When holding a Y11 or Y13 parents' evening we would, for example, invite apprenticeship providers, colleges, universities or other relevant groups such as our local volunteering group. We encourage other providers who are interested in coming into the Academy to contact the Careers Leader (details above) to identify the most suitable opportunity.

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Resources

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of the Careers Leader. The Academy will ensure the literature is made available to students.

4.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

At Chiltern Hills Academy, we aim to equip students for higher education and the world of work after they leave us. We have a well-resourced careers programme and work very closely with the Local Enterprise Partnership (LEP) in order to ensure that students can make informed decisions during their school career, such as GCSE and A Level subject choices.

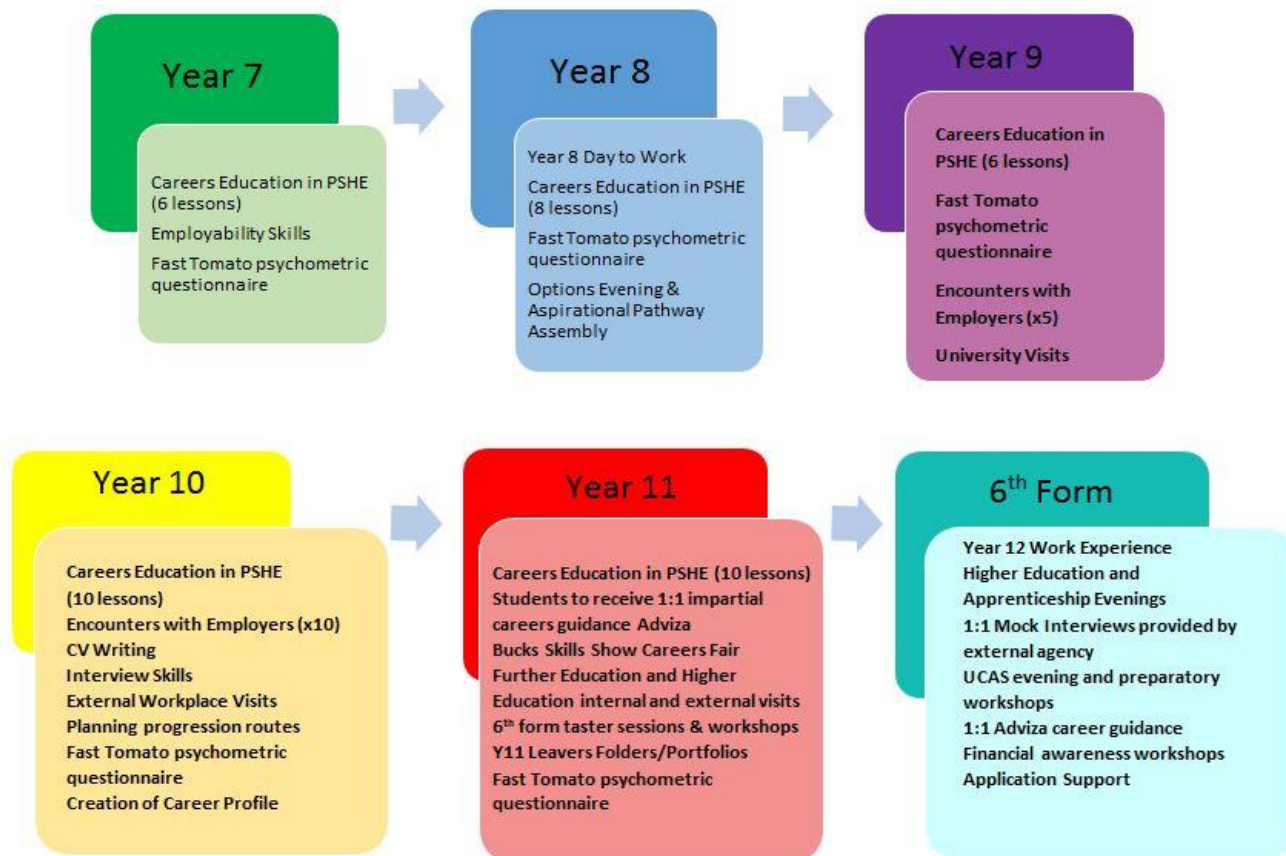
We also support students with long-term aspirations and provide the skills necessary to achieve their goals through the following opportunities:

- Providing students with individualised careers advice through Adviza which allows students to understand themselves and further connect this understanding to the future
- Holding careers assemblies
- Working with business mentors
- Organising business enterprise days
- Visits to careers conventions
- Organising visits to local businesses
- STEM Days
- Arranging university visits for various year groups
- Year 12 students organise work experiences relevant to their higher education and career aspirations
- Helping students to write effective curriculum vitae and personal statements
- Arranging interview training and mock interviews
- Providing guidance regarding different career pathways, including information on apprenticeships
- Working with Enterprise Advisors to initiate parental involvement
- Workshops led for students to understand appropriate behaviour in the workplace
- Teaching students transition skills (employability)

Chiltern Hills Academy holds a bi-annual careers fair that all students have the opportunity to attend. Students are also provided with information about other careers fairs being held in the wider community.

Below are some examples of the opportunities provided for training and education providers to speak to students and/or their parents/carers.

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Students are advised to speak to the Careers Leader to identify the most suitable opportunity for them.

4.3 Granting and refusing access

- Safeguarding – whether the Academy DSL deems it is not safe or appropriate
- Health & Safety – the provider must adhere to the Academy's H&S requirements.

4.4 Safeguarding

Our Safeguarding policy sets out the Academy's approach to allowing providers into the Academy as visitors to talk to our students. The policy outlines the school's procedure for checking the identity and suitability of visitors. At all times we ensure that there are no issues of safeguarding and that our students are always completely safe whilst meeting or speaking to external providers. Education and training providers will be expected to adhere to this policy.

4.5 Premises and facilities

Once visits have been agreed, the Academy will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available. Sessions can be held in different

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venues according to the number of students and the requirements of the provider. Visits can be in the main hall and delivered to over 200 students, or sometimes in the classroom with a smaller group. We also have the facility to deliver safe personalised sessions.

We are happy to work with providers to share any resources we can that make their visit possible and we are happy to accommodate those who need to bring extra equipment into the Academy in order to showcase what they do.

5. Links to other policies

- Safeguarding policy
- Careers Education – Information, Advice and Guidance policy
- Curriculum policy

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by the Careers Leader. This policy will be reviewed by the Careers Leader annually or more frequently if there are changes in the law to assess implementation and effectiveness.