



Careers Education – Information, Advice and Guidance

Policy Reference	
Committee	C&S
Completed Review Date	Sept 24
Policy Owner	Careers Lead
Ratified by Governors	
Next Review Due	Sept 25

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 in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

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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.

1. 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.

2. 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 Careers Lead who is responsible to the Assistant 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 Careers Lead.
- The Head of Sixth Form liaises with the Careers 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.
- 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 SENDCO 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 Careers Lead, IAG Personal Advisors and other specialist agencies as appropriate.
- 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 and STEM activities
- Year 12 and 13 students are involved in many events related to Higher Education including a Higher Education UCAS Evening where parents are invited. Other workshops include University and Degree Apprenticeship talks, University Life, Personal Statements & Student Finance
- Every student Years 11 & 12 have access to support from a range of guidance deliverers including the IAG service who deliver individual interviews
- All Year 12 students have a one-week work experience placement in July
- All students Years 7-13 have a personal Unifrog Account, an award-winning online careers platform where students can compare every University course, every Apprenticeship and Further Education course in the UK and internationally. Unifrog offers help and advice with CVs, Personal Statements and students can explore subject profiles, take personality quizzes and join webinars with employers
- 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'; SENDCO, Pastoral Support Team, mentors, or subject teachers 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 Careers co-ordinator.
- All Year 10 students will have the opportunity to attend the Bucks Skills Careers Fair
- Year 9 have access to encounters with employers - careers talks.
- Year 8 will have access to a Work Shadowing Day.

For Years 7-13, 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. All of our students are offered a comprehensive 6-step careers programme where they **discover, explore, plan, focus, decide** and **apply** themselves for their next steps. Full details of the programme can be accessed <https://www.chilternhillsacademy.co.uk/careers>

3. PARTNERSHIPS WITH OUTSIDE AGENCIES

- The Careers Lead 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.

4. 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.

5. 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 Careers Lead 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.

6. 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.

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 into further education or employment –.

David Ritchie and Associates continue to support our targeted or vulnerable students. Using David Ritchie and Associates 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

35 days of adviser time to enable up to all students in year 11 and all students in Year 12 to have a full 1:1 guidance interview and followed up with a detailed individual action plan:

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.
- A full programme of careers events planned with the Bucks Skills Hub including Speakers for Year 9 and 10, Opportunity Days for the whole school each year, University visits for Year 9 and Year 11.

E-guidance products

- The CHA website has a fully comprehensive careers website <https://www.chilternhillsacademy.co.uk/careers> has links to various Careers websites
- The school has partnered with Unifrog which is used for independent careers guidance across the whole school. Every student has their personal Unifrog Account
- 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.

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 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 which was enhanced in 2023.
- As of 2017 the school is working to fulfil the Gatsby Benchmarks.

THE GATSBY BENCHMARK ANALYSIS

Results of Gatsby Benchmark Analysis 17 th 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.
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

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

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 Year 12 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 “Work Shadowing Day” for Year 8 in July.

The Academy also aims to upskill 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 organisation 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.

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

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

CHILTERN HILLS ACADEMY WORK EXPERIENCE PROGRAMME

- 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 stereotyping. 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 PSHE, 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 Careers Lead and Coordinator 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 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.

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.

Appendix IV.

Provider Access Legislation (PAL)

The provider access legislation (occasionally referred to as the 'Baker Clause') requires all schools and academies to provide opportunities for a range of education and training providers, to inform Year 8 to 13 pupils of approved technical education qualifications and apprenticeships.

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

- Find out about technical education qualifications, apprenticeships opportunities as part of our careers programme which provides information on the full range of education and training options available
- Hear from 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.

UPDATED JANUARY 2023

Provider Access Policy Statement

Ownership: Chiltern Hills Academy

Date updated: January 2023

This policy statement sets out Chiltern Hills Academy arrangements for managing the access of providers to pupils 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 45 of the Education Act 1997.

Rationale

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 helps 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.

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.

Commitment

Chiltern Hills 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.

Chiltern Hills Academy is fully aware of the responsibility of setting 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.

The 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).

Aims

Chiltern Hills Academy policy for Access to other education and training providers has the following aims:

To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.

To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

All students in years 7-13 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
- To 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
- To understand how to make applications for the full range of academic and technical courses

See Appendix V

Development

This policy has been developed and is reviewed annually by the Assistant Head Mrs Falcon and Careers Lead, Mrs Hemsworth based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Chiltern Hills Academy is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to Mrs Hemsworth Careers Lead – email ahemsworth@chacademy.co.uk or Mrs Jo Groom – email jgroom@chacademy.co.uk or by telephone 01494 782006 may be contacted by telephone or email

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled Careers or Life lessons, and Careers or Raising Aspirations events that Chiltern Hills Academy is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with the Academy.

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.

Details of premises or facilities to be provided to a person who is given access

Chiltern Hills Academy will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organize this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Chiltern Hills Academy will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall.

Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager.

Complaints Procedure

Any complaints about this policy should be raised to Mrs Hemsworth email: ahemsworth@chacademy.co.uk. Mrs Hemsworth will raise the complaint to Principal Mr Tim Dobbs

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the Senior Leadership Team

Policy Coordinator: Mrs Hemsworth

Policy Reviewed: January 2023

APPENDIX V

Provider access legislation update

In January 2023, the updated provider access legislation (PAL) came into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for students Year 8-13

- Two encounters for pupils during the 'first key phase' (Year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (Year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (Year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

The new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications. Chiltern Hills Academy knows that improving students' knowledge of Apprenticeships and Technical Education pathways alongside other learning pathways is key to supporting students find their best next step.

Implementation

A 'rolling programme' over a four-year period from Year 8 – Year 11 is delivered

Year 8 Apprenticeship Talk

Year 9 College Talk A level/BTEC/T-Levels

Year 10 Apprenticeship Talk/Careers Event

Year 11 Post 16 Event/ College talk/T-Levels/BTEC

Year 12& 13 Degree Apprenticeship Awareness

Assembly & Apprentice Mock Assessment Workshop (In association with ASK)

Examples of Technical Education/Apprenticeship providers to help to deliver the sessions

Colleges

West Herts College

Bucks College Group

Berkshire College of Agriculture

Apprenticeships Talks

ASK Programme

Microsoft

Army, RAF

NHS

Construction Industry Training Board (CITB) & BAM Construction

Richardsons Chartered Accountants

Martin Baker

KMPG

Zenopa

Policy Reviewed: January 2023

Review date: January 2025

