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# CAREERS EDUCATION – INFORMATION, ADVICE AND GUIDANCE

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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. Careers education, supported by personalised information, advice and guidance (IAG), 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 Adviza 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 Adviza to ensure joint planning of the CEG programme.
- Our link Adviza 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, Adviza 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 a Adviza Personal Adviser 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.

## PARTNERSHIPS WITH OUTSIDE AGENCIES

- The Careers Education and Information Advice and Guidance Co-ordinator negotiates an annual agreement with the Adviza 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.

## 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

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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 CEAIG 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

### CEIAG provision for CHA from September 2012

Chiltern Hills have bought in the services of Adviza 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 independent<sup>1</sup> careers guidance<sup>2</sup> for pupils in years 9 to 11. Careers guidance must be presented in an impartial<sup>3</sup> 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

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| <b>Results of Gatsby Benchmark Analysis 17<sup>th</sup> July 2018 Chiltern Hills Academy</b>  |
| Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.   |
| <b>Benchmark 1</b>  |
| 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.  |
| <b>Benchmark 2</b>  |
| 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. |
| <b>Benchmark 3</b>  |
| 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.   |
| <b>Benchmark 4</b>  |
| 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.   |
| <b>Benchmark 5</b>  |
| 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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| <b>Benchmark 6</b> |
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| Experiences of workplaces |
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| Your school has met 50% of the 2 assessment areas in benchmark 6 |
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| It's important for pupils to experience the workplace environment to understand the context in which they could one day be working. |
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| <b>Benchmark 7</b> |
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| Encounters with further and higher education |
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| Your school has met 66% 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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| <b>Benchmark 8</b> |
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| Personal guidance |
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| Your school has met 50% of the 2 assessment areas in benchmark 8 |
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| 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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