



CHASE HIGH SCHOOL
Aspiration, Character & Excellence

Careers Policy including Provider Access Statement

Title	Careers Policy including Provider Access Statement
Author/Owner	Assistant Headteacher - Personal Development: Character
Status	Final - Approved
Ratified Date	January 2024
Ratified by	Local School Committee
Staff Consultation Date	N/A
Review Cycle	Annual
Review Date	January 2025
Security Classification	OFFICIAL

CAREERS POLICY

Relevant to: Maintained Schools, Academies and MATs

Status: Statutory (to publish the information contained within the policy)

Statutory references:

Sections 42A1, 42B and 45A of the Education Act 1997

Section 72 of the Education and Skills Act 2008

Schedule 4 (15) of the School Information (England) Regulations 2008

DATE January 2021

LAST EDITION: N/A

REVIEW: Annual

Updates since last edition

N/A	
-----	--

Published by:

Juniper Education

Boundary House, 4 County Place, Chelmsford, Essex CM2 0RE

CONTENTS

1. Introduction.....	4
2. Roles and Responsibilities	4
3. Curriculum	6
4. Gatsby Benchmarks.....	6
5. Careers Programme at each Key Stage	9
6. Partnerships.....	10
Appendix A Policy Statement on Provider Access.....	11

1. Introduction

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people benefit from a planned programme of activities to help them make career choices that are right for them, and to develop the personal resources and readiness that enable them to manage their careers throughout their lives.

This Policy complies with statutory guidance issued by the Department for Education (DfE) (October 2018) as well as the following legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997;
- Section 72 of the Education and Skills Act 2008;
- Schedule 4 (15) of the School Information (England) Regulations 2008.

Chase High School's (CHS) careers strategy is designed to provide pupils with the knowledge and skills necessary to make successful transitions to the next stage of their education, employment or training.

CHS strategy aims to:

- motivate all young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding;
- widen pupils' horizons;
- challenge stereotypes;
- raise aspirations;
- support social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with Special Educational Needs and Disabilities (SEND).

CHS achieves these aims by focussing its careers strategy on the Gatsby Benchmarks (see below). CHS is committed to working with external organisations to ensure that its pupils have high quality careers information and advice. In particular, CHS works with the Careers and Enterprise Company, Career Ready and Make Happen, which supports and coordinates collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations to create high impact careers and enterprise support to young people.

CHS is committed to ensuring that pupils have access to impartial careers advice. CHS has developed a Policy Statement for Provider Access (refer Appendix A). This Policy Statement sets out CHS' 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 CHS' legal obligations under Section 42B of the Education Act 1997.

2. Roles and Responsibilities

2.1 Local Governors

The Local School Committee (LSC) ensures that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;

- is guidance that the person giving it considers promotes the best interests of the pupils to whom it is given.

The LSC ensures that CHS' careers education and guidance meet legal requirements and is in line with the Gatsby Benchmarks. A Local Governor has a strategic overview of careers education, information, advice and guidance.

2.2 Careers Lead

The CHS Careers Lead is: Edel Donlon

Telephone: 01702 419977; Email: edel.donlon@chasehigh.org

The role of the Careers Lead is to:

- work with, plan and oversee the role of the Careers Adviser.
- ensure that CHS has a good careers programme that meets the expectations set out in the Gatsby Benchmarks;
- ensure that CHS has published, on its website, details of its careers programme and arrangements for providers of technical education or apprenticeships to talk to pupils;
- track the destinations of young people from CHS and use this information to improve the effectiveness of CHS' careers programme;
- develop, run and report on CHS' careers programme;
- plan careers activities, manage the careers budget and manage other staff involved in the delivery of careers guidance;
- coordinate staff from across CHS and from external organisations;
- establish and develop links with employers, education and training providers and careers organisations;
- plan and deliver staff Continuing Professional Development (CPD) on careers.

2.3 Leaders and Staff

- All staff and leaders are expected to engage with, facilitate and support the Careers Lead in delivering the careers programme in their teaching and pastoral work.
- Staff should ensure that careers is embedded in all schemes of work.

2.4 Pupils

All pupils at CHS are expected to:

- fully engage with careers lessons and activities;
- utilise the available careers resources, including the online platforms;
- record careers-related skills, participation and research and reflect upon what has been learned;
- identify and set goals for the future;
- actively participate in workshops, presentations and visits from external employers or providers;
- attend informative events such as Options Evenings and the Careers Networking Events.
- log on and utilise Unifrog.

2.5 Parents/Carers

CHS ensures that all parents/carers have:

- access to the National Careers Service information and other independent websites and resources via the CHS website;
- the opportunity to contact the Careers Lead;
- access to information and guidance through parent/carer information evenings including choosing options, University and Colleges Admissions Services (UCAS), and work experience.
- log on and access Unifrog for information to support their child.

3. Curriculum

- All pupils are taught about careers in all Year Groups. CHS teaches this in Personal, Health, Social and Economic (PSHE) lessons, through ‘drop down’ days and through careers within the curriculum.
- Pupils have regular access, through the CHS careers network events, to employers, apprenticeship and T-Level providers, colleges of further education and universities
- Pupils in Key Stage 4 and Key Stage 5 have opportunities to engage in work experience.
- Pupils can access the CHS Careers Adviser at any time, if they require support.
- Pupils are able to learn about the local careers market through regular sector-specific presentations and lessons at key transition points .
- CHS provides older pupils with opportunities to practice their interview skills through ‘mock interviews’, sometimes with visiting employers and college representatives.
- Pupils in Key Stage 3 have opportunities to engage in Take Your Child to Work Day.

4. Gatsby Benchmarks

Gatsby Benchmark	Strategy	Additional Information
1.A stable Careers Programme		
2.Learning from career and labour market information	CHS ensures that, by the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their decisions on study options.	https://nationalcareersservice.direct.gov.uk/ 0800 100 900 http://www.lmiforall.org.uk/ Jobcentre Plus Support for Schools programme Cedefop (europa.eu) Local Enterprise Partnership at https://www.lepnetwork.net/the-network-ofleps/ https://www.lepnetwork.net/find-your-nearest-lep/
3.Addressing the	CHS’ programme is tailored to individual need.	Comprehensive and accurate

<p>needs of each pupil</p>	<p>CHS takes positive steps to prevent all forms of stereotyping, to ensure that young people from all backgrounds, gender and diversity groups, including those with SEND, consider the widest possible range of careers. For example, CHS ensures opportunities for pupils to hear from people in non-stereotypical jobs.</p> <p>CHS works proactively with partners to provide targeted support to pupils with particular vulnerabilities or additional needs.</p>	<p>records are kept to support the careers and enterprise development of pupils.</p> <p>CHS collects and analyses destination data, with a particular view to measuring success in countering stereotypes and raising aspirations.</p> <p>CHS has an alumni network for pupils that have recently left CHS.</p>
<p>4. Linking curriculum learning to careers</p>	<p>Career development is supported through tutor time work, subject teaching and careers within the curriculum.</p> <p>Careers, employability and enterprise lessons will be delivered as part of PSHE.</p>	<p>Pupils, who do not achieve grade 4 or better in GCSE maths and English are required to continue working towards this as part of their 16-19 study programme.</p>
<p>5. Encounters with employers and employees See Appendix A</p>	<p>CHS' programme helps pupils gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant for employment. This includes the opportunity for pupils to develop entrepreneurial skills for self-employment.</p> <p>CHS engages with local employers, businesses and professional networks to ensure real-world connections.</p> <p>All pupils must be provided with the opportunity to encounter six sessions with approved providers, who offer apprenticeships and technical education. These encounters must be concluded by 28 February each year.</p> <p>Two encounters for pupils during Year 8 or 9. This is mandatory for pupils to attend, and takes place at any time during Year 8 or between 1 September and 28 February in Year 9.</p> <p>Two encounters for pupils during Year 10 or 11. This is mandatory for pupils to attend, and takes place at any time during Year 10 or between 1 September and 28 February during Year 11.</p>	<p>Engagement with employers may include:</p> <ul style="list-style-type: none"> • alumni activity; • business games and enterprise competitions; • careers networking event; • employer encounters with parents/carers; • employer involvement in the curriculum; • employer mentoring; • employer talks; • mock interviews/assessment centres; • CV workshops. • Trip and visits opportunities.

	<p>Two encounters for pupils in Year 12 or 13. This is optional for pupils to attend, and takes place at any time during Year 12 or between 1 September and 28 February during Year 13. Support is provided by Career and Enterprise Company and the Careers Department uses Compass Plus to log interactions.</p>	
6.Experience of workplaces	<p>CHS supports high quality work experience, which is appropriate for the individual.</p> <ul style="list-style-type: none"> • By the age of 18, every pupil has, at least, one experience of a workplace. • Year 10 – two weeks in Summer term 1 • Year 12 – two weeks in Summer term 2 	<p>Work experience may include:</p> <ul style="list-style-type: none"> • internships and holiday placements; • job shadowing; • part-time work; • Trips and visits. • work experience in school; • volunteering; • work experience (less than one week); • work experience (one to two-week block); • work experience (regular/weekly commitment); • workplace visits.
7.Encounters with Further and Higher Education See Appendix A	<p>CHS supports pupils to prepare for the requirement that they continue in education, training or employment until, at least, their 18th birthday.</p> <p>Pupils need not remain at CHS, and CHS supports pupils to explore and decide upon opportunities. This includes:</p> <ul style="list-style-type: none"> • Providing Sixth Form course information; • Supporting access to the National Careers Service – information on education and training opportunities at college; • Inviting providers of technical education, apprenticeships and T-Levels to engage 	<p>This requirement can be met through:</p> <ul style="list-style-type: none"> • full-time study in a school, college or training provider; • an apprenticeship, traineeship or supported internship; • full-time work or volunteering (20 hours or more) combined with part time accredited study.

	directly with pupils.	
8. Personal guidance	<p>CHS provides personal guidance interviews with a qualified Careers Adviser whenever significant study or careers choices are being made.</p> <ul style="list-style-type: none"> • By the age of 16, every pupil has, at least, one interview. • A further interview is offered by age 18. <p>Pupils with particular vulnerabilities or additional needs have a named adviser and discussion is integrated into personal plans.</p>	

5. Careers Programme at each Key Stage

By the end of Key Stage 3, pupils can expect to:

- begin to develop an awareness of their individual skills, strengths and preferred learning styles in relation to Post-16 pathways and future career goals;
- be able to access careers resources via the Careers Department and Unifrog;
- set targets and review progress;
- receive careers lessons within PSHE lessons and subject-specific within subject lessons
- receive careers information and ongoing support from staff such as the Class Tutor;
- take part in an event where they can access information about different careers and the implications of studying specific subjects in Key Stage 4;
- have been given the opportunity to meet with a qualified, independent and impartial careers guidance adviser.

By the end of Key Stage 4, pupils can expect to:

- learn about the labour market, educational pathways and employability skills;
- be offered, at least, one individual appointment with a qualified, independent, impartial careers adviser;
- devise an action plan towards their career goals;
- have taken part in an enterprise activity;
- have listened to talks on different careers;
- have been given the opportunity to speak to representatives from various sectors of the world of work;
- have developed financial capability skills;
- have produced and reviewed a curriculum vitae and have written a formal letter, e.g. covering letter;
- been given impartial advice and guidance on Post-16 education, employment and training and apprenticeship and T-Levels options, including hearing directly from providers;
- have developed presentation and interview skills;
- be able to access careers information and resources via Unifrog, or further relevant resources via the CHS Careers Lead.

- be offered the opportunity to take part in taster days/sessions;
- have visited or spoken to representatives of Further or Higher Education institutions, such as universities;
- be given the opportunity to take part in work experience.

By the end of Key Stage 5, pupils can expect to:

- be offered, at least, one individual appointment with a qualified, independent, impartial careers adviser;
- participate in an enrichment and tutorial programme focused on their personal development;
- be given the opportunity to set targets and review their progress with ongoing support from their tutor and subject teachers;
- develop independent research skills;
- meet university representatives and have the opportunity to visit universities;
- have the opportunity to meet apprenticeship and technical education providers;
- have the opportunity to volunteer or take part in work experience;
- receive information on Higher Education taster days, apprenticeship vacancies and job opportunities;
- understand the UCAS process and be able to research different universities and courses using online resources;
- receive information and support with financial planning for university, work and training;
- write a personal statement for a UCAS, apprenticeship or job application;
- have been mentored through the university application process or supported with job or training applications;
- have access to information on how to apply for internships, sponsorships or gap year placements;
- be given the opportunity to take part in enterprise and challenge activities.

6. Partnerships

CHS works closely with:

- “Make Happen”, to unlock opportunities for pupils across Key Stages 3 to 5 and to make informed choices about their educations and future.
- “Career Ready” to build networks of employers, educators and volunteers to give CHS pupils the career support, experiences and insight they need to kickstart their futures.
- The Careers and Enterprise Company to ensure that CHS is able to deliver the highest quality of careers education for all its pupils and share good practice.
- Anglia Ruskin University to provide exposure to further education and study opportunities for CHS pupils.
- Essex University to support with personal finance and UCAS applications for Post-16 pupils.
- BAE systems to support the understanding of careers opportunities within STEM.

Appendix A - Policy Statement on Provider Access

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact: Edel Donlon, CHS Careers Lead.

Telephone: 01702 419977; Email: edel.donlon@chasehigh.org.

Opportunities for Access

A number of events, integrated into the CHS Careers Programme, offer providers an opportunity to come into School to speak to pupils and/or their parents/carers.

Year Group	Activity	Benchmark	Term
7	National Career Week assembly and tutor activity about labour market in Essex	2	2
	Alumni Speaker to discuss steps after Chase High	5	1
	University Taster Activity	7	3
	LAC/SEND meeting	8	Continuous
	Work with a parent day	5 & 6	2
	Careers in the curriculum focus in English, Technology and PE	4	Continuous
	Careers survey and interest documentation	3	2
	Educational visits	5 & 6	Continuous

Year Group	Activity	Benchmark	Term
8	National Career Week assembly and tutor activity about labour market in Essex	2	2
	Alumni Speaker to discuss steps after Chase High	5	1
	Uniform Careers Day	6 & 7	3
	Work with a parent day	5 & 6	2
	Curriculum based careers events in Maths, Language and Creative Subjects	4	Continuous
	Careers survey and interest documentation	3	2
	Educational visits	5 & 6	Continuous
	LAC/SEND meeting	8	Continuous

Year Group	Activity	Benchmark	Term
9	National Career Week assembly and tutor activity about labour market in Essex	2	2
	Alumni Speaker to discuss steps after Chase High	5	1
	Careers and option choices session and open evening	2, 3 & 7	1 & 2
	University Taster activities	7	3
	Vocational and technical workshop	7	2
	Curriculum based careers events in Science and IT	4	Continuous
	Educational visits	5 & 6	Continuous
	Careers survey and interest documentation	3	2
	LAC/SEND meeting	8	Continuous

Year Group	Activity	Benchmark	Term
10	National Career Week assembly and tutor activity about labour market in Essex	2	2
	Employer encounter and mock interview day	5	3
	Alumni Speaker to discuss steps after Chase High	5	1
	Options for life after Post 16	7	3
	Work experience – 1 week	6	2
	CV/Cover letter session	6	3
	Careers survey and interest documentation	3	1
	Curriculum based careers events in options	4	Continuous
	Educational visits	5 & 6	Continuous
	LAC/SEND meeting	8	Continuous

Year Group	Activity	Benchmark	Term
11	National Career Week assembly and tutor activity about labour market in Essex	2	2
	1-2-1 Guidance meeting to discuss next steps	8	Continuous
	Alumni Speaker to discuss steps after Chase High	5	1
	Vocational and technical workshop	6 & 7	1
	National Apprenticeship week assembly and tutor activity	7	2
	University taster activity	7	2
	CV and cover letter workshop	6	3
	Careers survey and interest documentation	3	1
	Educational visits	5 & 6	Continuous

Year Group	Activity	Benchmark	Term
Post 16	1-2-1 Guidance meeting to discuss next steps	8	Continuous
	UCAS trip – EXCEL	7	2
	CV and cover letter workshop	6	3
	Alumni Speaker to discuss steps after Chase High	5	1
	University Summer School	7	3
	National Apprenticeship week assembly and tutor activity	7	2
	UCAS and University Finance Talk	2	7
	Workers Rights and Trade Unions	5	3
	Work Experience _ Year 12s only	6	3
	Careers survey and interest documentation	3	1
	Curriculum based careers events in subjects	4	Continuous
	Educational visits	5 & 6	Continuous

Please speak to Edel Donlon, the CHS Careers Lead to identify the most suitable opportunity for you.

Premises and Facilities:

CHS makes the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. CHS also makes available Audio Visual and other specialist equipment to support provider presentations. This is discussed and agreed in advance of the visit with the Careers Lead or a member of the Careers Department.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Post 16 Reception. These resources are offered to students during meetings and will be available to take away from the careers stands in the Post-16 atrium.

Equality and Diversity

The CHS Careers Department supports the Discovery Educational Trust's (DET) Equality and Diversity Statement and Objectives and its Equality and Diversity in Employment Policy and implements it in the following ways:

- careful selection of career resources including posters and display materials;
- actively encouraging pupils to support themselves financially;
- encouraging all pupils to consider all education and training options available to them;
- avoid using stereotypical gender examples within the workplace;
- offering self-placement of work experience placements;
- ensuring equal access to all the information for all pupils of all abilities.

CHS recognises that courses, apprenticeships and employment opportunities are available for all of its pupils of varying skills, abilities and personal qualities. CHS encourages all pupils to consider all of their options in order to make an informed decision about a future career. If a pupil has an unrealistic career aspiration, CHS ensures that they have a backup plan, which does match their skills abilities and personal qualities.

Monitoring

The quality of the taught careers curriculum is monitored and evaluated through DET's and CHS' broader quality assurance processes. The impact of this Policy is monitored by the Careers Lead and reported to the Senior Leadership Team (SLT) and the LSC, as determined by the Headteacher (HT). CHS also uses a tool called 'Compass plus', which enables the School to benchmark its progress on meeting the Gatsby Benchmarks to other schools.