



# Chosen Hill School

## Career and Provider Access Policy

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## 1. Introduction

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave.

Chosen Hill School is already committed to providing a planned programme of careers education, information and guidance for all students in Years 7 -13.

It is our expectation that all students should leave the school and move on to either Further/Higher Education, training or other career opportunities. This policy therefore recognises that the provision of effective Careers Education and Guidance is an essential part of the preparation of all students for the opportunities, responsibilities and experiences of adult life. It displays commitment in raising awareness and developing employability / key skills to enable students to manage transition to new roles and situations throughout their life and help them to achieve their potential and aspirations.

In line with recent Department of Education publication namely the '[Careers strategy: making the most of everyone's skills and talents](#)' (December 2017) and the '[Careers guidance and access for education and training providers](#)' (January 2018, updated July 2021), the school is focussed on implementing the Gatsby Charitable Foundations Benchmarks as a way of evaluating, developing and improving the schools careers provision.

## 2. Careers/Independent Advice and Guidance Statutory Responsibilities – In line with Government Career Strategy

Careers Guidance must:

- a) Be presented in an impartial manner and promote the best interests of the students to whom it is given;
- b) Include information on the range of available education or training options, including apprenticeships.

In good time (before decision points), students should be informed about the full range of options available. These include:

- a) Post-14: Options offered by local university technical colleges and studio schools;
- b) Post-18: Further education courses and higher apprenticeships.

Independent advice and guidance can include:

- a) Employer visits;
- b) Mentoring;
- c) Website, telephone and helpline access.

To ensure the quality of careers provision, the school will evaluate:

- a) The quality of the school's careers programme;
- b) The quality of the independent provider used;
- c) The quality of career professionals the school works with.



### 3. Careers Education Targets

- a) All students will have learned about different types of careers and further education options in each year group;
- b) 100% of students are in work with training or education or training after Year 11;
- c) All students will have learned employability skills such as interview skills and CV writing;
- d) The school will have developed new partnerships with local and national employers and businesses;
- e) The school's information, advice and guidance will be judged at least good at the next Ofsted inspection.

The careers, information, advice and guidance strategy document should be read in conjunction with the school's policy for careers guidance.

The school's senior leadership team monitors progress against the school's careers' education targets and review the careers strategy at the beginning of every academic year.

### 4. Our Overall Aims – In line with the Government Career Strategy

- a) To help students acquire self-awareness and an understanding of themselves and others;
- b) To help students gain an understanding of their strengths, interests, abilities, skills, potential, attitude and achievements which will enable them to be effective in a variety of roles and occupations;
- c) To increase students' knowledge of education, training and career opportunities to include job descriptions and qualification requirements for particular careers. To inform labour market information and skills shortages to enable students to manage their personal career development. This is supported by visits from local colleges, training providers, employers and the apprenticeship service;
- d) To help students understand "levels of employment" and the entry levels for each level and the alternative methods of entry to different levels of employment;
- e) To provide careers advice and guidance to all year groups on request. Students receive an individualised action plan following their guidance meeting to further develop their skills and confidence in researching their career path;
- f) To promote equal opportunities, challenge stereotypical attitudes and help students overcome overt and subtle barriers which may be encountered;
- g) To make students aware of the procedures involved in finding a job including job research techniques, interview techniques and presentation skills;
- h) To give all Year 10 students first-hand knowledge of the world of work through a week's work experience placement. (see [Section 7](#));
- i) To provide students (and their parents/carers) with relevant, up to date information to enable them to make informed option choices at Key Stages particularly at the end of Key Stage 3, Key Stage 4 and Post 18.

### 5. Our Key careers provision intentions:

- a) Students with special education needs will have a bespoke service facilitated by the Inclusion Lead, the careers Lead and the school's external independent advice and guidance provider;
- b) The school provides opportunities for students to participate in a realistic working environment through work experience and work shadowing opportunities;



- c) The school has a designated resourced careers office for 1-2-1 careers guidance. The Careers lead is accessible in school for both students, staff and employers and referrals are made where appropriate;
- d) The school offers impartial taster sessions in a range of vocational jobs;
- e) The school employs a Careers Lead who works closely with the school's Pupil Premium Champion to ensure that students who receive Pupil Premium funding receive up to date careers advice and ongoing support;
- f) The school is implementing the Gatsby Benchmarks to develop and improve careers provision. This is to fulfil legal duties; to secure independent careers guidance; and to provide opportunities for technical education and apprenticeships providers' access to students so that they can inform them of technical education qualifications and apprenticeships.

## 6. Outline of careers learning outcomes for each year group

These are developed through our Whole School Curriculum and our specific careers provision.

### Year 7 Learning Outcomes:

- 1) Describe yourself, your strengths, and preferences;
- 2) Identify how you have benefited as a learner from career and work-related learning activities and experiences;
- 3) Identify and make the most of your personal network of support including how to access the impartial careers information, advice, and guidance that you need;
- 4) Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need;
- 5) Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.

### Year 8 Learning Outcomes:

- 1) Identify how you have benefited as a learner from career and work-related learning activities and experiences;
- 2) Identify different ways of looking at people's careers and how they develop;
- 3) Identify different kinds of work and why people's satisfaction with their working lives varies;
- 4) Identify the organisation and structure of different types of business;
- 5) Recognise when you are using the qualities and skills you need to be enterprising;
- 6) Look systematically at the choices and opportunities open to you when you reach a decision point.

### Year 9 Learning Outcomes:

- 1) Participate in KS4 Options process in order to make informed decisions about options at KS4 and beyond;
- 2) Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing;
- 3) Identify how you have benefited as a learner from career and work-related learning activities and experiences;
- 4) Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school;
- 5) Recognise when you are using the qualities and skills you need to be enterprising;
- 6) Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need;



- 7) Know how to prepare and present yourself well when going through a selection process;
- 8) Show that you can be positive, flexible, and well-prepared at transition points in your life.

### **Year 10 Learning Outcomes**

- 1) Plan, prepare for and participate in a work experience week;
- 2) Recognise how you are changing, what you have to offer and what's important to you;
- 3) Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing;
- 4) Explain key ideas about career and careers development;
- 5) Explain different types of businesses, how they operate and how they measure success;
- 6) Find relevant job and labour market information (LMI) and know how to use it in career planning;
- 7) Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion, and know your rights and responsibilities in relation to these issues;
- 8) Build and make the most of your personal network of support including making effective use of impartial careers information, advice, and guidance;
- 9) Show that you have acquired and developed qualities and skills to improve your employability;
- 10) Show that you can be enterprising in the way you learn, carry out work and plan your career;
- 11) Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you;
- 12) Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen;
- 13) Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment;
- 14) Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.

### **Year 11 Learning Outcomes**

- 1) Plan, prepare for and participate in mock interviews with employers;
- 2) Recognise how you are changing, what you have to offer and what's important to you;
- 3) Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing;
- 4) Review and reflect upon how you have benefited as a learner from careers and work-related learning activities and experiences;
- 5) Explain how work is changing and how this impacts on people's satisfaction with their working lives;
- 6) Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices;
- 7) Show that you can manage your own money, understand personal financial documents, and know how to access financial support for further study and training;
- 8) Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you;

### **Year 12 Learning Outcomes**

- 1) Be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner;
- 2) Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work;
- 3) Draw conclusions from researching and evaluating relevant job and labour market information (LMI) to support your future plans;



- 4) Reflect critically on the ethical, legal, and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others;
- 5) Recognise different levels of risk and understand your responsibilities and rights as a student, trainee, or employee for observing safe working practices;
- 6) Develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice, and guidance;
- 7) Develop and apply enterprising qualities and skills in your approach to learning, work, and career planning;
- 8) Research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you;
- 9) Know how to make career enhancing plans and decisions;
- 10) Research your education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals.

### **Year 13 Learning Outcomes**

- 1) Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work;
- 2) Create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievements and wellbeing;
- 3) Explain what you are doing to improve your employability and to meet the expectations of employers and co-workers;
- 4) Develop your personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work;
- 5) Know how to prepare for, perform well and learn from your participation in selection processes;
- 6) Know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions.

## **7. Meeting the careers guidance duty: preparing young people for work**

### **Implementation**

Throughout Years 7 - 13 Careers Education and Guidance is delivered through small group interventions and whole school activities. The latter includes Enterprise Charity fundraising (Year 7), Options and alternative pathways (Year 9), Employer Networking (Years 8 and 9), Work Experience (Years 10 and 12), Mock Interviews (Years 11 and 13). Higher Education Visits (Years 9, 12 and 13).

The school recognises the special requirements that students from the following categories may have and will refer individuals or small groups of individuals to the Youth Service team as appropriate.

- a) English as an additional language
- b) Excluded
- c) Likely to drop out (post 16)
- d) Homeless
- e) On child protection register
- f) Offenders
- g) Special needs
- h) Under-achiever
- i) Unlikely to achieve NVQ level 2
- j) Unlikely to take GCSEs
- k) Young carer
- l) Non-attendees



- m) More able and talented
- n) Looked after
- o) Services Child

Identification of these target groups and students who might benefit from individual interviews is achieved through close liaison with:

- a) Inclusion Lead
- b) Learning Leader and Pastoral Teams
- c) Careers Lead/KS5 Futures Lead
- d) Learning Mentors

### **Independent Advice and Guidance for all Students**

Advice and guidance is more likely to be effective where there is a clear focus on the outcomes the school is trying to achieve for students. The school has high aspirations for all of our students and we demonstrate this by placing inspiration, mentoring and real-life insights into the workplace at the core of what we do.

### **Setting clear goals**

The school encourages students to think about their future possibilities; to aim high, motivating them in school as well as beyond; to be informed about education, training and career options; to assess their current strengths and areas for development; and to acquire the skills valued by employers.

### **Resources**

Careers information is available in a specially resourced Careers Office and our Sixth Form study rooms which are designed to:

- a) Meet the needs of students and staff arising from their participation in careers education and work-related programmes;
- b) Provide comprehensive, relevant and current information which supports equal opportunity for students of all ages and abilities;
- c) Include a variety of resources – books and pamphlets, prospectuses from Universities and Colleges, audio visual materials and IT based sources. Links to relevant Internet sites are available from the Careers pages on the school Web Site. Web based resources – Career pilot and SACU-Student. Access to resources and weekly Friday Futures for KS5 students via email and Year 12 and 13 future pages on SharePoint/Teams.

Funding is allocated based on the school priorities and the particular needs of Information, Advice and Guidance.

### **Work Experience**

The aim of work experience is to provide students with **Employability and key skills**: insights into skills and attitudes required by particular sectors and employers; and an opportunity to develop, practise and demonstrate key skills in a work setting, in particular, working with others, communication and improving own learning and performance.

**Employability and key skills**: insights into skills and attitudes required by particular sectors and employers; and an opportunity to develop, practise and demonstrate key skills in a work setting, in particular, working with others, communication and improving own learning and performance.

**Careers education and guidance**: better understanding of changes in the world of work and the implications these have for their own careers.





**Increased awareness of Vocational courses:** giving a better understanding of vocational areas being studied, the opportunity to investigate real examples for coursework and the opportunity to gather evidence of vocational skills developed.

**An opportunity for personal and social development:** development of increased maturity, with improvements in aspects such as motivation, self-confidence, and interpersonal skills.

**Opportunities to enhance understanding of the national curriculum,** develop a practical understanding of a range of issues involving economic and business issues, citizenship, enterprise, environmental, and moral and social education.

Monitoring of health and safety regulations applicable to Work Experience placements is carried out by an in-house trained H&S qualified staff member.

### **Individual Needs and interventions**

Good advice and guidance is individual. The school recognises that the needs of students will vary. The school regularly reviews how its programme will inspire and motivate all students, helping them to fulfil their potential. The school aims to:

- a) Give employers a voice in the classroom, giving students a first-hand view of the world of work through access to inspirational speakers and role models;
- b) Makes available visits to workplaces and high quality work experience that reflects the strengths of individual students and has clear links to the curriculum;
- c) Provides mentoring and support for those who need it most and are at risk of becoming disengaged from education;
- d) Provides access to impartial information and advice on a broad range of options including apprenticeships, entrepreneurialism and vocational routes alongside A-Levels and university, to support informed decisions at key transition points;
- e) Provides opportunities for students to voice their ideas and suggestions on what they want from careers guidance - and how they think it should be delivered;
- f) Works consistently to prevent all forms of stereotyping in the advice and guidance the school provides, to ensure boys and girls consider the widest possible range of careers.

### **Making links with employers**

The school actively engages with employers to give students the opportunity to hear directly from professionals and be inspired by role models. The school links with different sized companies or organisations, helps to demonstrate the broad range of careers available. Links to a number of organisations and initiatives focused on bringing employers and educators closer together are being developed to enhance this provision further. The school publishes a Provider Access Policy (PAP – detailed below) for employer's/training providers. This includes a named contact at the school.

The school extends invitations to employer representatives to appropriate parents' evenings to help bring occupations to life and to encourage students to plan beyond their immediate future. Inspirational speakers provide young people with access to role models who do not have them through their own families or networks.

The school is developing an employer mentoring programme with support from the local enterprise partnership. Mentors provide enhanced guidance and support for students, raising aspiration and giving business insight to the world of work.



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### **Monitoring, evaluating and improving**

The school uses destinations data to monitor the choices made by students at the end of Year 11 and Year 13. The school monitors how all current students are progressing towards the specific targets and objectives set for them. We work closely with the LEA transition panel. We also utilise Compass Plus to monitor and evaluate choices made by the students. This information informs improvement made to the support the students.

### **Informing students and parents about the support available**

The school publishes information on its website about the support provided to help students to progress into further education, training or work. This includes information on the school's links with employers and how students at the school have access to inspiration and mentoring opportunities.

## **8. Role of the Careers Lead**

- 1) Supports the development of effective and continually improving careers education, careers information and careers guidance for young people;
- 2) Facilitates the contribution of colleagues and a range of partners to young people's career learning, planning and development;
- 3) Designs, selects and provides curriculum resources, activities and services to meet young people's career needs in consultation with the Year Leads, EPS Lead and KS5 Futures Lead;
- 4) Ensures continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance as appropriate;
- 5) Develop a policy for CEG which satisfies national requirements and guidance, and local needs;
- 6) Support the planning, implementation and evaluation of a CEG improvement plan linked to the school priorities;
- 7) Interpret national initiatives, research and inspection findings for the benefit of the school;
- 8) Suggest how CEG should be provided for different groups;
- 9) Make links with other curriculum areas, e.g. citizenship, Core Skills, national curriculum subjects;
- 10) Ensure that appropriate links are made between CEG and any new initiatives;
- 11) Collect and analyse 'first destinations' data;
- 12) Assess young people's achievement of career learning outcomes;
- 13) Monitor students' curricular and work experience choices for evidence of stereotyping;
- 14) Provide guidance and support for young people encountering difficulties, e.g. in making non-traditional choices, racism;
- 15) Input directly into curriculum lessons in the build-up to work experience;
- 16) Make special considerations for those students with SEN and plan placements accordingly;
- 17) Manage the database and any associated administrative tasks;
- 18) Review work experience with the students;
- 19) Exploit opportunities to help to inform local business and community organisations of changes in education;
- 20) Maintain a network of useful business and community contacts;
- 21) Support local careers conventions for young people;
- 22) Arrange visits for yourself, young people and staff to link to schools, colleges and universities;
- 23) Support in the development of scheme of work for CEG;
- 24) Organise specific careers education activities, e.g., work experience preparation, mock interviews and follow-up;
- 25) Secure the effective deployment of teaching and learning resources for careers education;
- 26) Develop and maintain careers pages on the school website and intranet;
- 27) Manage the provision of a careers library and share appropriate resources with KS5 Futures Lead;
- 28) Display careers information around the school including resources created by young people themselves.



## 9. Monitoring and review of the policy

The Senior Leadership Team shall review this policy to ensure that it meets legal requirements and reflects best practice.

If staff or parents have any questions about this policy or suggestions for additions that they would like to be considered on review, they may do so by emailing the school.

## 10. Recommended Areas of Development for Inspiring Careers Provision:

- 1) Mentoring programme involving employers;
- 2) Developing a network of Alumni to support current students and provide career insight through assemblies and workshops;
- 3) Conducting ‘networking sessions’ as a way of creating effective partnerships between students and mentors;
- 4) Arranging visits to other careers shows and the Skills Show. The school will ensure that students have access to apprenticeship talks, employer visits, mock interviews, road shows and college / university visits;
- 5) Developing employability skills through curriculum subjects;
- 6) Continuing to develop sustainable school-business partnerships;
- 7) The school continues to work with employers to raise students’ aspirations and make learning more relevant to the real world;
- 8) The school will supplement provision with curriculum linked activities with employers. These may include business visits;
- 9) Continuing Professional Development for teachers to include improved advice regarding careers and professionalism in reference writing. Teachers role in Careers/IAG: The duty sets no expectations for teachers to advise students, but teachers should know where to signpost students to for further support. Teachers should also look for opportunities to embed inspiration into the curriculum or reinforce learning through contact with employers;
- 10) Developing a business-led interactive approach to careers that boosts young people’s aspirations;
- 11) Continued mentoring activities in schools;
- 12) Engaging successful professional people to work with students aged 11 -18. Mentors will work in small groups with students to increase their confidence, self-awareness and skills, and identify and set goals for their future;
- 13) Raising awareness of Apprenticeship Opportunities across Years 7-13;
- 14) Use of the NHS Online Mentoring: Introducing young people in England to careers in the health service - The Department of Health is funding NHS employers and mentoring charity Brightside to undertake a pilot programme that connects NHS staff mentors with young people. This pilot focuses on increasing young people’s awareness of the vast range of clinical and non-clinical careers available in the NHS. The NHS Online Mentoring project aims to increase the motivation and attainment of Year 12 students and young people who are NEET, helping them to prepare for their future.

### List of Appendices:

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## Appendix 1 – External Support

Support for the school can be obtained from:

- a) **The National Careers Service, including web-chat for school classes and groups through the young people’s helpline.**

The National Careers Service provides support for young people aged 13 to 18 through a telephone helpline (0800 100 900); and through web chat via the National Careers Service website (<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>).

- b) **Support from STEMNET / STEM Ambassadors**

STEMNET creates opportunities to inspire young people in STEM (science, technology, engineering and maths) by linking people in STEM careers with teachers and schools to enable young people to gain a clear idea of the diverse and exciting range of careers and opportunities available to them.

STEMNET’s network of STEM Ambassadors comprises over 27,000 volunteers who are a free resource to teachers across the UK. They come from a very wide range of STEM careers and professions. 40% of STEM Ambassadors are women, 13% are black & minority ethnic and 60% are under 35 years of age.

They give their time and commitment to help deliver the STEM curriculum through hands-on STEM activities and they raise awareness of STEM careers, by revealing how essential STEM is throughout the world.



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## Appendix 2 – Sources of information

Contacts and Resources in use to support development of the School's Careers' Strategy

### Organisations and intermediaries helping to bring employers into the classroom

**Future First** - <http://futurefirst.org.uk/>

Helps schools and colleges harness the experiences and skills of their former students through alumni communities.

**Ideas Foundation** – <http://ideasfoundation.org.uk/>

They have two key projects: 'I Am Creative' aims to teach 13-19 year olds about the creative industries and gives them an opportunity to have a go at answering a live creative brief from a global company; 'Incubate' brings specialist industries employers into the classroom to work intensively with young people on projects from across the Digital and Media communications sector.

**Inspiring the Future** – <http://www.inspiringthefuture.org/> and [http://www.educationandemployers.org/media/16409/itf\\_guide.pdf](http://www.educationandemployers.org/media/16409/itf_guide.pdf).

A free service across England with volunteers from all sectors and professions going into state secondary schools and colleges to talk about their jobs and sectors.

**Prince's Trust Mosaic** - [http://www.mosaicnetwork.co.uk/en\\_gb/portal](http://www.mosaicnetwork.co.uk/en_gb/portal)

Inspires young people from deprived communities to realise their talents and potential. (No specific contact person available in the South West currently).

**Young Enterprise** - [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

A business and enterprise education charity, helping young people to learn about business and the world of work in the classroom, under the guidance of a network of volunteers from a range of companies. (Social Sciences provision)

### Careers guidance and inspiration resources

**Icould** – <http://icould.com/>

Careers information website.

**National Careers Service** - <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Provides information, advice and guidance to help young people and adults make decisions on learning, training and work opportunities. The service offers confidential and impartial advice, supported by qualified careers advisers. Support available to young people via a website, helpline and webchat: <https://nationalcareersservice.direct.gov.uk> or telephone 0800 100 900.

**Career Pilot**- <https://www.careerpilot.org.uk/>

Career pilot is a free online platform offering a wealth of impartial information about routes to higher-level study in the South of England. It helps students identify their GCSE, post-16 and post-18 options with sections dedicated to a variety of qualifications, finding providers, researching courses and job sectors. With up-to-date information about volunteering, financial support, disability support, myth-busting and testimonials; Career pilot has it all!

**Spartan Test SACU** <https://sacu-student.com>

A Careers that offers independent and impartial careers guidance on employment, apprenticeships and university after completion of an online quiz.



## Apprenticeship resources

**National Apprenticeship Service** – <http://www.gov.uk/further-education-skills/apprenticeship>

This site Supports, funds and co-ordinates the delivery of Apprenticeships throughout England.

**Rate my Apprenticeship** - <https://www.ratemyapprenticeship.co.uk/>

RatemyApprenticeship.co.uk is the UK's leading job resource for young people seeking an Apprenticeship.

**Be Ready platform** – all students are given a link to assist with apprenticeships and job searches as well as CV's and assessment centre/interview advice via online modules.

## Higher education resources

**Informed Choices** - [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)

Useful for anyone considering University. Look for degree options with your subjects or what subjects you need for specific degrees.

**UCAS** – [www.ucas.com](http://www.ucas.com)

The Universities and Colleges Admissions Service manages applications from over 670,000 students each year for full-time UK undergraduate courses as well as running specialist application services for postgraduate courses, conservatoires and teacher training. To connect students to higher education, UCAS provides impartial advice on post-16 options, enabling students to make informed choices on higher education and alternative options. All Year 12 and 13 students are signed up to the UCAS Hub to personalise their research experience.

**What Uni** - [www.whatuni.com](http://www.whatuni.com)

This site provides important information on courses, rankings and job prospects.

## Mentoring resources

**Brightside** - <http://www.thebrightsidetrust.org/>

A charity that helps young people access the education and career pathways they might not have believed were available to them.

## STEM (science, technology, engineering and maths) resources

**STEM Ambassadors** – <http://www.stemnet.org.uk/educators/secondary-schools-and-sixth-forms/>

Managed by STEMNET, works with schools, colleges and STEM employers UK-wide to enable young people of all backgrounds and abilities to meet inspiring role models, understand real world applications of STEM subjects and experience hands-on STEM activities that motivate, inspire and bring learning and career opportunities to life.

**Sutton Trust** - [www.suttontrust.com](http://www.suttontrust.com)

This site works to provide social mobility for each young person by providing access to summers schools, online course and one to one mentoring.

**Medic Mentor** - <https://medicmentor.co.uk>

This site provides free online support, mentoring and access to work experience and a medical society to improve student's chances when applying for Medicine, veterinary science and the allied health professions.



## **Work experience resources**

**Careers and Enterprise** – <https://resources.careersandenterprise.co.uk/resources/work-experience-toolkit>  
Helps prepare for a student's Work experience.

**Pathways CTM** - [www.pathwayctm.com](http://www.pathwayctm.com)

This site provides online access to careers training and mentoring and work experience opportunities for those who cannot access due to Covid.



## Appendix 3 – Gatsby Benchmarks

Key points of Benchmark		
<b>Benchmark 1</b>	<b>A stable careers programme</b>	School has an embedded programme of CEG that is known and understood by students ,parents, teachers, governors and employers
		School has a stable, structured careers programme with the backing of senior management and an appropriately trained person responsible for it.
		The careers programme is published on the school website so students, parents, teachers and employers can access and understand it.
		The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
<b>Benchmark 2</b>	<b>Learning from career and labour market information</b>	All students and parents should have access to high quality information about future study options and labour market opportunities. With the support of an informed advisor.
		By age 14, all students should have accessed and used information about careers paths and the labour market to inform their own decisions on study options.
		Parents should be encouraged to access and use information about labour markets (LMI) and future study options to support their children.
<b>Benchmark 3</b>	<b>Addressing the needs of each pupil</b>	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored at each stage with diversity and equality embedded into the programme.
		The careers programme should actively seek to challenge stereotypical thinking and raising aspirations.
		School should keep systematic records of the individual advice given to each student and agreed decisions. All students have access to these records and to support their career development.
		School should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.
<b>Benchmark 4</b>	<b>Linking curriculum learning to careers</b>	All teachers link curriculum learning with careers,
		STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
		By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
		All subject teachers emphasise the importance of succeeding in English and Maths.





<b>Benchmark 5</b>	<b>Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills valued in the workplace.
		Students should participate in at least one meaningful encounter with an employer every year from age 11.
		Work with the regional LEP to make ensure that careers work is aligning to the strategic economic plan of the region.
<b>Benchmark 6</b>	<b>Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities.
		By the age of 16, every student should have had at least one experience of a workplace, additional to a part time job that they may have.
		By the age of 18, every student should have had one further experience, additional to part time work.
<b>Benchmark 7</b>	<b>Encounters with Further and Higher Education</b>	All students should understand the full range of opportunities available. Including academic and vocational routes and learning in schools, colleges, universities and the workplace.
		By age 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
		By age 18, all students considering applying for university should have had at least two visits to universities to meet staff and students.
<b>Benchmark 8</b>	<b>Personal guidance</b>	Every student should have opportunities for guidance interviews with a career advisor.
		Every student should have at least one interview by age 16 and opportunity for a further interview by age 18.



## Appendix 4 – Provider Access Policy

### Introduction

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

### Student entitlement

All students in Years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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.

### Management of provider access requests

A provider wishing to request access should contact the school directly and ask to speak to the Careers Lead, Mrs A Selwyn. Telephone: 01452 713488; email: [as@chosen-hill.gloucs.sch.uk](mailto:as@chosen-hill.gloucs.sch.uk)

Requests will be considered and permission given where possible. Reasons where requests might not be given could be:

- relevance to the students’ stage of learning.
- fitting into the timing of the school day or appropriate for an evening event.
- staff availability to cover/support and/or if there are safeguarding concerns.

### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. A selection of potential offers are below. This list is not exhaustive.

	Autumn term	Spring term	Summer term
Year 7	Enterprise charity project	assemblies – raising aspiration, alternative pathways.	Employer Engagement
Year 8	Assemblies raising aspiration, alternative pathways.	Assemblies – raising aspiration, alternative pathways.	Employer engagement
Year 9	Options, alternative pathway, raising aspirations Assemblies	Employer Engagement	University or College Visit and speed networking event with local employers and part of employability during activities week.



<b>Year 10</b>	Work experience – assembly and tutor group sessions, Alternative Pathway assemblies	Work experience – finding placements, placement opportunities	Work experience preparation, health and safety, E-safety, Employability skills and then attendance to the placement.
<b>Year 11</b>	Mock interviews Post 16 Future event Alternative Pathway Assemblies	Future education, training, apprenticeship options. Volunteering opportunities	Future education, training and apprenticeship options.
<b>Year 12</b>	General awareness assemblies of post 18 options. Developing employability skills. Introduction to Spartan Test MedSoc in collaboration with Dean Close or online during pandemic.	Future education, training, employment and apprenticeship options. UCAS/ HE exhibition visit Sign up to UCAS Hub  Oxbridge Medicine and Law Application support.	Talks from university and apprenticeship providers. Start of UCAS application form and personal statements. Work experience Visits to University Open Days.
<b>Year 13</b>	Higher education applications and Funding One to one meetings with all students applying to university and apprenticeships to complete application forms and statements.	Continuing with Apprenticeships, employment and training options. Higher Education Funding seminars One to one advice on making firm and insurance choices.	Continued support for Finance applications Support with Clearing Apprenticeships and Employment advice including CVs and interview preparations.

Lunch time drop in based in the Drama Studio also provide an opportunity to schedule events for year groups. Please speak to our Careers Lead to identify the most suitable opportunity for you.

**Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Lead or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the career’s office. The careers office is available to all students at lunch and break times.



## Appendix 5 - Careers Provision – Quality and Impact Evaluation Strategy

Event:	Year Group:	Learning Focus:	Evaluation Mechanism:	Monitoring:
<b>Enterprise Charity Fundraising</b>	Year 7	Team Building Problem solving Entrepreneurship	Student evaluations  External facilitator evaluation	SLT Link  Annual Careers' Review summary report for SLT & governors
<b>Choosing GCSE options</b>	Year 9	Targeted information booklets to support decision-making  Assembly Parents' Information Evening  SLT/SEN/Learning mentor/Careers parent-student interviews	Option choice outcomes – numbers of students changing options End of two year course completion figures  Parent evaluation forms	SLT Link  Headline course outcomes Destination data  Annual Careers' Review summary report for SLT & governors
<b>GCHQ Enterprise Project</b>	Year 9	Enterprise project	Student evaluations Teacher evaluations	SLT Link
<b>Work Experience</b>	Year 10	Pre-WEX briefing Learning mentor/Careers discussions WEX diaries Staff visits to students on placements Post-WEX de-briefs Health and safety in workplace led by external provider	Review of student diaries.  Employer feedback and reports  Student evaluation Staff visit evaluations  Student evaluation	SLT Link  Annual Careers' Review summary report for SLT & governors  SLT link  SLT link
<b>Individual Interviews with External Careers Advisor</b>	Year 11	Independent careers advice and guidance	Student evaluation	Careers Lead
<b>Post 16 Options – presentation and group work (P)</b>	Year 11	Range of options available post-16	Teacher outcomes review	SLT Link
<b>Mock Interviews</b>	Year 11	Completion of Application form External employers - mock interview.	Student evaluations Employer feedback	SLT link
<b>Futures/Taster Day</b>	Year 11	Taster day for Sixth form applicants – up to four subject trials in Sixth form. Futures day for non-applicants – external visits from local college and	Student evaluations Teacher evaluations  Student evaluations Teacher evaluations	



		learning providers. Workshop for applications/CV/interview practice.	External provider feedback	
<b>Guidance meeting</b>	Year 11	1-2-1 follow up after Futures/Taster day regarding choices made	Choices tracked by Sixth form team, follow up with Careers for those without plans in place	Director of Sixth form/Futures Lead/ Careers Lead
<b>Real Money</b>	Year 11	Learning about Finance: credit, debit, budgeting.	Student evaluations External facilitator evaluation	SLT Link Annual Careers' Review summary report for SLT & governors
<b>Record of Achievement</b>	Year 11	CV writing Personal statement writing	Teacher outcomes review Tutor review	Careers Lead
<b>Futures programme</b>	Year 12 and Year 13	Wide range of personal, social and health education topics	Exit interviews	Director of Sixth Form
<b>Enrichment Week</b>	Year 12	Work-related skills, careers awareness and/or work experience placement	Student Feedback	Careers Lead /Director of Sixth Form
<b>UCAS convention</b>	Year 12	Higher Education	Student evaluation Provider feedback	Director of Sixth Form
<b>Post 18 options</b>	Year 12 (end of)	Review of year 12 UCAS personal statement support Why go to University Not going to University Apprenticeships Budgeting/personal finance UCAS application process explained Personal statements Logging on to UCAS Apprenticeships website CV writing What employers want	Student evaluations External facilitator evaluation	Director of Sixth Form
<b>UCAS and Finance Talk to Parents</b>	Year 12 (end of)	UCAS, Finance for courses and subsistence at university, Higher and Degree Apprenticeships	Parent Evaluation	Futures Lead/Director of Sixth Form/ Careers Lead
<b>UCAS personal statements</b>	Year 13	Personal statements support. All students receive a minimum of two meetings with KS5 Futures Lead to	Student feedback	Futures Lead /Director of Sixth Form



		personalise their application and check forms		
<b>Student Finance Talk for Students</b>	Year 13	Finance for University, loans, fees	External Facilitator evaluation	Futures Lead /Director of Sixth Form
<b>PSHE Tutorial Programme</b>	Year 13	Wide range of personal, social and health education topics	Student evaluation Tutor Evaluation	Futures Lead /Director of Sixth Form
<b>Boost Programme with Gloucestershire Constabulary</b>	Year 12 into 13	Work experience as well as development of Leadership skills for students looking for careers in the police, healthcare, teaching and social care/	Student feedback Regular meeting Intuitive is now being rolled out county wide.	Futures Lead/Director of 6 <sup>th</sup> Form



## Links, Policy Control, Review and Approval

### Links with other policies

- -

### Policy Control

First approval date: October 2017 (previous years not known)

Date	Version	Author	Change/Action
Oct 2016	1	-	-
Apr 2018	2	-	-
Mar 2022	3	JH	Full review

### Monitoring and Review

- 1) The Senior Leadership Team shall review this protocol from time to time to ensure that it meets legal requirements and reflects best practice.
- 2) If Staff have any questions about this protocol or suggestions for additions that they would like to be considered on review, they may do so by emailing the Headteacher or Business Manager.
- 3) The School will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives.
- 4) The policy will be reviewed bi-annually in February 2024.

### Approval

**Approved:** March 2022  
by Governors – Learning & Outcomes/FGB

**Signed:**

[Amanda Aston] Chair of Governors

[Matt Pauling] Headteacher