

The Burgess Hill Academy

THE QUALITY IN CAREERS STANDARD - SCHOOL Assessment Report

Investor in Careers License holder:	CSW
Learning Provider name and address:	The Burgess Hill Academy Station Road Burgess Hill West Sussex RH15 9EA
Date of Assessment:	10/10/2024
Learning Provider contact:	Linda Dorgan L.Dorgan@theburgesshillacademy.org.uk 01444716221
Full list of staff / stakeholders interviewed	Principal Careers Leader Careers Adviser Head of Personal Development Subject Leads for Maths / DT and Science Pastoral Leads Year 10 and 11 Vice Chair of Governors
Number of students interviewed by age group / course	4x Year 11 students

Overview of Learning Provider:

The Burgess Hill Academy opened in 2016 as part of the University of Brighton Academies Trust. It is located in West Sussex and attracts 808 students from the Burgess Hill area. In 2023 96% of students entered education employment or training after Year 11 in 2021 an 46% of students achieve grade 5 or above in English and Maths. The most recent OFSTED inspection (2019) graded the school as Good

Strengths

The school demonstrates many areas of excellent practice.

The decision to employ a full time Careers Leader is to be commended and has really paid dividends. It is clear from the sheer number of activities and opportunities available to students that the programme is very well thought out to ensure that all students have everything they need to make informed and aspirational decisions about their future. Students confirmed that they were all confident about their next steps at assessment.

The integration of careers into the curriculum is excellent, and the dialogue between the Careers Lead and teaching staff is exemplary. Of particular note is the introduction of Careers Ambassadors for each subject. Staff also advised that they felt enthused and empowered to deliver careers work.

The school has developed excellent links with local employers and post 16 providers which are used to good advantage. The business networking event is excellent practice. There is also a strong relationship with the guidance provider.

The work experience programme is appreciated by students and the opportunities offered to those students not partaking is excellent practice which I will be recommending to other schools at assessment.

Overall this was an excellent submission for the Quality in Careers Standard. Students leave Burgess Hill Academy fully equipped for their next stage in life, thanks to the support they receive. I would like to thank Linda Dorgan for organising an really enjoyable assessment and all staff and students that attended.

Areas for Development

Continue to develop employer contacts and alumni.

Consider a discrete CEAIG programme for the Forest School

Consult with the Student Council

Assessment Grading recommendation

Fully meeting all the accreditation criteria incorporating the Gatsby Benchmarks

Assessor Name: Andy Veale

Commitment

Learning Provider demonstrates commitment to careers education, information, advice and guidance (CEIAG) and The Quality in Careers Standard

Central to The Quality in Careers Standard process is that the commitment is actively shared by all the Learning Provider – senior leaders, all of the Learning Provider staff and governors. This commitment must be made public to relevant external organisations (e.g. employers and local providers of training and education) and also shared by students and their parents/carers.

		Meeting the Standard			
No	Gatsby Benchmark and Quality in Careers Standard Requirements	Insufficient progress towards	Making good progress towards	Fully meets	Key Evidence

C1.1	<p>Commitment to CEIAG and The Quality in Careers Standard is agreed by the Head Teacher/Principal and the full governing body.</p> <p>Resources are agreed / in place to support the commitment to CEIAG and The Quality in Careers Standard.</p>			<div>✓</div> <p>Comment</p> <p>A wide range of evidence produced showing the school is committed to achieving re-accreditation of the Quality in Careers Award and that the Governing Body and SLT fully support this.</p> <hr/> <p>Linked Evidence</p> <div> <div>Budget Evidence</div> <div>Governor's Meeting Minutes</div> <div>Budget Proof - Purchase Order</div> <div>Governor Email</div> <div>Evidence of Budget for Careers Adviser</div> <div>Email to Governors evaluating Compass Report Spring term 2023</div> <div>Evidence of Employer support for careers programme</div> <div>Minutes of meeting with Governors</div> <div>Policy B11 - Provider Access</div> </div>
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					<div>Minutes of Meeting to discuss Investors In Careers Reassessments</div>
					<div>Minutes of Local Board Meeting</div>
					<div>Governor's Visit Report</div>
					<div>Careers Policy</div>

C1.2	Formal written confirmation of commitment is provided by the Head teacher/Principal and chair of governors to include the named senior leader with overall responsibility for CEIAG and the nominated Careers Leader and contact person for Investor in Careers.			✓	<p>Comment</p> <p>Evidence produced showing the school is committed to re-accreditation of the Quality in Careers Award.</p> <hr/> <p>Linked Evidence</p> <div> <p>Evidence of parental notification of undertaking liC</p> <hr/> <p>Governor's Meeting Minutes</p> <hr/> <p>Academy Parent Newsletter</p> <hr/> <p>Governor Email</p> <hr/> <p>Evidence of commitment to liC - Year 8 Parents Information Evening presentation</p> <hr/> <p>School Newsletter to Parents</p> <hr/> <p>Letter of commitment for Investors in Careers</p> </div>
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C1.3	<p>Commitment is formally shared with all staff, students, parents/carers and other relevant external partners.</p> <p>This forms the initial part of an engagement process to raise awareness and communication with all stakeholders.</p> <p>Stakeholders should know that the learning provider is Committed to the Quality in Careers Standard and what the benefits will be from this for them.</p>			<p>✓</p> <p>Comment</p> <p>A wide range of evidence produced showing the school is committed to delivering a high quality CEIAG programme to its students and re-accredit for the Quality in Careers Award. The school has communicated its commitment to parents, carers, students, staff and the wider community.</p> <p>Linked Evidence</p> <p>Evidence of parental notification of undertaking liC</p> <p>Governor's Meeting Minutes</p> <p>Academy Parent Newsletter</p> <p>Governor Email</p> <p>Evidence of commitment to liC - Year 8 Parents Information Evening presentation</p> <p>Evidence of Employer support for careers programme</p> <p>Minutes of meeting with</p>
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					Governors
					Student Bulletins
					School Newsletter to Parents
					Minutes of Local Board Meeting
					Governor's Visit Report
					Careers Programme linked to the Gatsby Benchmarks
					Careers Policy

C1.4	<p>Self-Assessment against the Gatsby Benchmarks using the Compass Benchmark Tool</p> <p>https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool</p> <p>Re-assessment: Development progress since previous Investor in Careers assessment.</p> <p>Compass self-assessment will have been carried out at least annually during the period of the award as part of the Investor in Careers review process to demonstrate progress towards meeting Gatsby Benchmark requirements if these were not fully met at previous assessment.</p> <p>If the Learning Provider has fully met the Standard at previous assessment then they will demonstrate through their evidence portfolio and assessment process how they continue to meet requirements.</p>			✓	<p>Comment</p> <p>Completed Compass report uploaded with evidence of who completed this and analysis.</p> <hr/> <p>Linked Evidence</p> <div data-bbox="1268 450 1522 723">Email to Governors evaluating Compass Report Spring term 2023</div> <div data-bbox="1268 723 1522 842">Compass Report 28.3.23</div> <div data-bbox="1268 842 1522 1077">Dashboard for Compass Tool - proof of who submitted the evaluation</div> <div data-bbox="1268 1077 1522 1198">Compass Reports</div>
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C1.5	<p>A development/ improvement plan demonstrates a strategic approach to how impartial CEIAG will contribute to whole Learning Provider aims and objectives and also meets statutory guidance requirements.</p> <p>An action plan is in place that includes how the provider will meet Gatsby Benchmark and Quality in Careers Standard requirements</p> <p>Re-assessment: An action plan is in place that includes plans in place to meet Gatsby Benchmark and Quality in Careers Standard requirements if any requirements remain to be Fully Met</p>			✓	<p>Comment</p> <p>Evidence produced showing the school is committed to delivering a high quality CEIAG programme to its students incorporating all Gatsby Benchmarks.</p> <hr/> <p>Linked Evidence</p> <div data-bbox="1268 607 1520 801">Evidence of parental notification of undertaking liC</div> <div data-bbox="1268 808 1520 958">Governor's Meeting Minutes</div> <div data-bbox="1268 965 1520 1039">Governor Email</div> <div data-bbox="1268 1046 1520 1317">Email to Governors evaluating Compass Report Spring term 2023</div> <div data-bbox="1268 1323 1520 1630">Evidence of commitment to liC - Year 8 Parents Information Evening presentation</div> <div data-bbox="1268 1637 1520 1787">Minutes of meeting with Governors</div> <div data-bbox="1268 1794 1520 1944">Policy B11 - Provider Access</div> <div data-bbox="1268 1951 1520 2145">Minutes of Meeting to discuss Investors In</div>
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						<div>Careers Reassessments</div> <div>Minutes of Local Board Meeting</div> <div>Careers Programme linked to the Gatsby Benchmarks</div> <div>School Improvement Plan</div> <div>Careers Policy</div>
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Date	From	To	Decision	Comment
04/05/2023	Karen Crosby	The Burgess Hill Academy	Approved	Great evidence produced to show the school is committed to delivering a high quality CEIAG programme for its students incorporating all Gatsby benchmarks. The school is clearly committed towards re-accreditation of ther Quality in Careers Award and has the full backing of the Governing Body and SLT.

Organisation

A Stable Careers Programme

Organisation includes:

Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties)

Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader

Promoting awareness and understanding of the careers programme - including via the learning provider's website - by students, teachers, parents/carers, and employers/opportunity providers using clear and accessible language

This will be formalised in a written and published policy for CEIAG. The policy should be clear about what it wants students to achieve from the CEIAG provision. The policy should comply with relevant national frameworks.

Note - You must be delivering everything set out in your policy. If something is likely to happen only in the future, it should be included in your development / improvement plan.

Learning Providers should :

- demonstrate how they are meeting DfE Statutory requirements
- involve students and others in developing the CEIAG policy and show how have they been involved
- ensure the CEIAG policy is supported by other plans and relevant policies e.g. learning support, citizenship/PSHEE, parent engagement, resources, equality and diversity opportunities, accommodation, equipment etc.
- ensure the policy is supported by a dedicated budget and clear staffing allocation responsibilities
- ensure link Governor involvement in review and implementation of CEIAG Policy
- review the policy regularly and indicate, within the document, by whom and by when
- publish the CEIAG policy and promote awareness

		Meeting the Standard			
No	Gatsby Benchmark and Quality in Careers Standard Requirements	Insufficient progress towards	Making good progress towards	Fully meets	Key Evidence

O1.1	<p>Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme (taking full account of current statutory duties)</p> <p>A Policy for CEIAG is developed and reviewed in consultation with those involved in its delivery (students, staff including senior managers, governors, careers advisers, careers coordinators, tutors etc.) and makes reference to appropriate national frameworks and other guidance.</p> <p>Benchmark 1</p>			✓	<p>Comment</p> <p>The school has a very active and enthusiastic governor who was interviewed at assessment. She is particularly keen on developing community links with the school and has encouraged many employers to work with the school through local business networking events. She has also been involved in organising the Community Event on 9th November for local leaders of business and politics will visit the school to meet a group of students and discuss support they can offer. Future plans will also include canvassing local support for new alternative provision (Forest School)</p> <p>The governing body as a whole takes a keen interest in CEAIG and the Careers Lead prepares a termly report for governors highlighting activities and evaluations. The Careers Lead also presents an annual report to governors. An example of recent governor input was the consideration of purchasing Unifrog In 2023 the governor conducted a "Governors Visit" as part of a trust wide initiative to evaluate CEAIG provision.</p> <p>Linked Evidence</p> <div> <div>Review of Careers Programme Against Careers Policy</div> <div>School Improvement Plan</div> <div>Meeting Notes of Review of progress on Investors in Careers</div> <div>TBHA Careers Policy</div> <div>Governor's Visit Report</div> </div>
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					<div>TBHA Self Evaluation</div> <div>Evidence of Governor Involvement within Careers</div> <div>Governor's Meeting Minutes</div> <div>Budget Proof - Purchase Order</div> <div>Governor Email</div> <div>Email to Governors evaluating Compass Report Spring term 2023</div> <div>Minutes of meeting with Governors</div>
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O1.2	<p>Policy clearly states how CEIAG will be managed and coordinated, with defined roles and responsibilities of key staff together with a clear statement about student entitlement and how CEIAG and student entitlement will be monitored, reviewed and evaluated.</p> <p>Benchmark 1</p>			✓	<p>Comment</p> <p>The trust (3 secondary schools) provides a policy template although the Careers Lead has the autonomy to make the policy bespoke to The Burgess Hill Academy. The policy reflects information from the local careers hub, CDI, best practice, and statutory requirements. It also clearly shows management responsibilities and a concise student entitlement. The policy is shown in an excellent Careers section on the school website, and the entitlement is publicized through a roadmap poster, emails to parents, in the half termly newsletter and a prominent display at the year 6 open evening.</p> <p>The policy is ratified by governors on an annual basis (every January) and a draft copy is shared with the link governor for CEIAG beforehand for approval.</p> <hr/> <p>Linked Evidence</p> <div> <div>Review of Careers Programme Against Careers Policy</div> <div>Governor Report</div> <div>TBHA Careers Policy</div> <div>Parental newsletter</div> <div>Governor's Meeting Minutes</div> <div>Academy Parent Newsletter</div> <div>Policy B11 - Provider Access</div> <div>Careers Policy</div> </div>
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O1.3	<p>Promoting awareness and understanding of the careers programme – including via the Learning Provider’s website – by students, teachers, parents/carers and employers/opportunity providers using clear and accessible language</p> <p>Student entitlement is explained to students and is shared with parents/carers and the wider Learning Provider community and their sustained engagement is developed.</p> <p>CEIAG Policy and Provider Access statement is published on website</p> <p>Benchmark 1</p>			✓	<p>Comment</p> <p>The policy is shown in an excellent Careers section on the school website, and the entitlement is publicized through a roadmap poster, emails to parents, in the half termly newsletter and a prominent display at the year 6 open evening. The Year 11 students interviewed at the assessment were able to describe in detail the careers programme they had received whilst at the Burgess Hill Academy. student. parent and employer evaluations are used to inform policy changes.</p> <hr/> <p>Linked Evidence</p> <div> <p>Review of Careers Programme Against Careers Policy</p> <p>Year 11 Parental Survey</p> <p>Governor Report</p> <p>Student Bulletins</p> <p>School Newsletter to Parents</p> <p>Careers Policy</p> </div>
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Date	From	To	Decision	Comment
10/10/2024	Andy Veale	The Burgess Hill Academy	Approved	The Burgess Hill Academy fully meets all criteria for the Organisation stage of the IIC Quality in Careers Standard.

Delivery

A programme of Careers Education is delivered that addresses the career learning needs of each student

Learning Providers must demonstrate that they:

- *have a planned, organised and differentiated programme of CEIAG to meet individual student learning needs (Gatsby Benchmark 1)*
- *enable learning from career and labour market information (Gatsby Benchmark 2)*
- *address the needs of each student (Gatsby Benchmark 3)*
- *link curriculum learning to careers (Gatsby Benchmark 4)*
- *provide encounters with employers and employees (Gatsby Benchmark 5)*
- *provide experiences of workplaces (Gatsby Benchmark 6)*
- *provide encounters with Further and Higher Education providers (Gatsby Benchmark 7)*
- *provide Personal Guidance (Gatsby Benchmark 8)*

		Meeting the Standard			
No	Gatsby Benchmark and Quality in Careers Standard Requirements	Insufficient progress towards	Making good progress towards	Fully meets	Key Evidence

D1.1	<p>Securing clearly identified, appropriate and progressive learning and behavioural outcomes for students - referenced to a recognised national framework of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners.</p> <p>Written plan shows how the CEIAG programme will be delivered for each year group and lesson materials show links to the learning outcomes from a nationally recognised framework.</p> <p>It must clearly set out how it is differentiated to meet specific needs and transition points.</p> <p>Suggested: CDI Framework for Careers, Employability & Enterprise Education, 7-19, (Mar. 2018) http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf</p> <p>Benchmark 1</p>			✓	<p>Comment</p> <p>The entire CEIAG programme has been mapped against the learning outcomes of the CDI Framework for KS3 and 4 and all learning outcomes are met. Careers education is delivered in 6/8 lessons per year group as part of the personal development programme, A recent development is that timetabled lessons have be re-introduced for Year 11 students. Students follow a spiral curriculum which builds upon previous learning. The careers lessons are well thought out, planned and resourced and consideration is given Gatsby Benchmarks, PSHE Association best practice guidelines and statutory responsibilities.</p> <p>In addition to taught sessions in Personal Development lessons students consider careers in weekly tutor time sessions which include videos, quizzes and LMI. Students also attend many career related assemblies and one off events which will be discussed later.</p> <hr/> <p>Linked Evidence</p> <div> <div>Citizenship Learning Journey</div> <div>Careers programme mapped against CDI Framework</div> <div>Careers Programme mapped against the Gatsby Benchmarks 2023-24</div> <div>Subject Schemes of Work</div> <div>Careers Week Assemblies - November 2023</div> </div>
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					<div>Tutor Time Activity during National Careers Week 2023 based around LMI</div> <div>Student Bulletins</div>
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D2.1	<p>Learning from career and labour market information (Benchmark 2)</p> <p>Ensuring that all students have access to and use reliable, relevant, and user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, Learning Provider-leaver programmes and apprenticeships - which meets their needs and that <u>they are supported in its use</u>.</p> <p>Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development</p>			✓	<p>Comment</p> <p>LMI is disseminated to students as part of the weekly Careers Briefing prepared by Linda and delivered in tutor time. This includes a Job of the Week video giving information on sector growth, salaries, and skills requirements. Students also use Unifrog to research up to date, comprehensive and accurate information. In addition, posters on the local labour market are provided by the LEP and displayed around the school.</p> <hr/> <p>Linked Evidence</p> <div> <div>Review of Careers Programme Against Careers Policy</div> <div>Citizenship Learning Journey</div> <div>Careers programme mapped against CDI Framework</div> <div>Unifrog Staff Training</div> <div>Careers Week Assemblies - November 2023</div> <div>Tutor Time Activity during National Careers Week 2023 based around LMI</div> <div>The Future of Work KS3 Presentation</div> <div>LMI Presentation to Students</div> </div>
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D3.1	<p>Addressing the needs of each pupil/student</p> <p>(Benchmark 3)</p> <p>Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal capabilities to counter them.</p>			✓	<p>Comment</p> <p>The CEIAG programme for students at Burgess Hill Academy is differentiated according to student need as shown below:</p> <p>SEND students have had the opportunity for discrete visits to Crawley College and Plumpton Land Based College where they partake in 6 hands on taster sessions. Students have also attended the Careers Fair held by Woodlands Mead SEND school in Burgess Hill. Higher ability SEND students also visit Haywards Heath College. The first half an hour of the Burgess Hill Careers Fair is reserved exclusively for SEND students to provide a quieter environment for them. Similarly at the Business Event SEND students have the opportunity to only talk to 2 employers if they wish.</p> <p>The content careers education programme is not differentiated, however it is delivered in smaller groups with amended teaching style for SEND students.</p> <p>The more able students are afforded opportunities from Oxbridge outreach (and have visited Oxford in the past), a trip to parliament for the debating team and the BrightMed medical school programme. Triple Science students visit CSL Behring to investigate pharmaceutical careers, and more able linguists receive a subject specific presentation from an alumni how lives and works abroad.</p> <p>Pupil Premium students attend an annual 2 hour workshop in years 7-9 aimed at increasing their aspirations and widening horizons.</p>
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Guidance interviews are planned according to student need; SEND students and those identified at risk of becoming NEET are initially interviewed in the Summer Term of Year 10. An interpreter has been provided for ESOL students if required. Local authority advisers also work with SEND students and those identified as at risk of becoming NEET. The Careers Leader also attends all ECHP meetings.

The school runs a successful mentoring programme through the proactive "Dare to Dream" programme. 15 selected Year 9 students attend a motivational talk from a radio presenter and then receive mentoring sessions from employees from a local insurance company which is followed by a workplace visit. The Inkpot programme offers mentoring from a local author for students with an interest in writing / books in years 7-10.

9 students in years 10/11 attend day release vocational courses at local colleges and 2 year 11 students attend college full time studying English, Maths, Science, and a vocational course. The progress of these students is closely monitored by the Careers Leader.

Linked Evidence

Action plans from careers interviews year 11 students

Student Destinations and Evaluation of Careers Support

Referral to West Sussex Careers Adviser

					<div>Tutor work on stereotypes, raising aspirations and challenging prejudice and discrimination</div> <div>Alumni Presentation for MFL students</div> <div>Year 10 College Taster Days</div> <div>High Ability students visit to Sussex University Chemistry Lab</div> <div>EHCP Case Study</div>
D3.2	<p>Ensuring that advice given is effective in meeting the needs of <u>all</u> students and especially those of targeted groups such as the 'Gifted and Talented'/'most able', the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning difficulties and disabilities (LDD), young carers, and looked after children</p> <p>Learning provider, its partners and IAG provider work with students and their parent/carer to develop an individual learning plan which encourages and stimulates personal research and future career planning.</p> <p>Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers, looked after children, children living in poverty, and children with learning difficulties and disabilities</p>			✓	<p>Comment</p> <p>Covered in D3:1</p>

D3.3	<p>Maintaining appropriate arrangements to monitor and record students' achievements and progress, including core career management skills.</p> <p>Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning</p>			✓	<p>Comment</p> <p>Student progress is monitored and recorded using Unifrog and the information is available to students' parents and school staff. Compass has previously been used by the school and the transition is still ongoing. The Careers Leader tracks all year 11 college applications, offers and acceptances in conjunction with the Careers Adviser.</p> <hr/> <p>Linked Evidence</p> <div><p>Student Passport Evidence</p><p>Email reviewing careers advice provision from Elev8Careers with Director, Miranda Glavin</p><p>Unifrog Staff Training</p><p>SLA between IAG provider and TBHA</p></div>
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D3.4	<p>CEIAG programme includes opportunities to analyse and discuss the destinations of former Learning Provider students using data produced by the Learning Provider, and/or external IAG provider.</p> <p>Collecting and sharing destinations data with the appropriate authorities and agencies as required by Statutory Guidance requirements appropriate to the Learning Provider, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned</p> <p>Evaluating destinations data for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme</p> <p>Note - 3 years of tracking data is this a requirement? It is in Gatsby Benchmark 3 but not mentioned in the Quics standard.</p>			✓	<p>Comment</p> <p>Destinations are reported on to governors and analysed by the Careers Leader. Although the majority of students attend Haywards Heath College there is a wide spread of destinations, with former year 11 students attending over 10 different establishments.. Destinations are published on the website and reported on to the local authority.</p> <p>The school makes good use of an alumni programme. Former students assist with the MFL project (previously discussed), business networking events and work experience. Alumni posters are also prominently displayed around school</p> <hr/> <p>Linked Evidence</p> <div> <p>Apprenticeship workshop for Year 11 students considering this route and Parents information evening for Year 11 parents</p> <p>Student Destinations and Evaluation of Careers Support</p> <p>Evidence of Data Sharing Agreement</p> <p>Alumni destinations used in lessons</p> <p>Photographic evidence of subject based careers displays</p> <p>Alumni Presentation for MFL students</p> </div>
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D4.1	<p>Linking curriculum learning to careers</p> <p>(Benchmark 4)</p> <p>Raising awareness - through utilising resources from the world of work - of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying (including through the study of English, Maths and STEM subjects)</p> <p>Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-base and planned co-curricular and enrichment activities</p>			✓	<p>Comment</p> <p>Curriculum mapping of CEAIG within subjects has been conducted as part of a wider piece of work themed “Cultural Capital” aimed at delivering experiences to students they may not otherwise have. All faculty heads have formally fed back to the careers lead on where career learning happens in their curriculum and the Careers Leader has provided additional support if required to develop career learning. The 3 staff (Leads in Maths, Science and Design Technology) were able to give numerous excellent and innovative examples of how they provide a “real life” context to student learning. These staff were enthusiastic about linking their subject to careers and felt fully supported by the Careers Leader. All staff receive weekly careers briefings where they are able to discuss their ideas.</p> <p>In addition to the above there are specific events in the school calendar such as Year 7 Careers Fortnight and the Year 9 Guided Choices where every subject delivers a careers themed lesson looking at skills job roles and entry routes.</p> <hr/> <p>Linked Evidence</p> <div> <p>Lesson Drop ins to see careers embedded in curriculum</p> <p>Lesson Drop ins</p> <p>Staff Training Analysis</p> <p>Parental Review of Year 9 Guided Choices Programme</p> </div>
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					<div>Careers programme mapped against CDI Framework</div> <div>Careers Programme mapped against the Gatsby Benchmarks 2023-24</div> <div>Subject Schemes of Work</div> <div>Careers In the Curriculum - Wider Curriculum Documents</div>
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D5.1	<p>Encounters with employers and employees</p> <p>(Benchmark 5)</p> <p>Securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p>Enabling employers and employees to contribute effectively to the careers programme.</p> <p>Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes</p> <p><i>A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i></p> <p>Special Learning Providers - Employers and Opportunity Providers: wherever the term ‘employer’ is used, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p> <ul style="list-style-type: none">supported internshipssocial enterprises (and other providers often funded by Local Authority Social Services)Children’s Resource Centresand Respite care facilities			<div>✓</div> <p>Comment</p> <p>In addition to work experience students have many encounters with employers during their time at Burgess Hill Academy. The school holds an excellent mock interview day for Year 10 students who spend time in lessons preparing for the event. Other examples discussed at assessment included a year 7 bridge building event, a media company delivering sessions in IT lessons and a strong link that has been developed with Gatwick Airport. Employers also deliver many assemblies and attend the annual Careers Fair. The Year 10 Business Networking event allowing students to have direct polonged contact with employers is particularly good practice.</p> <p>Employer engagement is a real strength of Burgess Hill Academy and the school is looking to build on this by holding a Business Event in October 2024 to encourage more employers to work with the school. All students interviewed at assessment appreciated the contact they had received from local employers.</p>	<p>Linked Evidence</p> <div><div>Citizenship Learning Journey</div><div>Year 10 Business Networking</div><div>Gatwick Bridge Building - Year 7 Science</div><div>Business Networking Year</div></div>
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					Work Experience Year 10
					Evidence that students meet with a wide range of employers throughout their time at the Academy
					Careers Week Assemblies - November 2023
					Policy B11 - Provider Access

D6.1	<p>Experiences of Workplaces</p> <p>(Benchmark 6)</p> <p>Securing at least one meaningful experience of a workplace for every student by the end of KS4, additional to any part-time jobs they may have</p> <p>Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have</p> <p>Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders</p> <p><i>A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from reflecting upon these experiences.</i></p>			✓	<p>Comment</p> <p>Year 10 students attend a week long work experience placement. Students source their own placement and are fully prepared through lessons on expectations etc. They complete a journal whilst on placement to reflect on their learning and the programme is fully evaluated by students, the school and the employer. Students were able to talk at length about their work experience and what they had gained from it at assessment. Last year 180 out of a year group of 203 successfully completed a work experience placement. The remaining 23 students were offered a programme including a trip to the airport, an Company., a careers escape room and an army visit.</p> <p>In addition to work experience students are offered many visits to workplaces which have been discussed elsewhere.</p> <hr/> <p>Linked Evidence</p> <div> <div>Review of Year 10 Work Experience 2024</div> <div>Work Experience Employer and Student Reviews</div> <div>Year 10 Business Networking</div> <div>Work Experience Year 10</div> </div>
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D7.1	<p>Encounters with further and higher education</p> <p>Benchmark 7</p> <p>Securing a meaningful encounter with providers of the full range of post-16 and post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during KS3 and KS4</p> <p>Ensuring all students considering HE have at least two visits to higher education institutions to meet staff and students by the end of KS5</p> <p>Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders including using feedback to inform future planning of encounters</p> <p><i>A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment</i></p> <p>Special Learning Providers:</p> <p>Whereas encounters with Universities may not be appropriate for many SEND students, so that these criteria are inclusive of SEND students and learning providers, these will include providers of meaningful post KS5 activities including:</p> <ul style="list-style-type: none"> • supported internships • social enterprises (and other providers often funded by Local Authority Social Services) • Children’s Resource Centres • and Respite care facilities 			✓	<p>Comment</p> <p>Local FE Colleges are promoted through their presentations at assemblies, attendance at the annual Careers Fair and visits in Year 11. All college open days are promoted at tutorials and on poster coverage in the Careers Room and throughout the school. These open events are also e mailed to students and parents. The school has strong links with all colleges, and engage in dialogue to ensure a smooth post 16 transition. The school also holds ASK delivery sessions where local apprenticeship providers deliver to Year 11 students. Students at assessment were able to describe their options in detail and were aware of all possible post 16 providers.</p> <p>The school has a strong link with the University of Brighton who deliver an annual presentation to all year groups. Links are also being developed with the University of Sussex and Hertfordshire University outreach programmes</p> <hr/> <p>Linked Evidence</p> <div> <p>Apprenticeship workshop for Year 11 students considering this route and Parents information evening for Year 11 parents</p> </div> <div> <p>Destination Data Collection Evidence</p> </div> <div> <p>Year 10 College Taster Days</p> </div> <div> <p>High Ability students visit to Sussex University</p> </div>
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					<div>Chemistry Lab</div> <div>Careers Week Assemblies - November 2023</div> <div>Compass Report 28.3.23</div>
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D8.1	<p>Personal Guidance</p> <p>(Benchmark 8)</p> <p>Ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the age of 16, and the opportunity for a further interview by the age of 18</p> <p>Ensuring that all internally-appointed careers staff - including internally-appointed professionally qualified careers advisers – are trained to appropriate levels and can able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so</p> <p>Where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute</p> <p>Where the learning provider appoints a ‘careers adviser’ (careers guidance professional) to its staff,</p> <p>(i) the adviser is qualified to a minimum of QCF L6,</p> <p>(ii) is on the UK Register of Career Development Professionals</p>			✓	<p>Comment</p> <p>The school contracts in a Careers Adviser from Eliv8 Careers. This adviser holds an appropriate careers guidance qualification and adheres to the CDI code of practice. The Principal advised that the school preferred to contract in guidance as it was quality assured and offered a guarantee of specialist advice from an impartial adviser. The service level agreement is negotiated on an annual basis to review progress, evaluate the year, and agree the number of days the adviser will attend the school. The adviser currently attend school for 2 days per week. All year 11 and SEND students (from year 9 onwards) are guaranteed at least one guidance interview, and SEND students and those deemed at risk of becoming NEET are prioritised.</p> <p>The careers adviser is made known to the students through tutor time, assemblies, the school newsletter and the website. Students at assessment were all pleased with the content of their interview and believed they had been issued a comprehensive action plan</p> <p>The flow of information between the adviser and school is good, and the adviser is aware of any information required on specific students. All interviews are recorded on a spreadsheet and an action plan is issued to the student.</p> <p>Linked Evidence</p> <p>Email reviewing careers advice provision from</p>
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	(iii) complies with the Career Development Institute's code of ethics (iv) and the Career Development Institute's CPD requirements (i.e. at least 25 hours of recorded CPD p.a.)				Elev8Careers with Director, Miranda Glavin
					Action plans from careers interviews year 11 students
					Referral to West Sussex Careers Adviser
					SLA between IAG provider and TBHA
					Parental newsletter
					Evidence of Budget for Careers Adviser

Date	From	To	Decision	Comment
10/10/2024	Andy Veale	The Burgess Hill Academy	Approved	The Burgess Hill Academy full meets all criteria for the Development stage of the IIC Quality in Careers Standard.

Evaluation

Ensuring that all staff involved in the careers programme - preparing all pupils and students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles. The CEIAG programme is systematically monitored, reviewed and evaluated to ensure that CEIAG delivered is effective in meeting the needs of all students

Ensuring that all staff involved in the delivery of CEIAG are adequately and appropriately trained. Tutors, in particular have an important role to play in supporting student's management of their learning, in reviewing achievements and progress, setting targets and planning. Other staff involved may be subject teachers, careers coordinators, mentors, heads of year/key stages, support staff and governors. Training needs should be identified within the staff development plan.

Evaluating careers education, information, advice and guidance in relation to the needs and aspirations of all students. Such an evaluation must include the views of students themselves as well as parents, Learning Provider staff, governors and stakeholders. It considers how the Learning Provider has taken the results from evaluating the systems and structures it has put in place to measure progress and used the findings to ensure continuous improvement.

Re-assessment: The Quality in Careers Standard is a standard for excellence and the learning provider is invited to select an area of its CEIAG programme which it has developed or changed as a result of evidence based evaluation and demonstrates continuous improvement. The emphasis should be on how CEIAG contributes to raising levels of achievement and participation for all. Ultimately an assessor will want to know what you are doing differently from your last assessment and why.

		Meeting the Standard			
No	Gatsby Benchmark and Quality in Careers Standard Requirements	Insufficient progress towards	Making good progress towards	Fully meets	Key Evidence

E1.1	<p>Evidence of a planned and co-ordinated approach to training needs analysis and staff development activities that supports and improves the ability of <u>all</u> staff and leaders, including the lead governor, to meet their CEIAG responsibilities.</p> <p>Following the analysis all staff (including governors, personal tutors, ancillary helpers etc.) are offered personal development opportunities identified in their training needs analysis to address their training and development needs.</p> <p>Benchmark 1</p>			✓	<p>Comment</p> <p>A staff training session has been held covering Gatsby Benchmark 4 and how teaching staff can link careers to curriculum learning. A further training session is planned for October 2024 revisiting GB4 (as a refresher and for the benefit of new staff). A particular example of good practice is staff will bring along an example of how they have linked careers to the curriculum. This session will also cover getting the most from Unifrog and student post 16 options. Staff advised that they really appreciated the training and felt confident and empowered to talk about careers.</p> <p>The Careers Leader ensures that her knowledge and skills are kept up to date by attending local Hub meetings, conferences and CDI events. She holds the level 6 Careers Leader qualification and is a member of the CDI.</p> <hr/> <p>Linked Evidence</p> <div> <div>Unifrog Staff Training</div> <div>Careers In the Curriculum - Wider Curriculum Documents</div> <div>Subject Leaders Qualifications Training</div> <div>CDI Membership</div> <div>Tutor Time Activity during National Careers Week 2023 based around LMI</div> <div>Staff Inset day training on careers</div> </div>
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E1.2	The impact of training provided is evaluated and CPD activities secure the competence required of all staff in the learning provider's CEIAG provision.			✓	<div>Comment The impact of staff training has been evaluated by staff and the careers team. This feedback will inform future training and contributes to the careers development plan.</div> <div>Linked Evidence<div><div>Staff Training Analysis</div><div>Testimonial and confirmation of CPD from Enterprise Coordinator - East Sussex Careers Hub</div><div>Unifrog Staff Training</div><div>Careers In the Curriculum - Wider Curriculum Documents</div><div>Subject Leaders Qualifications Training</div></div></div>
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E1.3	<p>Monitors CEIAG provision and reviews its success in meeting students' career related needs at key transition points throughout the year.</p> <p>Including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services</p>			✓	<p>Comment</p> <p>The careers programme is monitored, evaluated, and reviewed in several ways:</p> <ul style="list-style-type: none"> • The whole programme is evaluated formally in an annual report to governors and a review of the school / careers development plan. The link governor has also conducted a site visit to assess the careers programme. • The Head of Teaching and Learning at the University of Brighton Academies Trust holds an annual "Deep Dive" meeting with the Careers Leader to discuss progress. • The Careers Lead drops in on careers lessons and careers in the curriculum lessons. • Parents and students are frequently canvassed for their opinion and all events and work experience are fully evaluated. • The whole careers programme is evaluated by Year 11 students and year 9 students have the opportunity to give their opinions on the options process. • The careers team have achieved 100% on 7 of the 8 sections of the Compass report. They are unable to track destinations for 3 years. The CEIAG programme also meets all the learning outcomes of the CDI Framework. • The Careers Leader has an annual appraisal with her line manager where they are given the opportunity to review the year, set new targets and identify training needs. • Students give feedback on guidance interviews, and the adviser has an annual appraisal with his line manager. The external guidance provider and the school renegotiate the Service Level Agreement on an annual basis.
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Linked Evidence

Review of Careers
Programme Against Careers
Policy

Year 11 Parental Survey

School Improvement Plan

Compass Evaluation Summer
Term 2024

School Improvement Plan

Email reviewing careers
advice provision from
Elev8Careers with Director,
Miranda Glavin

Student Destinations and
Evaluation of Careers Support

Review of Year 10 Work
Experience 2024

Work Experience Employer
and Student Reviews

Parental Review of Year 9
Guided Choices Programme

Compass Report March 2024

Careers programme mapped
against CDI Framework

Careers Programme mapped
against the Gatsby
Benchmarks 2023-24

Meeting Notes of Review of
progress on Investors in
Careers

Governor's Visit Report

Review of Parental and
Student Surveys with SLT

					<div>Governor's Meeting Minutes</div>
E1.4	<p>An annual CEIAG evaluation is undertaken based on contributions from staff, students, parents/carers, governors, IAG provider and other relevant external organisations and includes the impact of staff training.</p> <p>An updated Compass self-assessment is completed at least annually</p>			✓	<div><div>Comment</div><div>An annual delivery plan for CEAIG in years 7/11 is developed by the Careers Leader and agreed by the Head Teacher. This plan is constantly reviewed to reflect changes in opportunities locally and nationally.</div></div> <div><div>Linked Evidence</div><div><div>Review of Careers Programme Against Careers Policy</div><div>School Improvement Plan</div><div>Compass Evaluation Summer Term 2024</div><div>Minutes of meeting with Governors</div></div></div>

E1.5	<p>New targets, activities and delivery methods are set as a result of the formal evaluation.</p> <p>Feedback is given to students, parents/carers and other stakeholders on action taken in response to their contribution.</p> <p>Re-assessment:</p> <p>Learning Provider selects one or more aspects of its CEIAG programme to demonstrate development and commitment to continuous improvement resulting from evidence based evaluation.</p>			✓	<p>Comment</p> <p>The school is constantly reviewing the programme and looking for improvements. Priorities discussed with the Careers Leader, Principal and Link Governor at assessment included the development of a vocational Forest School, enhancing links with employers and developing greater community participation. One example given as an recent improvement was presenting destination data in a much clearer format.</p> <hr/> <p>Linked Evidence</p> <div> <div>Minutes of Local Board Meeting</div> <div>Governor's Visit Report</div> <div>School Improvement Plan</div> </div>
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Date	From	To	Decision	Comment
10/10/2024	Andy Veale	The Burgess Hill Academy	Approved	The Burgess Hill Academy fully meets all the criteria for the Evalaution stage of the IIC Quality in Careers Standard.

