



# School Careers Plan

## The Bromfords School and Sixth Form College

**2020/2021**



# Foreword

## Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Young people need to prepare for a future where some jobs do not yet exist, they need to be able to develop a range of self-presentation and marketing skills including the use of digital and social media.

Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions, they need good quality careers education, information, advice and guidance.

The School careers plan (student entitlement) sets out how the school intends to provide a fit for purpose careers programme. The plan defines the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

The School careers plan was originally based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. In line with the recent "Careers strategy: making the most of everyone's skills and talents 2017" and subsequent guidance for schools and colleges the careers plan addresses the eight Gatsby Benchmarks, in particular Benchmark 1. Using the careers plan enables school to track the career activities and interventions it provides for all of its students.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school to best highlight all career pathways available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose.

Links with our Enterprise Coordinator and Adviser network introduces and ensures that each year group will benefit from meaningful employer engagement within our programme. They support the school in working towards and in meeting the Gatsby Benchmarks.

## Student Entitlement Statements

### Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial advisers via drop in sessions.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- An employer is invited in to talk to the tutor group - a Q&A session is held to find out about their role in a particular sector.



## Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students should begin to think about GCSE options in terms of career pathways and plan their future within the school.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Students are introduced to 'employability skills' through enterprise challenges and opportunities in different subjects.

## Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students are encouraged to investigate/research different jobs and careers locally, regionally and nationally. Students explore lifestyle, budgeting and a good work/life balance whilst developing economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think further about GCSE options in terms of career pathways and plan their future within the school. They will be made aware of places of study from the ages of 14, 16 & 18 as well as other qualification routes.
- What is a CV, what is a cover letter and why do people applying for jobs need them? Students encouraged to use them when applying for roles of responsibility in the school.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

## Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques including the use of social / digital career management skills.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Students complete work experience and record progress on Grofar Work Experience Log.



## Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, technical education and apprenticeships as well as complete their Intended destination form. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing as well as encouraged to have a completed CV and cover letter.
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

## Year 12 Careers Entitlement

- Students are reminded of different options and the qualifications on offer through higher education, jobs, gap years, apprenticeships etc.
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how the world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

## Year 13 Careers Entitlement

- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

## Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users The Bromfords School and Sixth Form College Careers Service.

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# Careers Service Goals

## Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.	SOW planned and monitored by KLY IT facilities	Useful measurements and feedback on careers service activity collected.	22 Nov 2020
To develop and maintain a culture of high aspirations.	All students have regular access to high quality careers information from various sources, i.e. speakers, assemblies, tutor sessions, curriculum areas, Grofar homework, web-sites, displays and have a good knowledge of job sectors, growth sectors, LMI and employability skills needed in order to be successful in the future.	Grofar Career Ready Connexions DWP	Careers information is up- to-date and has been communicated with all stakeholders. Students have had access to various sources/ resources and have researched at least three job sectors. Students have completed their Grofar profile and produced a Career Action Plan (CAP) Curriculum areas/ pastoral teams have received CPD and have planned at least one session/ module in which careers links are integrated	16 Jul 2021
Effective leadership, management and promotion of CEIAG.	We will provide effective leadership, management and promotion of CEIAG.		Roles & responsibilities of leadership team identified and regular management meetings organised.	17 Jul 2021
Organise two weeks of work experience for every year 11 student.	We will provide support to give every year 11 student the opportunity to participate in two weeks of relevant work experience.	Facilitated by BEP Local business contacts - DWP & parent / governor links	All year 11 students have arranged work experience and completed a work experience log book.	06 Sep 2021



# Activities and Events

## Careers Events and Activities

Students will have access to wide range of careers focused events and activities. All careers activities will be posted on the careers noticeboard and on the school website.

### September

Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
Gatsby Benchmark	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
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<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

Post-18 Next Steps						
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<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
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<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
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<b>Feedback</b>		☆☆☆☆☆				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
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<b>Feedback</b>	☆☆☆☆☆					



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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### Post-18 Next Steps

Type	Careers Activity
Description	Students working on applications / CVS / UCAS with guidance and advice from staff
Provision Type	CEIAG
Provision Source	In School
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Feedback	☆☆☆☆☆

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

## December

### Post-16 Next Steps

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Description	What to do after Y11 - Small group sessions to look at different career and next step options.
Provision Type	CEIAG
Provision Source	In School
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Feedback	☆☆☆☆☆



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

#### Post-18 Next Steps

Type	Careers Activity					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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#### Post-18 Next Steps

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Post-16 Next Steps						
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Description	What to do after Y11 - Small group sessions to look at different career and next step options.					
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Post-18 Next Steps						
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Post-18 Next Steps						
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Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Post-16 Next Steps						
Type	Careers Activity					
Description	What to do after Y11 - Small group sessions to look at different career and next step options.					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

### Post-18 Next Steps



<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-16 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.



<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
				✓		

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
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Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff
<b>Provision Type</b>	CEIAG



<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
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<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
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Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff
<b>Provision Type</b>	CEIAG
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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## January

Post-18 Next Steps						
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<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-16 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.
<b>Provision Type</b>	CEIAG
<b>Provision Source</b>	In School



<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
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<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					



<b>Gatsby Benchmark</b>		<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>				
<b>Feedback</b>		☆☆☆☆☆				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> </ul>					





	<ul style="list-style-type: none"> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					



<b>Feedback</b>		☆☆☆☆☆				
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-16 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	What to do after Y11 - Small group sessions to look at different career and next step options.					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
				✓		

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

## February

Post-16 Next Steps						
Type	Careers Activity					
Description	What to do after Y11 - Small group sessions to look at different career and next step options.					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
Gatsby Benchmark	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
Feedback	☆☆☆☆☆					



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

#### Post-18 Next Steps

Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
Gatsby Benchmark	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

#### Post-18 Next Steps

Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-16 Next Steps						
Type	Careers Activity					
Description	What to do after Y11 - Small group sessions to look at different career and next step options.					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Problem Solving</li> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Provision Source	In School					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓



Post-18 Next Steps						
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Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps	
Type	Careers Activity



<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff
<b>Provision Type</b>	CEIAG



<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

## March

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff
<b>Provision Type</b>	CEIAG
<b>Provision Source</b>	In School





<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> </ul>					



	<ul style="list-style-type: none"> <li>Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
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<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
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<b>Feedback</b>	☆☆☆☆☆					



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

April

Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Feedback	☆☆☆☆☆					



Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓

#### Post-18 Next Steps

Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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#### Post-18 Next Steps

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Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
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Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
Gatsby Benchmark	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓



Post-18 Next Steps						
Type	Careers Activity					
Description	Students working on applications / CVS / UCAS with guidance and advice from staff					
Provision Type	CEIAG					
Provision Source	In School					
Skills	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
Gatsby Benchmark	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
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Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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Feedback	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
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### Post-18 Next Steps



<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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<b>Feedback</b>	☆☆☆☆☆					
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						✓

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<b>Feedback</b>	☆☆☆☆☆					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
						✓

Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff



<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
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						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
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						✓

## May

Post-18 Next Steps	
<b>Type</b>	Careers Activity
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff
<b>Provision Type</b>	CEIAG





<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> <li>• Leadership</li> </ul>					
<b>Gatsby Benchmark</b>	<ul style="list-style-type: none"> <li>• Benchmark 1 - Stable careers programme</li> <li>• Benchmark 2 - Career information</li> <li>• Benchmark 3 - Pupil needs</li> <li>• Benchmark 8 - Personal guidance</li> </ul>					
<b>Feedback</b>	☆☆☆☆☆					
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						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
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						✓

Post-18 Next Steps						
<b>Type</b>	Careers Activity					
<b>Description</b>	Students working on applications / CVS / UCAS with guidance and advice from staff					
<b>Provision Type</b>	CEIAG					
<b>Provision Source</b>	In School					
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Staying Positive</li> <li>• Aiming High</li> </ul>					



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Post-18 Next Steps						
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<b>Feedback</b>	☆☆☆☆☆					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
						✓



# Information & Self Help

## Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Resource	Description
School website careers page	The school will include the following; its Provider Access Policy, name and contact details of the Careers Leader, a webpage on the main website dedicated to careers (including IAG arrangements). The webpage will highlight key events from the careers programme and display the school careers plan.
Library	The school has a well stocked Library containing general and specific information about different types of occupations and an extensive collection of prospectuses for further and higher education.
Learning Resource Centre	The Learning Resource Centre develops students independent learning skills and all Year 11 and 12 students will be encouraged to schedule time devoted to their own career exploration activities.
Virtual Learning Environment (VLE)	The VLE is an excellent resource. As well as allowing students to check their own accounts and access the Library catalogue, there are links to online resources, websites, videos and lots more. Microsoft Teams has a devoted Team for each year group with a dedicated CIAG channel which is regularly updated.
Student Careers Passport	Every student will be invited to register for their own Careers Passport where they can maintain their personal action plan and track their timeline of careers engagement activities. Each student will develop a Careers Action Plan (Y7-11) and this is readily available via their Careers Passport. All stakeholders including staff and students have access to this.
Noticeboard	The Careers Noticeboard will be kept up to date by the Careers department.



# Careers Providers

## Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education / training options including apprenticeships, technical education and vocational pathways. This should help inform a student's decision about their 16-19 study programme and beyond. Guidance should encompass appropriate local further education, apprenticeships, and vocational education opportunities in which students should individually make their own choice about what is the best next step for them. In good time before decision points school should ensure that students are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, technical education routes and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
Connexions	Assembly presentations Post-16 Education	<b>Provider Type</b> Careers Guidance <b>Provision</b> 6.0 Hours per Day
Career Ready	Assembly presentations Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Workplace Visits	<b>Provider Type</b> Opportunities <b>Provision</b> 0.0 Hours per Day
Department for Work and Pensions	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters CV critiquing and coaching Employability Days Interview training Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Work Experience Placements Workplace Visits	<b>Provider Type</b> Opportunities <b>Provision</b> 0.0 Hours per Day

## Access to Independent Careers Guidance

The school's careers education programme adheres to the CDI framework for careers education, employability, enterprise (March 2018) and complies with the Education Act 2011 by securing independent impartial careers guidance. Access to advice is determined by the Careers Leader in consultation with the senior leadership team, and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first, with follow up sessions if required. Any other students who self-refer are accommodated



and the adviser has an open door policy at lunch time and at the end of the day.

## Access to Internal Careers Guidance

The careers leader will provide a planned programme of careers education for students and their parents. Working with the external independent advisor will ensure that they are suitably briefed to ensure their time is effective when providing the impartial information, advice and guidance.



# Stakeholder Engagements

## Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

### Ongoing

Learning outcomes				
Description		Map against the CDI framework and share with relevant stakeholders for the purpose of planning and delivering careers engagement activities.		
Students	Providers	Leadership	Employers	Parents
✓	✓	✓		

Student Feedback Form				
Description		Produce an end of year feedback form for students to get their feedback on the careers advice they are receiving and any recommendations for service improvements.		
Students	Providers	Leadership	Employers	Parents
✓				

County Careers Leader network meeting				
Description		Meet with other local Careers Leaders to share good practice.		
Students	Providers	Leadership	Employers	Parents
		✓		

Enterprise Adviser network				
Description		Meet with Enterprise Adviser volunteers to develop effective employer engagement plans.		
Students	Providers	Leadership	Employers	Parents
	✓	✓	✓	

Governors update meeting				
Description		Present draft career plan to governors. Review progress termly.		



Students	Providers	Leadership	Employers	Parents
		✓		

#### Destination Data Collection

##### Description

Collection of all destination data from students at the end of year 11.

Students	Providers	Leadership	Employers	Parents
✓				✓

#### Website Careers Section

##### Description

Regularly update the careers section of the school website with updates and success stories from the careers department.

Students	Providers	Leadership	Employers	Parents
✓			✓	✓

#### Parental Feedback Form

##### Description

Produce an end of year feedback form for parents to gain an understanding of their experience of the careers advice their children are receiving.

Students	Providers	Leadership	Employers	Parents
				✓





# Provision Allocation

## Provision Allocation

We want all of our students to be prepared for life after school. We will provide in-school guidance and independent advice from external consultants to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every student through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

### Independent Guidance Provision

Year Group	Student In Year Group	Basic Provision (per student per year group)	Student for Additional Provision	Additional Provision (per student per year group)
Year 7	227	0 Hours	0	0 Hours
Year 8	227	0 Hours	0	0 Hours
Year 9	236	0 Hours	0	0 Hours
Year 10	187	0 Hours	0	0 Hours
Year 11	152	1.5 Hours	50	1 Hours
Year 12	55	1.5 Hours	0	0.5 Hours
Year 13	56	2 Hours	30	1.5 Hours

### In School Guidance Provision

Year Group	Students In Year Group	Basic Provision (per student per year group)	Students for Additional Provision	Additional Provision (per student per year group)
Year 7	227	2 Hours	0	0 Hours
Year 8	227	3 Hours	0	0 Hours
Year 9	236	3 Hours	0	0 Hours
Year 10	187	0 Hours	0	0 Hours
Year 11	152	0 Hours	0	0 Hours
Year 12	55	0 Hours	0	0 Hours
Year 13	56	0 Hours	0	0 Hours



## Curriculum Provision

Year Group	Careers and Work related curriculum activities (per student per year group)	Of which involving contact with "inspirational employees and other" (per student per year group)
<b>Year 7</b>	0.5 hours	0 hours
<b>Year 8</b>	0.5 hours	0 hours
<b>Year 9</b>	0.5 hours	0 hours
<b>Year 10</b>	0.5 hours	0 hours
<b>Year 11</b>	1 hours	0 hours
<b>Year 12</b>	1.5 hours	0 hours
<b>Year 13</b>	1.5 hours	0 hours

## Careers, Employability and Enterprise Education

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-19. A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers & enterprise education as part of overall school policy and a clear understanding of the national and regional drivers. The Strategy is clearly linked to the school Improvement Plan and there is a clear vision for employability and enterprise education. There is a shared definition of 'Employability, Careers & Enterprise' for students, staff, governors and parents/carers. Local employers advise on the employability, careers & enterprise strategy to ensure the programmes enable children and young people to achieve the school's employability goals before they leave the school.



# Roles and Responsibilities

## Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the school are identified along with their roles and responsibilities in order to provide support and guidance to the service.

### Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the careers programme published on the school's website and is working towards the Gatsby benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

### Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

### Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers manager to deliver interview, business game and other work readiness activities during the year.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Visit at least 3 local businesses during the year to understand how the school could best serve its business community.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the Curriculum leader for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.



## SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

## Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

## Careers leader responsibilities

- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to deliver the careers plan.
- Report monthly progress to the SLT.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

## Careers information staff responsibilities

- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

## Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.



## Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

## Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

## Teachers, Tutors and Curriculum Staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.



# Careers Service Evaluation

## Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	30 Apr 2021
Mock Interviews	End of day paper survey to find out how volunteers found the process and what we could do better.	30 Apr 2021
Student Needs	End of year survey to understand how well we met our students needs and to identify improvements.	16 Jul 2021
Parent Needs	Scheduled parents career evening to ensure we get parental input for each Y10, 11 and 12 students.	16 Jul 2021
Careers Programme Review	Year end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	16 Jul 2021
Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	01 Oct 2021