

# St Bede's

Catholic School  
& Sixth Form College

## CEIAG Policy

**2022 - 2023**

Local Governing Committee	
Name:	Signature:
Date	For application 22/23
Adopted revision	Next revision Autumn Term 2023

**Policy for Careers Education, Information, Advice and Guidance Including Provider Access Arrangements**  
**St Bede's Catholic School and Sixth Form College, Lanchester**  
**2022/23**

**The School Mission Statement**

The school is a Catholic School and as such the aims within it are to create an atmosphere of Catholic values, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus, they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

### **North Durham Demographic**

St Bede's Catholic School and Sixth Form College is situated in the small rural village of Lanchester. The catchment area not only covers this area but also the towns of Consett and Stanley and their environs. This area falls into the North Durham area of the County.

County Durham shares many of the problems of the north of England, arising from a long-term pattern of sectoral change and industrial decline. It also has unique challenges arising from its legacy of scattered industrial settlements, and its lack of a large urban area to drive growth.

The school's catchment area falls into three Area Action Partnerships (AAP's) each having a very distinct character and differing social/ cultural / economic settings.

- Derwent Valley (covering Consett and the surrounding areas)
- Mid Durham
- Stanley

The Stanley and Derwent Valley AAPs are predominantly 'urban' in nature with a joint population in the region of 80,800<sup>1</sup>. The majority of settlements in this area are former pit villages, a legacy of the significant mining undertaken in the area up until the 1980s. Consett was also dominated by a steel works until this time too. Interspersed between the settlements are areas of rough moorland and fells, a reminder that the land which covered the coal was mainly agricultural. The village of Lanchester, where the school is situated falls within the Mid Durham APP and has a more agricultural/dormer town presence in the community.

### **Deprivation**

Deprived areas are identified using the Index of Multiple Deprivation<sup>2</sup>, which is a summary measure of area disadvantage based on indicators of employment, income, crime, health, education, housing and environment.

County Durham is now the 48<sup>th</sup> most deprived area out of 151 upper-tier local authorities in England.

This is 11 places lower (relative increase) than in the previous data released in 2019 when the county was ranked as the 59<sup>th</sup> most deprived upper-tier LA in England.

Summary analysis of some of the underlying indicators in this domain implies that adults with low or no qualifications and low levels of progression to higher education are more likely to be the drivers of higher levels of deprivation.

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<sup>1</sup> Estimated from the Office for National Statistics 2019 mid-year estimates and published here:

<https://www.durhaminsight.info/population/>

<sup>2</sup> Summarised from the Department of Communities and Local Government 2019 Index of Deprivation and published here:

<https://www.durhaminsight.info/deprivation/>

**Within Stanley** 8.6% of the population live in the top 10% most deprived areas<sup>3</sup> of County Durham. This is a fall from 13.5% in 2015. The County Durham figure currently stands at 10.8%.

Of the three AAPs covered by our catchment area only Mid Durham has seen the proportion of the resident population living in deprived areas increase between the 2015 and 2019 indexes (5.2% in 2019, up from 0% in 2015).

In **Derwent Valley**, none live in the top 10% most deprived areas for either the 2015 or 2019 indexes. In addition to the above, three other AAPs continue to have **no areas** ranked within the top 10% most deprived category.

**Proportion of the population living in the Top 10% most deprived areas: ID 2019 and ID 2015 by AAP**

Top 10% Threshold				
AAP	ID 2015 % of the population in the top 10% most deprived LSOAs	Rank	ID 2019 % of the population in the top 10% most deprived LSOAs	Rank
3 Towns AAP	17.7%	3	17.4%	4
4 Together AAP	7.3%	6	6.9%	7
BASH AAP	25.3%	1	26.0%	1
Chester-le-Street AAP	2.8%	8	2.8%	10
<b>Derwent Valley AAP</b>	<b>0.0%</b>	<b>10</b>	<b>0.0%</b>	<b>11</b>
Durham AAP	2.6%	9	4.4%	9
East Durham AAP	23.9%	2	23.4%	2
East Durham Rural AAP	0.0%	10	0.0%	11
GAMP AAP	17.4%	4	21.7%	3
<b>Mid Durham AAP</b>	<b>0.0%</b>	<b>10</b>	<b>5.2%</b>	<b>8</b>
Spennymoor AAP	5.1%	7	12.9%	5
<b>Stanley AAP</b>	<b>13.5%</b>	<b>5</b>	<b>8.6%</b>	<b>6</b>
Teesdale AAP	0.0%	10	0.0%	11
Weardale AAP	0.0%	10	0.0%	11

<sup>3</sup> Areas refer to the Office for National Statistics (ONS) Lower Super Output Area geography which is explained within the release of the Index of Deprivation methodology: <https://www.gov.uk/government/publications/english-indices-of-deprivation-2015-technical-report>

Within the **Derwent Valley AAP**, nearly one fifth of the population (18.2%) lived in the top 30% most deprived areas in 2015, this increased to nearly one third (29.2%) in 2019.

**Proportion of the population living in the Top 30% most deprived areas: ID 2019 and ID 2015 by AAP**

<b>Top 30% Threshold</b>				
	<b>ID2015</b>		<b>ID 2019</b>	
	<b>% of the population in the top 30% most deprived LSOAs</b>	<b>Rank</b>	<b>% of the population in the top 30% most deprived LSOAs</b>	<b>Rank</b>
3 Towns AAP	39.6%	7	53.2%	6
4 Together AAP	73.5%	1	80.1%	1
BASH AAP	68.8%	4	78.8%	2
Chester-le-Street AAP	33.1%	9	33.3%	9
<b>Derwent Valley AAP</b>	<b>18.2%</b>	<b>11</b>	<b>29.2%</b>	<b>11</b>
Durham AAP	13.2%	12	13.3%	13
East Durham AAP	69.2%	3	72.9%	4
East Durham Rural AAP	40.6%	6	42.1%	8
GAMP AAP	37.3%	8	53.0%	7
<b>Mid Durham AAP</b>	<b>24.4%</b>	<b>10</b>	<b>29.7%</b>	<b>10</b>
Spennymoor AAP	48.6%	5	54.2%	5
<b>Stanley AAP</b>	<b>71.5%</b>	<b>2</b>	<b>74.5%</b>	<b>3</b>
Teesdale AAP	10.5%	13	15.7%	12
Weardale AAP	2.3%	14	2.2%	14

**Qualifications**

Young people entering a very competitive market need the best possible qualifications to compete, locally, nationally and globally for future jobs. Research shows that individuals with higher qualifications are more likely to be employed than those with lower qualifications, and once in work they earn more on average than similar individuals with lower-level skills.

<b>Qualifications</b>						
<b>In the 16+ population - 2011 Census</b>						
	<b>England &amp; Wales</b>	<b>Northeast</b>	<b>County Durham</b>	<b>Stanley AAP</b>	<b>Derwent Valley AAP</b>	<b>Mid Durham AAP</b>
<b>% of the 16+ population having a Level 4 or above qualifications in 2011,</b>	27.2%	22.2%	21.5%	14.9%	23.7%	25.1%
<b>% of the 16+ population in educated to apprenticeship level in 2011</b>	3.6%	4.7%	4.2%	4.1%	4.7%	3.9%
<b>% of the 16+ population in AAP had no qualifications in 2011</b>	22.7%	26.5%	27.5%	32.4%	24.7%	26.1%

## **Worklessness**

Worklessness in the young adult population can lead to long term unemployment, lack of social mobility and increased risk of poverty. People in work are also more likely to do some learning, than those who are economically inactive or unemployed, which will lead to a more financially secure workforce.

There is also clear evidence that worklessness contributes to ill health, unhappiness and depression, with people who move into work tending to report substantial improvements in mental health. Periods of unemployment can also have a lasting negative impact on earnings. Young people who spend time not in education, employment or training (NEET) can face a 10–15% wage penalty.

The latest estimates from the Annual Population Survey suggest that **22.1% (January 2020 to December 2020)** of the County's **24 and under** population were unemployed, down from the estimated **32.9% in the period January 2012 to December 2012**.

## **St Bede's Context**

St Bede's is part of Bishop Wilkinson Catholic Education Trust which contains 42 primary schools and 5 secondary schools. We are a larger than average 11-19 Catholic comprehensive school. NOR: approx. 1430, 185 are in sixth form. This is well above average for number of students on roll. The number of pupils in year 7 (256) was higher than all other year groups.

## **Within St Bede's**

- Pupil prior attainment for reading, writing and maths was unavailable this year due to COVID-19
- Students in receipt of Free School meals is below average. FSM account for 18% of students, although year 7 does have 24% of pupils on FSM.
- St Bede's has 15 out of 17 possible ethnic groups within the school The largest ethnic groups are: White - British 92%
- 2.3% of pupils have a first language not/believed not to be English. Overall absence for these students was in the lowest 20% of all schools
- St Bede's has 70 students requiring SEND support and 21 students who have a EHC plan. 31 of these pupils are also disadvantaged. Overall attainment for disadvantaged students was in the highest 20% of all schools

**Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in 2019/20 or 2020/21. As a result of this, the government announced that it would not publish school or college level results data in autumn 2020 or autumn 2021.**

## School Exam summary 2018/19

This is final data for 2018/2019

### ▼ [About these results](#)

This page shows [final](#) results for pupils who completed [key stage 4](#) in the summer of 2019, except where stated otherwise. We published the provisional results in October 2019, the revised results in February 2020 and the final results in March 2020.

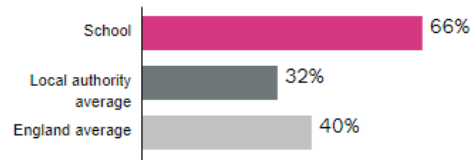
### Progress 8 score [?](#)

Of the 225 pupils at the end of key stage 4 in this school, 225 are included in this measure.

**Average** **0.12**

[More score details](#) [?](#)

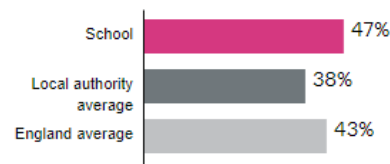
### Entering EBacc [?](#)



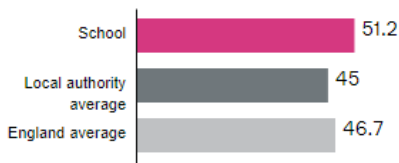
### Staying in education or entering employment [?](#)



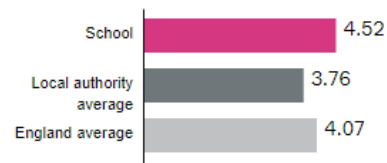
### Grade 5 or above in English & maths GCSEs [?](#)



### Attainment 8 score [?](#)



### EBacc average point score [?](#)



**Students from St Bede's reaching the end of 16 to 18 study in 2019 and staying in education or employment for at least 2 terms after this.**

Total number of students: 120



## **Rationale for CEIAG in St Bede's**

With issues above in mind, St Bede's CEIAG Self Evaluation and Improvement Plan and CEIAG plan sets out to sustain links with employers and outside agencies in order to inspire young people to consider a broad range of careers which promote the best interests of the young person and encourages positive destinations for every young person leaving St Bede's.

This is in order to contribute to the raising the educational achievement of County Durham's young people and to help them to make informed career choices linked to the needs of the local, national and global economy.

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of St Bede's Catholic School that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

## **Commitment**

St Bede's Catholic School recognises that it has a responsibility to ensure all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds), (Education Act 1997, section 42A). The governing body also recognises that it must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and other vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

## **Managing the access of providers**

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

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and professional bodies related to CEIAG including published research as it is available.

St Bede's Catholic School is committed to working towards a quality award for Careers Education, Information, Advice and Guidance.

## **Development**

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority, National Careers Service, national Apprenticeship Service, Local Enterprise Partnership).

## **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE.

## **OBJECTIVES**

### **Learners' needs**

The careers programme is designed to meet the needs of learners at St Bede's Catholic School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

### **Entitlement**

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

### **All pupils in years 8-13 are entitled: (St Bede's has extended this to include Year 7)**

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships –through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

## **IMPLEMENTATION**

### **Management**

The Career Progression Manager will manage the careers education programme and is responsible to the Director of 6<sup>th</sup> Form- Mr A McCarthy and Miss L Mather, Assistant Headteacher. CEIAG is also supported by a link Governor: Mr D. Dixon and an Enterprise Advisor linked to the North East Local Enterprise Partnership. Work experience is planned and implemented by the school which works closely with North Yorkshire Business Enterprise Partnership to source and monitor these placements. We have also, in light of the recent pandemic, encouraged students to undertake virtual experiences and volunteering to support this area of their development.

### **Staffing**

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by a range of staff including the Career Progression Manager, form tutors and 'external professionals', co-ordinated by the Career Progression Manager. The CEIAG programme is planned, monitored and evaluated by the Career Progression Manager in consultation with the senior leadership team. Careers information is available in a variety of formats, printed within the Sixth Form /career interview area & electronic within the school website and network. These resources are maintained by the Career Progression Manager with support from the ICT support staff.

### **Curriculum**

St Bede's prides itself in preparing students for the next stage of their life, not only academically but in relation to future career pathways. Where 'career' was once thought of as a single commitment to a lifelong occupational pursuit, it is now thought of as a lifelong journey whereby individuals participate in differing learning and work roles. At St Bede's we hope to contribute to and prepare young people for that journey.

We have relevant Careers Education modules built into our PHSE programme from Year 7 through to 6th Form which draw upon many visiting speakers from local organisations, FE Colleges and Universities.



Within our programme students:

- Learn about the structures, systems and factors that guide, shape and influence people's career prospects and career development
- Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans, and how they can do so
- Develop and practice the self-help skills they need to progress their own career plans and development, including the effective use of IAG (Information, Advice & Guidance)

**Careers Information** – students have access to accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it. We work in partnership with local colleges and employers to ensure students have access to the best opportunities in the career market. We also use relevant Labour Market Intelligence data to help students make informed choices.

**Careers Advice** – We have a range of activities that help young people to gather, understand and interpret information and apply it to their own situation. For example, we have a Careers Carousel events for every year group from Y7 to 6th Form and a Careers Convention in Year 12 which allows students to discuss careers with industry ambassadors from a vast range of sectors, Colleges and Universities.

**Careers Guidance** – we provide impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress. All Year 11 students have a one-to-one Progression Interview with our Career Progression manager, Anne Jukes, to prepare them for post 16/18 choices. All other year groups can book appointments or drop-in during break or lunchtimes or free periods to access IAG.

The careers programme includes: careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work related learning, work experience, and individual learning planning/portfolio activities.

Careers lessons are part of the school's personal development programme. Other focused events, e.g. a further/higher education fair are provided at different times of the year. Work experience preparation, debrief and evaluation take place in PSHE/careers lessons and other appropriate parts of the curriculum. Learners are involved in the planning of career learning. Their views are collected using student voice/surveys.

#### **Monitoring, review, assessment, evaluation & impact of CEIAG**

The school analyses student destination information, feedback from students, parents/carers to inform its programme. The school's careers education and guidance programme is reviewed annually and a report is submitted to the Head teacher and Governors.

The impact of our CEIAG activities are measured through destination data and through evaluations carried out after each activity. These results are used to inform planning.

At St Bede's we judge the impact of CEIAG through

- examining & evaluating what we do,
- thinking about how we can improve it,
- deciding on whether it was worth doing again in that particular format (we pilot many activities before extending to full scale),
- providing summaries to disseminate understanding of what was done to stakeholders such as parents/students/staff/governing body/visiting organisations involved with careers events.

## **Partnerships**

We work very closely with Durham County's Progression Team-Children and Young People's Services to share data on Intended Destinations to allow DurhamWorks colleagues to support our young people and reduce students Not in Educations or Employment (NEET's). Data sharing agreements are reviewed annually.

We also work in partnerships with our 5 local FE colleges and 5 Local universities as well as numerous training providers to ensure successful outcomes for our young people.

We have also longstanding links with The National Apprenticeship Service (Locally delivered BL Training for the ASK team) and Job Centre Plus.

## **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in CEIAG. The Career Progression Manager is responsible for the effective deployment of resources.

## **Professional development**

The Career Progression Manager has a L6 Award in careers guidance which encompasses the managing CEIAG modules and is also currently being extended to specialise in SEND support. She is currently working towards an updated Quality award which has new elements linked to Gatsby Benchmarks within it. The Career Progression manager will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings, and staff training.

There are updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified and school endeavours to meet training needs within a reasonable period of time.

## **Management of provider access requests**

A provider wishing to request access should contact in the first instance **Anne Jukes, Career Progression Manager**  
01207 520 424 - [ajukes@stb.bwcet.com](mailto:ajukes@stb.bwcet.com)

## **Safeguarding/Visitors into school**

Please refer to the following policies,

<https://www.stbedes.durham.sch.uk/safeguarding>





[https://docs.wixstatic.com/ugd/54e2a6\\_daf70adfef6d4fceaeae4d463bde557d.pdf](https://docs.wixstatic.com/ugd/54e2a6_daf70adfef6d4fceaeae4d463bde557d.pdf)





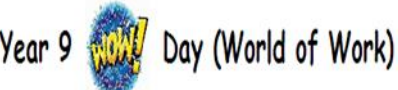


## **Opportunities for access**



A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.


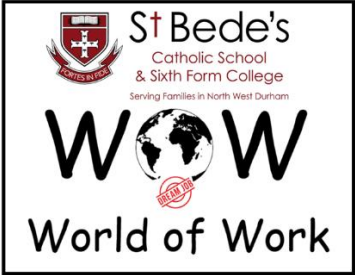

We have re-modelled a number of our events due to COVID 19 and will review and update working practices to ensure risks to students, staff and visitors are limited. Many of our events have virtual alternatives that can be deployed should they be needed.


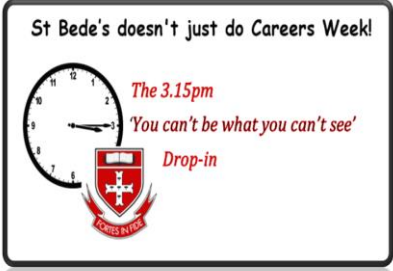
Careers/ Work related Learning Events in St Bede's School in addition to PSHE sessions

Event/Date	Event Description	Evidence of Impact
<p>All of the whole -day carousel events in our main hall have an opportunity for visitors to access students at break and lunch-time through <b>Whole-School Drop-in's</b> whilst in school. Staff and students are made aware of the opportunities in advance of the event in order to support students to access the event. During the pandemic we created virtual information to support these events</p>		
<p><b>Term 1- September/October</b> <b>Year 13 Personal Statement Support</b></p> 	<p>This Lunch-Time Drop-in event is to help students boost their success in university applications by gaining some expert advice from our local HE providers.</p> <p>Students can bring along their statements to get advice and tips on how to improve and refresh them before deadline day.</p>	<ul style="list-style-type: none"> <li>• Quality of Personal statements</li> <li>• Success of applications to university</li> <li>• Destination Data-including offers/DCC data</li> <li>• Visitor Feedback</li> </ul>
<p><b>Term 1 – October/November</b> <b>Year 11 Personal Best Day</b></p> 	<p>This carousel Event is specifically aimed at essential <b>Career Management Skills</b>.</p> <p>Interviews, CV's/ Covering Letters. presentation skills, personal branding etc. Its an opportunity for students to draw together all of their experiences of careers work over their time with St Bede's and create the necessary passport for their next transition</p>	<ul style="list-style-type: none"> <li>• September guarentee</li> <li>• Intended Destination Data</li> <li>• NEET figures</li> <li>• Destination Data-DCC</li> <li>• Student Evaluation</li> <li>• Visitor Feedback</li> </ul>
<p><b>Term 1 – October/November</b> <b>Year 11 Business Studies /Construction Interview Sessions</b></p> 	<p>As part of their Business Course students will</p> <ul style="list-style-type: none"> <li>• apply to one of the advertised job vacancies by completing the St Bede's application Form</li> <li>• prepare by researching the company and looking at types of questioned to be asked</li> <li>• <b>attend an interview with an external interviewer</b></li> <li>• will get feedback from the interviewer which will help you with evidence for their course and prepare them for future .</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from Interviewers</li> <li>• Self Evaluatuion students/ coursework for Businesse course</li> </ul>
<p><b>Term 1- November</b> <b>Year 12 Ideas Generator</b></p> 	<p>As part of our work experience programme in Year 12, we encourage our students to look and make arrangements for their own placements. If they fail to find one, we will use <b>North Yorkshire Education Business Partnership</b> to broker a placement on their behalf.</p> <p>These <b>lunchtime drop-in sessions are aimed</b> to help our young people in Year 12 prepare for finding their work experience placements. We find sometimes that they have a great love of a subject area and find it really difficult to link that with employment opportunities in the future.</p>	<ul style="list-style-type: none"> <li>• Quality of applications to Placement provider</li> <li>• Placement Feedback</li> <li>• Completed student Job Profile sheets</li> <li>• NYBEP evaluations</li> </ul>
<p><b>Term 1-December</b> <b>Years 7 &amp; 8 Sector Skills Day</b></p>	<p>This carousel event is the culmination of work within tutor groups to inform our students about</p>	<ul style="list-style-type: none"> <li>• Student evaluations</li> </ul>

	<p><b>Transferable, Subject Specific and Career Management Skills</b> needed to prepare for work in the 21<sup>st</sup> Century.</p> <p>Young people engage in the activities on offer to understand the equipment used &amp; skills needed within different sectors; Students also have access to LMI (Labour Market Intelligence) about the North East and global labour markets.</p> <p>Our students are made aware of the Skills Gap and what they can do to <i>future proof</i> themselves.</p>	<ul style="list-style-type: none"> <li>• Visitor Feedback</li> </ul>
<p><b>Term 2- February/March</b> <b>Year 13 Training Provider Drop-ins</b></p>   	<p>An opportunity for students to see current apprenticeship/training opportunities and discover other opportunities open to them in the future.</p> <p>Intended for students looking for higher or degree apprenticeships or to support a back-up plan should they change their mind about their university applications.</p>	<ul style="list-style-type: none"> <li>• Intended destination/Destination Data</li> <li>• NEET figures</li> </ul>
<p><b>Term 2 -March</b> <b>Year 9 World of Work Day</b> To tie in with National Apprenticeship Week and National Careers Week</p>   	<p>The aim is to help our young people understand the wide variety of career sectors available to them in the future and explore where their subject choices could take them in more depth.</p> <p>A fun active event to encourage students to consider their pathways and how they can best present themselves to employers in the future.</p> <p>The Carousel-style event offers a chance to engage with visitors in order to understand the <b>qualifications &amp; qualities</b>, but especially the <b>employability skills</b>, needed in each particular industry.</p> <p>Visitors have a wide range of activities and equipment on hand inspire our students.</p> <p>Lunchtimes all week <b>Whole -School Drop-in; with an emphasis on Apprenticeships.</b></p> <p>Students have a chance to engage with our visitors and explore apprenticeships on offer</p>	<ul style="list-style-type: none"> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> <li>• Returning former pupils/apprentices</li> </ul>
<p><b>Term 3-May</b></p>	<p>A part of a raft of interventions to prepare Y10 students for <b>Post 16 &amp; Post 18 Pathways.</b></p> <p>Activities include- Presentation on Pathways, PSHE section on careers, ID Day, Y10 sixth form subject tasters, Taster visits to FE college, NE Skills Exhibition Visit. Individual Progression Manager Interviews.</p>	<ul style="list-style-type: none"> <li>• September guarantee</li> <li>• Intended Destination Data</li> <li>• Destination Data-DCC</li> </ul>

<p><b>Year 10 Informed Decision Day</b></p> 	<p>A variety of Post 16 and Post 18 pathways are represented at the carousel event which encourages our students to consider different pathways.</p>	<ul style="list-style-type: none"> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> </ul>
<p><b>Y12- Careers &amp; HE Convention Throughout Year</b> Smaller sections of information to prepare students for Post 18 options.</p> 	<p><b><i>Future Proofing our next generation</i></b> Year 12 students have a two-day intensive programme to help them become <i>future ready</i> for Post 18 pathways.</p> <p>Visitors from universities, colleges and training providers aid school <b>Progression Staff</b> and <b>Tutors</b> to deliver a range of workshops and talks to help our young people prepare for their next steps after school.</p> <p>We were are joined by <b>past students</b> to give their perspectives on preparing for university, university life, careers and enterprise.</p> <p>The event also includes a two hour Post 18 carousel of activities in the main hall to kick start the event and actively engage students in their own research and learning. Activities have included</p> <ul style="list-style-type: none"> <li>• <b>“An Introduction to Foundation Degrees /HND/ Professional Qualifications”</b>- How these can be delivered at university or FE Colleges. Course Structures and application procedures</li> <li>• <b>“Personal Branding”</b>-How to deliver your personal brand and unique selling points</li> <li>• <b>“The variety of different types of University Interview”</b> and how to approach them. Additional information on the range of courses requiring knowledge, skills or experience and why this is important, courses with different types of interviews, the <b>‘what else can you offer’</b> factor!</li> <li>• <b>“Investigating Future Progression Pathways-Resources to help”</b>. Online and web based resources to aid students’ research and applications.</li> <li>• <b>“Post 18 Pathways- Taking all options into consideration”</b> including Degrees, Foundation degrees/HNC/HND’s, Apprenticeships, GAP years etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Intended Destination Data</li> <li>• Destination Data-DCC</li> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> <li>• Returning former pupils to support event</li> <li>• Parent evaluation of evening event</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>“Intro to UCAS”</b> – understanding the application process.</li> <li>• <b>“Finance, Scholarships and Bursaries”</b>- finance needed, how to access and help available</li> <li>• <b>How to write a good personal statement</b>- how to avoid common mistakes and miss out on offers?</li> <li>• <b>“Applying for university and life after school”</b> from the perspective of students/ past pupils</li> </ul>	
<p>Y12 World of Work Preparation Term 3</p> 	<p><b>A series of lunchtime presentations and form time activities to support Post 18 options</b></p> <ul style="list-style-type: none"> <li>• Communication skills/presenting yourself to others</li> <li>• Mindsets/personal branding</li> <li>• CV's/Covering letters/Skills matrix</li> <li>• Work experience -Why it's important</li> <li>• The application process</li> <li>• Interview skills</li> </ul>	
	<p><b>Virtual Work Experience/World of Work Preparation</b> 3days at the end of term to engage in a virtual work experience supported by</p> <ul style="list-style-type: none"> <li>• NELEP</li> <li>• Young Professional training</li> <li>• Speakers for Schools placements</li> </ul>	
<p>Y13 – Future Proofing Project <b>Throughout Year13</b> Adhoc arrangements to suit students</p> 	<p><b>The Futureproofing our Students Project</b></p> <p>A programme of <b>mock interview</b> sessions for our <b>6th form students</b>.</p> <p>We have a wide variety of end-destinations and occupational areas that our students progress into, so we will need a variety of organisations / Industries to take part.</p> <p>It is hoped, that after early canvassing of our students, we could identify areas they would like to work-in Post 18 and Post University. Some students may not have an interview for university and may not encounter one until after university so we feel it is necessary to prepare them at this stage to ensure their future success.</p> <p>We may also need people to help with university style, apprenticeship or occupational interviews</p>	<ul style="list-style-type: none"> <li>• Intended Destination Data</li> <li>• Destination Data-DCC</li> <li>• Student feedback after mock and final interviews</li> <li>• Interviewer feedback</li> </ul>

<p><b>Whole School</b> <b>Year7- Year13</b> <b>Term 1- October</b> <b>Term 2- January/February</b> <b>Term 3- May</b></p> 	<p>Once per term, lecture theatre slot across Period 4 PSHE</p> <p>They are an opportunity for students to find out about differing aspects of future careers pathways and will involve visitors giving brief overviews of their companies/courses/ opportunities.</p> <p>Due to our increased numbers, visitors will have an opportunity to address half the year group at one time.</p> <p>There will be an opportunity to see the other half of the year group within the next week or later in the year, if more convenient</p>	<ul style="list-style-type: none"> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> </ul>
<p><b>Year 12 and some year 11</b> <b>Throughout year</b> <i>Come along to our after-school career drop-ins to meet people from industry and education who can give you advice and support for your future pathways.</i></p> 	<p>We are about to launch some after school career drop-ins primarily for y12 based on their feedback from an initial careers survey on future pathways These will allow students to meet people from industry and education who can give advice and support for future pathways.</p> <p>We want to make these sessions relevant to the student so that they are of benefit .</p> <p>Some Year 11 students ready to think about future pathways to be invited</p>	<ul style="list-style-type: none"> <li>• Initial student survey</li> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> </ul>

### Premises and facilities

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

Providers are welcome to leave a copy of their prospectus or other relevant course literature at our reception for use within our careers library which is available to all students.

### KEY STAFF

Headteacher:	Mr D Juric
Head of school:	Mrs H Windle
Link Governor:	Mr D Dixon
LMT link:	Mr A McCarthy/Miss L Mather
Career Progression Manager:	Mrs A Jukes
PSHE Coordinator:	Mr P Diston
Special Education Needs and Disability Coordinator:	Mrs H Rath/ Mrs K Noon
Work Experience Coordinator:	Mrs A Jukes

Review May

Further review Autumn Term