



# St Bede's

Catholic School  
& Sixth Form College

## CEIAG Policy

2018 - 2019

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Governing Body Approval : Full Governing Body	
Name: Mrs J Leech	Signature:
Date	For application 18/19
Adopted revision	Next revision Autumn Term

**Policy for Careers**  
**Education, Information, Advice and Guidance**  
**Including Provider Access Arrangements**  
**St Bede's Catholic School and Sixth Form College, Lanchester**  
2018/2019

**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
- Mid Durham
- Stanley

The Stanley and Consett areas are predominantly 'urban' in nature with a joint population in the region of 80,000 of over 33,000. 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, 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 75th most deprived area out of 326 single and lower tier local authorities in England. This is 13 places lower (improved) than in the previous data released in 2010 when the county was ranked as the 62nd most deprived LA in England.

### **Within the region County Durham remains the most deprived local authority in terms of both income and employment deprivation compared with the other 11 authorities in the region**

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.

**Within Stanley** 13.5% of the population live in the top 10% most deprived areas of County Durham. This is an increase from 5% in 2010. The County Durham figure currently stands at 10.2%.

In contrast within **Derwent Valley**, none live in the top 10% most deprived areas- County Durham (10.2%) This is a decrease since 2010 in the proportion of the population living in deprived areas of Derwent Valley. This is the same situation for the **Mid Durham AAP**.

**Stanley AAP** shows the biggest increase in relative deprivation within the county, using this 10% threshold, changing in rank from seventh to the fifth most deprived AAP. Five AAPs continue to have **no areas** ranked within the top 10% most deprived category. These partnership areas include **Derwent Valley AAP** and **Mid-Durham AAP**.

Within the **Derwent Valley AAP**, a third of the population (33.0%) lived in a deprived area in 2010 falling to less than a fifth (18.2%) in 2015 due to improvements in the employment, education and crime domains.

Of the main areas where our students reside,

**Lanchester** is amongst the 50% least deprived neighbourhoods in the country.

**Stanley** is amongst the 50% most deprived neighbourhoods in the country.

**Consett** is amongst the 40% most deprived neighbourhoods in the country.

### Proportion of the population living in the Top 10% most deprived areas from ID 2015 and ID 2010 by AAP

Top 30% Threshold				
	% of the population in the top 30% most deprived LSOAs		ID 2010	
		Rank	% of the population in the top 30% most deprived LSOAs	Rank
3 Towns AAP	59.6%	5	39.6%	7
4 Together AAP	62.4%	4	<b>73.5%</b>	<b>1</b>
BASH AAP	<b>69.8%</b>	<b>3</b>	68.8%	4
Chester-le-Street AAP	35.9%	9	33.1%	9
Derwent Valley AAP	33.0%	10	18.2%	11
Durham AAP	13.8%	12	13.5%	12
East Durham AAP	<b>73.7%</b>	<b>1</b>	<b>69.2%</b>	<b>3</b>
East Durham Rural AAP	41.0%	7	40.6%	6
GAMP AAP	42.1%	6	37.3%	8
Mid Durham AAP	28.8%	11	24.4%	10
Spennymoor AAP	39.1%	8	48.6%	5
Stanley AAP	<b>70.7%</b>	<b>2</b>	<b>71.5%</b>	<b>2</b>
Teesdale AAP	10.4%	13	10.7%	13
Weardale AAP	2.1%	14	2.3%	14

A Lower Layer Super Output Area (**LSOA**) is a GEOGRAPHIC AREA that is designed to improve the reporting of small area statistics in England and Wales.

ID- Indices of deprivation - Statistics on relative deprivation in small areas in England.

#### 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 In the 16+ population - 2011 Census</b>						
	<b>England &amp; Wales</b>	<b>North East</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.

<b>Worklessness in the 24 years and younger age group- 2017</b>						
	<b>Nationally</b>	<b>Region</b>	<b>County Durham</b>	<b>Stanley AAP</b>	<b>Derwent Valley AAP</b>	<b>Mid Durham</b>
<b>% of young people 24 and under claiming JSA</b>	2.3%	3.9%	3.4% (2,115 people)	5.6% (200 people)	3.4% (155 people)	3.4% (105 people)
<b>% fall since April 2014</b>	38.6%	32.7%	33.9%	34.4%	31.1%	39.9%

### **St Bede's Context**

We are a larger than average 11-19 Catholic comprehensive school. NOR: approx. 1370, 199 are in sixth form. The school was in the top 20% of all schools for the number of pupils. The number of pupils in year 7 (254) was higher than all other year groups. The number of pupils in year 9 (223) was lower than all other year groups.

Since September 2014, we have been a designated Teaching School - Headteacher Neville Harrison is a National Leader of Education. As a Teaching School we are involved in school to school support through the deployment of SLEs across the area. We were formally designated a Language College and are currently an 'International School'.

St Bede's was one of two North East licensees for National College Leadership Licensing Programmes (L4NE) for the development and delivery of NPQSL/ML/NPQH programmes. We were successful in the round of accreditation to provide the reformed NPQs and will be starting programmes in Spring term 2018. We offer aspiring leaders in our school opportunities for training and 'on the job' leadership projects. We are also a lead school in the School Direct Partnership (ITT) through our close partnership with Durham SCITT. Our Assistant Headteacher is a prominent lead on the hub for Relationship & Sex Education (RSE). The school offers a Masters' programme in partnership with the University of Newcastle. St Bede's is a lead school for TSST (second specialism) training in mathematics, core maths and MFL. St Bede's promotes on a regional basis the work of the Institute of Physics (0.2 post). St Bede's is a lead school in the cluster for Primary PE SLA, this offers schools the opportunity for staff CPD and further extra-curricular participation. We continue to engage our governing body with training to support their work.

### Within St Bede's

- Pupil prior attainment was well above the national comparator for Reading (year 8), Mathematics (year 8)
- Students in receipt of Free School meals FSM account for 19.8% (12.4% nationally-lowest proportion since 2001)
- 6.1% (30.3% Nationally) of pupils are from minority ethnic background. It has 14 out of 17 possible ethnic groups. The average number of groups for this phase of education is 13. The largest ethnic groups are: White - British (93.9%- 68.2% Nationally), White – any other White background (2.7%- 1.8% Nationally), Mixed - any other mixed background (0.7%- 5.2% nationally), Asian or Asian British - Indian (0.4%), Asian or Asian British -Pakistani (0.4%)- 11% Nationally
- 3.4% (16.6% nationally) pupils with first language not/believed not to be English.
- The proportion of SEN support (3.0%) was in the lowest 20% of all schools for SEN support. (1% have an EHC plan)
- Vulnerable students account 40% of our Year 7 to Year 11 cohort (SEND, Disadvantaged and Lower attaining students)
- There are 14 Looked after children
- Gender balance 51% boys and 49% girls.

### School Exam summary 2017/18

School name	Type of school	Number of pupils at end of key stage 4	Progress 8 score & description	Attainment 8 score	Grade 5 or above in English & maths GCSEs	Achieving EBacc at grade 5/C or above	Entering EBacc	Staying in education or entering employment (2015 leavers)
<a href="#">Add to comparison list</a>								
St Bede's Catholic Comprehensive School and Sixth Form College, Lanchester	Academy	214	Average -0.04	50.3	52%	37%	63%	95% (201 of 212 pupils)

## Students from St Bede's staying in education or employment for at least 2 terms after 16 to 18 (level 3) study 2017/18

Number of students: 168



### 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 Progression Manager will manage the careers education programme and is responsible to the Assistant head teacher & Director of 6<sup>th</sup> Form, Mrs E Graham. CEIAG is supported by a link Governor: Mr D. Dixon. Work experience is planned and implemented by the school which works closely with North Yorkshire Business Enterprise Partnership to source and monitor these placements.

### 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 Progression Manager, form tutors and 'external professionals', co-ordinated by the Progression Manager. The CEIAG programme is planned, monitored and evaluated by the Progression Manager in consultation with the senior leadership team. Careers information is available in the Careers Library within the Sixth Form block and on the school website and network. These resources are maintained by the 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 Progression manager, Anne Jukes, to prepare them for post 16 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 Durham Works 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 (Local Delivers by ASK team) and JobCentre Plus.

### **Resources**

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

### **Professional development**

The Progression Manager has a L6 Award in careers guidance which encompasses the managing GCEIAG modules. She is currently working towards an updated Quality award which has new elements linked to Gatsby Benchmarks within it. The 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, Progression Manager**, 01207 520 424

[ajukes@stbedes.durham.sch.uk](mailto:ajukes@stbedes.durham.sch.uk)

### Safeguarding/ Visitors into school

Please refer to the following policies,

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

[https://docs.wixstatic.com/ugd/54e2a6\\_daf70adfef6d4fcea9ae4d463bde557d.pdf](https://docs.wixstatic.com/ugd/54e2a6_daf70adfef6d4fcea9ae4d463bde557d.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

### 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.</p>		
<p><b>Term 1- September/ October</b></p> <p><b>Year 13 Personal Statement Support</b></p>  <p><b>My UCAS Personal Statement Clinic</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</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.</p> <p>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 guarantee</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 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 Business 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</b> are aimed to help our young people in Year 12 prepare for finding their work experience placements.</p> <p>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 <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>Student evaluations</li> <li>Visitor Feedback</li> </ul>
<p><b>Term 2- January/February</b> <b>Years 12 &amp; 13- Inspiring Women Programme</b></p> 	<p>A series of lunchtime talks from a range of women from various sectors. A chance for our students to be inspired to forge careers in different fields and encouraged to think big in regard to their future aspiration</p>	<ul style="list-style-type: none"> <li>Student Evaluation</li> <li>Visitor Feedback</li> <li>Future Destination choices/outcomes</li> </ul>
<p><b>Term 2- February/March</b></p>		<ul style="list-style-type: none"> <li>Intended destination/Destination Data</li> </ul>

<p><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>• 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. 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>. 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>  <b>Year 10 Informed Decision Day</b></p> 	<p>A part of a raft of interventions to prepare Y10 students for <b>Post 16 &amp; Post 18 Pathways</b>. 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> <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>• September guarantee</li> <li>• Intended Destination Data</li> <li>• Destination Data- DCC</li> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> </ul>
<p><b>Term 3 -June</b>  <b>Employability Day</b></p> 	<p>Employability Day is an event organised by ERSA (Employment Related Services Association) for the employment support sector and employers to join together and show what employability support means at the frontline and the impact it is having in the local area.</p> <p>As part of that initiative St Bede's will be engaging in some activity within the classroom setting looking at career management skills to support transferable and sector specific skills with all of our students which further underpins our work within PSHE.</p> <p>In addition, we would like to invite some of our partner organisations to support a lunchtime CV Clinic with our young people. There will be a variety of starting positions with our young people- Year 7 may need to understand what a CV is whereas Year 12 may need to update theirs to reflect best practice in different sectors.</p>	<ul style="list-style-type: none"> <li>• September guarantee</li> <li>• Intended Destination Data</li> <li>• Destination Data- DCC</li> <li>• Student Evaluations</li> <li>• Visitor Feedback</li> </ul>

<p><b>Term 3-July</b> Y12- Careers &amp; HE Convention</p> <p>July - after students have returned from Work Experience</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. 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 'what else can you offer' 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> <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>	<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>
<p>Y13 - Future Proofing Project Throughout Year13</p>	<p><b>The Futureproofing our Students Project</b></p>	<ul style="list-style-type: none"> <li>• Intended Destination Data</li> <li>• Destination Data- DCC</li> </ul>

<p>Adhoc arrangements to suit students</p>  <p><b>Future Proofing our students</b></p> 	<p>A programme of <b>mock interview sessions</b> 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.</p> <p>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>• 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>

### 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 Neville Harrison
Link Governor:	Mr David Dixon
LMT link:	Mrs Elaine Graham
Progression Manager:	Mrs Anne Jukes
PSHE Coordinator:	Mr Paul Diston
Special Education Needs and Disability Coordinator:	Mrs Helena Rath
Work Experience Coordinator:	Mrs Anne Jukes

Review May  
Further review Autumn Term