



THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

 	Name of School	The Coopers' Company and Coborn School
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	Who reviewed this policy?	Mr Rob Bell
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School Careers Policy
(Including Statement of Provider Access)

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Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and employability skills, The Coopers' Company and Coborn School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school has always had a strong reputation for the quality of its careers provision, led by a dedicated Head of Careers. As a school, we believe in the importance of:

- Providing a planned programme of activities for all students in Years 7 – 13 to help them to plan and manage their future careers.
- Providing IAG which is impartial, unbiased and is based on their needs.
- Ensuring that the CEIAG programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.
- Working in partnership with the Prospects Service, local authority, employers and apprenticeship providers to ensure all students access education, employment or training at the relevant transition points.

Intent Statement

As a school we are passionate about providing curriculum breadth. Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver outcomes, and raise aspirations, ensuring that no students are identified as NEET at the end of Year 11 or Year 13.

It also explicitly links with our PSHE programme and one of the three core modules 'Living in the Wider World'

The careers programme is designed to meet the needs of the students at The Coopers' Company and Coborn School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The intent of our programme is:

- To help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- To help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.
- To help ensure that, wherever possible, all young people leave the school with employment, further education or training.

CEIAG at Coopers' Coborn aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

Implementation: Management

Responsibilities are spread between the Deputy Headteacher with oversight of CEIAG, the Head of Careers, the Careers Administrator as well as the PSHE co-ordinator. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y10 pupils and work shadowing in Year 12. The PSHE co-ordinator is consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in subjects across the school. Prospects also has an active role in leading our extensive careers interview programme.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors, PSHE co-ordinator and subject teachers. Through PSHE and tutor time, Form Tutors deliver specialist sessions. Heads of Year liaise with the Head of Careers to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor. Careers information is available from the Head of Careers.

Implementation: The Programme and Gatsby Benchmarks

The careers programme includes in person careers education sessions, careers lessons (within the school's PSHE programme), career guidance activities (group work and individual interviews), information and research activities, employability learning (including 2 weeks of work experience in key stages 4 and one week in key stage 5) and individual learning planning, recorded through 'Careers Action Plans'. Other focused events, e.g. a Careers Convention are provided, as are key transition events such as Beyond 14/Beyond 16/Beyond 18 events. Online encounters and experiences also take place between students and further and higher educational institutions and employers to a greater extent than ever before due to the Covid-19 pandemic, while face-to-face contact is not possible.

All students receive at least one careers interview with the Careers Advisor during KS4. Additional intervention strategies using support from Prospects mentoring programmes BOOST Plus for year 10, 11, 12, 13 (SEND, vulnerable and potential NEET) TTK year 11 (potential NEET), Make Happen (Uni Connect Programme) targeted wards are introduced for those students who may find processes such as securing a 'next step' particularly challenging. The Careers Advisor/Head of Careers is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11/Year13

are given further support in groups or as individuals to provide the best possible guidance. All students in Year 9 and Year 11 are also given 1-2-1 specialised interviews by members of the School's Senior Leadership Team at critical transition points (Beyond 14 and Beyond 16).

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education, including the PSHE programme.

Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are regularly identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

For an in-depth overview of our programme and how we evidence the programme against specific Gatsby benchmarks, please see [Appendix 2, p.9](#)

For a curriculum map which evidences the key activities for each year group, please see [Appendix 3, p.14](#)

External Partnerships

An annual partnership agreement is negotiated between the school and the Prospects Service who provide the external, independent Careers Advisor, BEP for Year 10 work experience, Make Happen - The National Collaborative Outreach Programme (NCOP) and BOOST plus delivered by Prospects aimed at 15 -19 year olds at risk of NEET.

Firm links have been established with apprenticeship providers and a range of employers, particularly through the provision of work placements; KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

We have significant exposure to school leaver programmes, links with alumni, the Coopers' Company and City of London and job and apprenticeship information is shared with pupils about available opportunities

In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils. Any provider wishing to request access should contact the Head of Careers (please see [Appendix 1 Provider Access Policy, p.7](#)).

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Deputy Headteacher/Head of Careers with oversight of CEIAG is responsible for the effective deployment of resources. The Head of Careers is also excellent at receiving additional funding from various funding agencies and receiving funding from key employers/apprenticeship providers. Where relevant, 16-19 Bursary Funding or Pupil Premium Funding is used to support students in this area.

Links with other policies:

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially:

- Curriculum and Assessment Policy
- PSHE Policy

Monitoring, review, evaluation and development of CEG

This policy is reviewed every two years and is approved by the Governing Body.

Forms of informal monitoring within school are:

- Developmental activity is identified annually in the SIDP and the Head of Carers works towards a Strategic Action Plan
- Feedback on the effectiveness of the CEIAG programme is sought through focus groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

The following provision is reviewed by the Head of Careers and the Deputy Headteacher with oversight of CEIAG:

- Annual review of partnership activities with the Prospects Service/BEP/Make Happen (NCOP)

Appendix 1:

Statement of Provider Access: Policy Statement

Introduction:

This policy statement 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.

Pupil Entitlement:

All pupils in years 7 - 13 are entitled:

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

Management of Provider access requests:

Procedure

A careers provider/employer/apprenticeship provider wishing to request access should contact:

Mrs Samantha King, Head of Careers
Telephone: 01708 251817
Email: skg@cooperscoborn.co.uk

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. Please see Appendix 2 and Appendix 3 for more information.

Premises and facilities:

The school will make large spaces, 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 Head of Careers or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Head of Careers.

Safeguarding:

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Appendix 2: Evidencing against Gatsby Benchmarks

Gatsby 1: A stable careers programme

- The Coopers' Company and Coborn School has a stable, structured careers programme which is embedded in the curriculum and is known and understood by students, parents, and governors. It has the explicit backing of the senior leadership team and has an appropriately trained person responsible for it.
- Has a designated careers leader who has been appointed since 2005. There is SLT link who oversees careers for 11 – 18 students - a Deputy Head teacher who has worked with the Head of Careers for a decade.
- A careers programme which meets the needs of ALL students. A stable and structured careers programme has been developed with a thematic approach for each of the year groups. This is as follows:
 - Year 8: Exploration of various careers linked with subject options
 - Year 9: Careers pathways linked with subject options. Launch post 14 provision
 - Year 10: The world of work – work experience. Launch post 16 and 18 provisions
 - Year 11: Further explore Post 16 and 18 choices and provision
 - Year 12 and 13: this provision focuses on universities and academic opportunities, Employment, career opportunities and UCAS support

The Prospects Advisor acts as a critical friend and helps with the ongoing development of a programme that has an impact on students.

- Parents are aware of careers information through the school's information evenings, Parents' Evenings and website
 - Year 9, 10, 11, 12 13 Information evenings that provides career information and Post 16 provision
 - Parents and students have the opportunity to gain further advice on the Kudos forum from the career's advisor and career lead.
 - Dedicated 'Beyond 14', 'Beyond 16' and 'Beyond 18' programmes
- Access to careers information
 - The PSHE programme for all years meets the statutory and non-statutory objectives as laid out from the government. 'Living in the wider world' one of 3 strands that explicitly addresses a careers education provision
 - Trips and Workshops for various years allows provides employer encounters from various industries. This is in partnership with out external partners such as Investment 2020, Fords, The Brokerage. Examples include: Stem opportunities with Ford, Medicine in Focus (Year 12), Network Rail workshop. , External partnerships that provide opportunities include Credit Suisse Inspire programme for girls. Skills days- opportunity to meeting various employers from different sectors
 - Assemblies – Year 8 – 13. At various points throughout the year that links to beyond 14, 16 and 18 pathways.
 - Opportunities to engage with online encounters and experiences

- A development plan for the careers programme
This sets out plan for each of the individual year groups and aims to fulfil guidance set by the career's statutory guidance and the Baker Clause January 2018

Gatsby 2: Learning from careers and labour market information

- School actively analyses its NEET/destinations data every year, both at Beyond 16 and Beyond 18 and analyses key trends and implications for future CIEAG. For example, we buy into the Gold UCAS package so we can analyse trends in our university destination data
- Students have a more rounded picture of opportunities available in the Labour market in year 7 – 11
- Use of Kudos and the school's website as references to good sources of information (years 7 – 13)
- Our provision incorporates LMI (Year11). In both year 10 and 11 students create and update personal Careers Profiles on Kudos, Personal Statements and CV.
- Access to future employers and independent, impartial career guidance from industry professionals.
- Guest speakers are invited to speak to students (all years) both in person and virtually. Also, on careers visits students get opportunities to discuss various aspects of LMI that allows access to the diverse pathways and job opportunities within any particular organisation.
- Use of Prospects for ongoing support regarding LMI
- Use of the school website that gives students links to various careers websites and platforms that provide up-to-date career and labour market information.
- Programme of two 'Beyond 18' days in Year 12 with employers speaking directly to students as part of a carousel
- Prospects one to one career interviews offer LMI

Gatsby 3: Addressing the needs of each student

- Data capture of Post 16/18 destinations is used to inform students of most suitable institutions to attend.
- All students in Key Stage 4 have a 1-2-1 Prospects interview, funded by the school, with the parent asked to attend
- Student needs constantly reviewed by 1-2-1's with Form Tutors
- All students in Year 9 and Year 11 are met with individually by a member of the school's SLT to provide 1-2-1 advice and support on next steps.
- Careers support, assemblies/parents' evenings in years 9 – 13 as well as options evenings in year 9 and 11. This includes information of post 16 choices, Kudos and apprenticeship information.
- Specialised 'Transitions Talk' at Careers Convention every year, led by Deputy Head
- Use of some programme providers – such as Investment 2020, Brokerage, BEP and Prospects link to provide opportunities for students which meet the needs of our student body.
- Partnership with Prospects, BEP and National Careers Enterprise (LEAN East Network) and Make Happen (NCOP)

- Year 10 and 12 work experience is addressed to students needs
- Head of Careers and Prospects Advisor attend all critical Parents' Evenings and transition points completing 1-2-1 intervention with students/parents
- Meet the Tutor Evening in year 12 – a specialised event to ensure triangulation on CEIAG between school, student and home
- Targeted support for SEND/vulnerable and disadvantaged students. Prospects mentoring programmes - Boost Plus year 10, 11, 12, 13, TTK year 11 (potential NEET), Make Happen (Uni Connect Programme) identified students 9 – 13 in target wards and encourages into progression onto HE courses and degree level apprenticeships.
- Support and resources for all backgrounds including gender and diversity groups. Social Mobility Foundation, The Brokerage, Women in industry, Rare, Sutton Trust and UNIQ

Gatsby 4: Linking curriculum learning to careers

- Guest speakers from STEM related subjects promote the value of STEM careers
- Virtual and in person trips to employers. Including Fords to engage girls in particular STEM work related and curriculum learning and Credit Suisse encouraging women in industry.
- Alumni are brought back in specific subject areas to promote – e.g. - Drama
- Curriculum subjects such as English and Science have delivered assemblies to highlight career opportunities and pathways linked to their subjects.
- Guest speakers from non-Stem subjects such as Drama and English ensure students are aware of how subjects link to future career options.
- Career Champions make explicit links between the academic curriculum they teach and future careers to students as appropriate to key stage and year in schemes of work
- Extensive school trips and visits programme these also include online encounters – links curriculum to real world and employability options

Gatsby 5: Encounters with employers and employees & Gatsby 6: Experience of workplaces

- Our partnership with BEP work experience and the PSHE programme ensures that students have at least one meaningful experience with an employer in KS4
- Work shadowing in Year 12 involving links with over 200 employers each year
- Workshops and trips such as Careers in Focus, Leadership in focus, Business in focus allow encounters with corporate companies for students to build a rich picture of the world (years 9 – 13)
- Visits to institutions and virtual access provide first-hand experience of encounters with employers and employees (years 10 – 13)
- Work with Prospects to tap into opportunities to encounter corporate employers and employees. For example, Year 10, 12 and 13 have had the opportunity to be mentored by Credit Suisse, Deutsche Bank etc
- Years 12 and 13 are supported to apply for high level apprenticeships for example at the Bank of England, EY, Deloitte, Ford and Commerzbank
- Some students seek further opportunities by working in the Easter or summer holidays. (year 10 – 13)

- Students are well prepared for their experiences of work through PSHE, assemblies and the majority of students also attend an interview with their employers before work experience
- A robust system ensure that all students have the opportunity to receive feedback from their employer (year 10) – teacher visit report

Gatsby 7: Encounters with further and higher education

- Year 11 parents transition evening provides meaningful engagement with post 16 providers
- Year 11 and 13 have a menu of materials to support and enrich their beyond 16 or 18 transition after study leave. Study tools kit (National Careers Service) and resources from a range of college and Further and Higher Education providers.
- Access to career platforms such as UCAS Hub and Kudos provides online resources covering post-16 applications, universities, apprenticeships and school leaver programmes (year 8 – 13)
- Close working relationship with UEA (University of East Anglia) and Queens College, Cambridge through key events and all parents given information on Student Finance in talk at the Careers Convention.
- Visits and virtual tours to various universities allows students further meaningful encounters
- The careers lead work with students from year 9 – 13 to prepare them for access to university and elite institutions. This is tailored learning programmes, visits to universities and through university lecturers and staff visiting the school. For example, all year 12 students visit UEL prior to making their UCAS application and the annual careers convention where year 9 to 13 parents and students are invited to attend.
- Specialised Oxbridge Advisor – meeting the needs of the most able students – relationship with link college – Wadham College
- NHS programme in place to support students
- Year 12 students have access to the EPQ which often links to their future pathways
- Year 12 students engage on MOOC's e.g. Future Learn. These on-line courses provide them with employability skills and ability to research future pathways

Gatsby 8: Personal Guidance

- Personal guidance to students is provided through:
 - A. Subject/Form teacher
 - B. External and internal partners
 - C. Visits and workshops
 - D. Head of Careers and Prospects Advisor
 - E. SLT
- 1-2-1's with Senior Leadership Team at Beyond 14, 16 and 18 stage
- Specialised Oxbridge Advisor – meeting the needs of the most able students – relationship with link college – Wadham College and Queens College
- Aspiring NHS programme in place to support students
- All students have opportunities for guidance with a career's advisor.
- One to one CEIAG (Years 10 –11)
- Apprenticeship workshop (Years 10 & 11)
- Mock Assessment/Interview Preparation afternoon (Year 13)
- Group CEIAG (Years 9 – 11)
- Year 9 and 11 options evening
- Year 12 and 13 access to Prospects Advisor
- Tailored Beyond 18 programmes for year 12 and 13
- Access to recommend online career resources and the school website provides students the opportunity and knowledge of post 16 applications, universities, apprenticeships and school leaver programmes
- Targeted support for SEND/vulnerable and disadvantaged students. Prospects mentoring programmes - Boost Plus year 10, 11, 12, 13, TTK year 11 (potential NEET), Make Happen (Uni Connect Programme) identified students 9 – 13 in target wards and encourages into progression onto HE courses and degree level apprenticeships.
- Support and resources for all backgrounds including gender and diversity groups including: The Social Mobility Foundation, The Brokerage, Women in industry, Rare, Sutton Trust and UNIQ
- Prospects advisor support on GCSE and A level results days
- Explicit transition materials for students in Year 11 and 13 after study leave

Appendix 3: Curriculum Map for CEIAG

Autumn Term

YEAR GROUP	CEG PLANNED ACTIVITY	PUPIL/PARENT OUTCOME
Year 10	Individual interviews with Prospects adviser.	Action plan and information for use with option choices.
Year 10	Work experience launch, university and Apprenticeships talk and career carousel.	Identify type of placement they are seeking with help of career professionals. Advice from University and apprenticeships experts.
Year 10	Parents' information evening for work experience.	Informing parents of the requirements and benefits of work experience
Year 11	Parent transition evening	Informing parents of academic and apprenticeship pathways – outside speakers used as well
Year 11	Student individual interviews with SLT 'Beyond 16'	Action plan looked at and information for use with choices at 16+
Year 11	Destinations data and NEET data from Year 11 analysed and programme for the following year modified based on analysis of this information	Stronger programme put in place in response to accurate school data
Year 11	Work Experience De-brief	Student identifies the skills they secured during work experience and can start to think about post 16 choices
Year 11	Advertising open evenings and taster courses/days for alternative 6 th forms/colleges and representatives from local providers presenting in assembly	Widening students' knowledge of other educational providers and academic/apprenticeship pathways

Year 10/11	University Ideas Generator booklet given to each student	To help them identify if they are considering the right post 16 qualifications for their degree of choice post 18
Year 11	CCCS options evening for sixth form	Knowledge of A levels courses available
Year 12/13	Parent Information Evening	UCAS and Career Paths explored and explained by staff and external speakers
Year 12	Aspiring NHS Careers programme launch	Knowledge and advice on applying to medicine and other allied healthcare professions
Years 12/13	Use of Careers resources for future research and to aid completion of UCAS form.	Knowledge of courses available for UCAS
Year 12	Organise interviews with Prospects adviser if requested.	Action plan for choices at 18+
Year 12	Initial 1 – 1 mentoring session with new form tutor	Student indicates initial beyond 18 pathways
Year 13	Mock assessment afternoon for the aspiring job seekers	Students to get an idea of what it will be like to take part in this process when they apply for role therefore giving
Year 13	Mock MMI day for the medics that have applied	Student get an idea of what it will be like if they get to this stage of their medical application
Year 13	Oxbridge Interview Preparation	Student go through mock interview process with staff and experts from outside the school
Year 12/13	Destinations data and NEET data from Year 13 analysed and programme for the following year modified based on analysis of this information	Stronger programme put in place in response to accurate school data
Years 9 - 13	Careers Convention. November each year	Information gathered on career options for both students and parents. As part of this all parents are invited to a Student Finance Talk led by UEA and there is also a 'Transitions Talk, by Deputy Head.

Spring Term

Year 7	Log onto Kudos and create account	Understand themselves and find out about Careers and world of work
Year 8	Log onto Kudos and create account	Understand themselves and find out about Careers and world of work
Year 9	Options Evening and subsequent Parents' Evening for GCSE choices	Knowledge of GCSE options to aid decision making.
Year 9	Student individual interviews with SLT	Action plan looked at and information for use with GCSE choices at 14+
Year 10	Careers software used to identify key strengths and different careers options. CV construction and cover letter	To understand employer expectation and the roles available.
Year 10 /11	BTEC Surgery for parents and students	To understand alternative academic pathways
Year 10/11	Apprenticeship Workshop	Knowledge of the job market and options available
Year 11	University Taster days	Knowledge of courses and content
Year 12	Beyond 18 Day (1) for students and evening for parents	Knowledge of requirements for UCAS and the workplace UEA in attendance
Year 12	Taster days at University	Knowledge of courses and their content

Year 12	Launch of Sutton Trust and UNIQ programmes	The programmes champion social mobility to support students that are looking to apply to university.
Year 13	<p>Interviews with Prospects Adviser if requested</p> <p>Job seekers workshops with Head of Careers and Employer</p> <p>Collect CVs from students not going to University, inform those students of any vacancies that may occur</p> <p>Arrange interviews for job vacancies</p> <p>Representatives from Industry & Commerce invited into school to advertise/advise on training opportunities; e.g. AON, KPMG, PWC & E & Y.</p>	<p>Knowledge of job application process, interview techniques etc.</p> <p>Pupils informed of any vacancies</p> <p>Attending suitable interview</p> <p>Knowledge of vacancies with training prospects.</p>
Year 9	Beyond Year 9 Parent Information evening	

Summer Term

Year 10	Completion of work experience placements and interviews Work experience completed at the end of summer term	Suitable placement obtained and experience gained.
Year 10	College Taster sessions at local providers	Knowledge of courses available and apprenticeships
Year 12	Careers resources available for research – Heap guide Beyond 18 Day (2) and UCAS Convention. Complete one-week work experience Meet the Tutor Evening	Informed choices made for 18+ Completes triangulation between school-student-parent
Year 11	6 th Form Induction	Academic materials to support transition to year 12
Year 12	Part II -Aspiring NHS Careers programme	Knowledge and advice on applying to medicine
Year 12	Launch of MOOC's including Future Learn and Eton X	On-line courses to provide employability skills and more enhanced subject knowledge
Year 13	Careers resources available for research into University courses Making available any information on job vacancies that invariably come in to school for those not going to University.	Alternative courses considered for UCAS application. Secure suitable job.
Year 11 and 13	Transition Tasks	A menu of materials to support and enrich beyond 16 or 18 transition after study leave. Study tools kit (National Careers Service), resources from a range of college and HE providers.

Appendix 4: Strategic Development Plan for CEIAG 2021 - 2023

Specific Action	Impact	Resources and Cost	Monitoring method/Evaluation
1. Complete Compass Evaluation tool	<ul style="list-style-type: none"> Identify strengths and weaknesses of careers provision 	SKG and Compass website	<ul style="list-style-type: none"> Discuss outcome with National careers enterprise co-ordinator
2. Maintain and continually update CEIAG within PSHE programme by working with the PSHE Co-ordinator to integrate and embed careers within the PSHE programme	<ul style="list-style-type: none"> Meet school curriculum aims by promoting development and preparing for opportunities, responsibilities and experiences of life. Crucial to support KS3/4 and Post 16 options To provide structured, accessible and high quality CEIAG for all 11 – 18s 	SKG/RBE/AWO	<ul style="list-style-type: none"> Student /staff feedback Parent feedback Involvement in PSHE meetings PSHE programme audit
3. Promote use of Kudos across all years	To enable students and parents to be aware of career and HE pathways. Be aware of qualifications and the skills required for successful outcomes.	SKG /HOY/AWO and Asst Heads	<ul style="list-style-type: none"> Questionnaire Student voice
4. Create Career Champions	<ul style="list-style-type: none"> To enable students to be more aware of links with subjects and career paths via the curriculum 	SKG/RBE/teaching staff	<ul style="list-style-type: none"> Student and Teacher feedback
5. Implement more structured CEIAG within years 7 and 8	<ul style="list-style-type: none"> To enable students to be more aware of subject and career exploration and the links 	SKG/HOY/Asst Head	<ul style="list-style-type: none"> Student feedback