



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

This policy needs to be read in conjunction with each school's curriculum policy/offer and Work Related learning policy and accreditation offer which have been approved by the Local Governing Body; consideration also needs to be taken of the SPT Access to training providers' policy, pupil progress policy and equal opportunities policy.

Overall Aims:

The aim of the Careers Programme offered within our Special Partnership Trust is to provide students and their families with the information/opportunities they require to enable them to make informed decisions about their future learning and career; this aspect is a fundamental component of the EHCP/Annual Review process where 'next steps' are identified as students approach adulthood (from Year 9 onwards). We acknowledge that our students may well need help to make choices and manage transitions in a rapidly changing world identifying where support is required in consideration of their learning needs; as a consequence our students will be provided to help prepare them well for their next steps/stage identified.

The importance of Careers Education and Guidance (CEG) has never been greater due to significant and ongoing changes in education, training and employment opportunities; it is acknowledged that all young people face an increasingly complex and challenging employment landscape with youth unemployment and underemployment at high levels, this is particularly so in relation to our schools population.

We acknowledge that research indicates that high quality careers education, information, advice and guidance (IAG) can help increase social mobility; we additionally acknowledge that we need to ensure the high quality IAG we offer holds/secures meaning for our students and that of their families and helps meet their aspirations in relation to their future.

In the foreword of the 2017 DFE document "Careers Strategy: making the most of everyone's skills and talents," the Rt Hon Anne Milton, the Minister of State for Apprenticeships and Skills and Minister for Women states "Our careers provision must be world class to help people understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future." In accordance to this important statement we strive to achieve outstanding provision leading to outstanding outcomes which secures effective/ differentiated use of accreditation for all of our students which develops their Work Related Learning skills, and their developing knowledge/ understanding of the work place.

Qualifications offered will be identified via our accreditation pathways which provide equality of opportunity in modules/qualifications pursued which ensure all qualifications studied hold meaning/worth for all students – i.e. – qualifications endorse/verify students developing skills, knowledge and understanding providing an informed platform for next steps which will be pursued. Where relevant, students will study subjects which lead to GCSEs and functional skills areas AQA; most students will study qualifications which enable them to work within an informed pathway to lead to a diploma which will continue to be pursued in their next setting – e.g. – FE colleges.

When students leave our school they will be equipped with a 'Passport to continued success' (L2L) or an 'Employability passport'/portfolio (R2L) which summarises their achievements to date within all accreditation studied/awarded; it will additionally provide information which relates to their aspirations and interests and personal safety which can include information relating to the world of work. **APPENDIX A.**

Careers programme/EHCP process:

Our school's Careers Programme consists of a range of activities that help students make choices that are right for them and will help them manage their future careers; this process is initiated in Key Stage 3 (Year 7) where students and their families are encouraged to attend training provider workshops/meetings (access to training providers policy) which begin to identify their strengths and areas of interest (aspirations). As previously stated, students Annual Review meetings will help all students and their families to review their achievements, and begin to plan for their future via the 'My Views' documentation provided by the Local Authority. All such documentation will be discussed with parents at the review to begin the process of making decisions which will be required as our students begin to prepare for life beyond our schools.

All students will be encouraged to make good use of the information and impartial guidance available in the school via these informed sessions; through such means they will learn about the changing nature of work, career choices and other relevant information which may well affect their decisions. It is acknowledged however, that this aim is not always appropriate for some students and is dependent upon their learning needs; as such staff who knows the students well can articulate their likes/dislikes and outline aspirations which hold/secure meaning; this aspect is a vital part of the review process.

Gatsby Foundation/benchmarks:

The **Good Career Guidance Report** identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision to secure that every young person will receive high-quality career guidance to make informed decisions about their future.

Within our schools we aim to achieve (where deemed appropriate) all eight Benchmarks recommended by the **Gatsby Foundation**, establishing (through a baseline) where each school is in relation to providing:

1. A stable careers plan
2. Learning from careers and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Through such means a baseline is produced which evaluates our careers provision enabling each school to draw up an improvement plan to address the identified areas for development; we recognise at this stage each school is a different starting points, the main aim is to work towards the achievement of each of the standard where these are deemed relevant – **APPENDIX B**.

We uphold the 2017 Careers Strategy target of schools offering at least one employer encounter every year, for each student by the end of March 2020. Our schools are committed to providing students with high quality encounters through a range of activities, including work experience where it is deemed appropriate to meet the learning needs of students and identified as having value in the experience undertaken*:

Pencalenick school	Work Related Learning Visits: Years 7, 8, 9, 10 and 11 Work Experience: Years 10 and 11
Curnow School	Work Experience*

	Years 12, 13 and 14
Doubletrees School	Work Experience* Years 12, 13 and 14
Nancealverne School	Work Experience* Years 12, 13 and 14

Key Stage 4:

Within our SLD/PMLD provision students within Key Stage 4 (Years 10 and 11) will undertake work related learning visits as part of their school offer (where this is deemed appropriate*):

Pencalenick school	Work Related Learning Visits and Experience: Years 10 and 11
Curnow School	Work Related Learning Visits* Years 10 and 11
Doubletrees School	Work Related Learning Visits* Years 10 and 11
Nancealverne School	Work Related Learning Visits* Years 10 and 11

Work Related Learning visits:

When students undertake WRL visits our schools look creatively to determine the purpose to ensure we are able to continue to:

- address students 'skills for life'(shopping/ supermarket, visit bakery, library visits discussing the jobs people undertake who work there)
- address the development of functional skills generalising skills across wider settings/lesser known environments/people
- develop social skills across wider settings

We additionally aim to:

- identify any deficit in skills to ensure these are addressed in an informed way
- widen employers understanding of our students and what they are able to offer in the work place
- Raise both students and parents aspiration
- Strengthen our school community

Careers Fair:

Our schools will hold a Careers Fair at the start of each academic year where post school (16/19) providers will attend.

Through the establishment of our 'access to training providers' policy each school will additionally hold information sessions via school assemblies/after school events for our students and their families identified via a rolling programme designed by each school to ensure the content/purpose of each session holds meaning/relevance. To secure effectiveness of this initiative each school will seek the views of students/parents/carers on the sessions attended; using these summaries we will evaluate the

effectiveness of such sessions comparing data across the schools reporting this to the LGB/Trustees annually **APPENDIX C.**

Transition Evening:

Our schools will hold a Transition evening each spring term; the aim of this session is to provide our parents/students with the information required to assist any future college placement; feedback on this event will be collected to determine if this meets its overall aim.

Enterprise Advisor Network:

Each of our schools is a member of the Enterprise Adviser Network and benefits from the support of Enterprise Advisers; working collaboratively with the school they aim to provide strategic and delivery support to the Careers Coordinator and the Senior Leadership Team of each of our schools. Part of their roles and responsibilities will be to link education and business; through planned meetings over the academic year each school will determine actions to develop this aim, it will be the responsibility of the careers co-ordinator to ensure relevance of such plans and identify impact of them to secure success.

The Careers co-ordinator in this school is:	Andy Wadsworth
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Commitment:

The Trustees, Local Governing bodies and staff within Key Stages 3, 4 and Post 16 are committed to providing a planned programme of Careers and Employability activities for all students in our schools (where this is deemed appropriate/dependent upon the learning needs of our students) working in partnership with our wider school community and with an extensive range of local business contacts (as identified via our Work Related Learning programme). Our programme is designed to promote equality of opportunity; through working collaboratively with parents/carers as outlined within EHCP Annual Review meetings and though our work in eliciting the views of our students, we envisage no student will be disadvantaged in gaining access to careers education, training or work identified through an agreed approach which adds value to our Careers Education offer.

Our fundamental aim is that when students leave our schools they will have received the appropriate and relevant information to enable them to progress to an informed opportunity in further or higher education, training or employment.

The Careers co-ordinator will:

- Have responsibility for Work Related Learning within our school organising work related learning visits (Years 7 – 11/14) and Work Experiences (Years KS4 – Post 16)
- Have responsibility for the WRL curriculum and associated modules of work identified via our Long Term Planning documents ensuring all modules hold meaning and provide students with challenging targets which secure progress over time
- Work collaboratively with teachers across the school (Key stage 3/4/Post 16) to record all information required to inform ‘Passport to continued success’/‘Employability passports’/portfolios for each student as they leave the school
- Work collaboratively with the Enterprise Advisor network in linking education to local businesses securing relevance in all links identified
- Ensure all accreditation pursued/awarded holds true meaning for each student which builds upon their skills, knowledge and understanding as outlined within our curriculum offer

- Update the Gatsby benchmarks in relation to the identified action plan of the school, meeting all time frames identified within it to secure informed delivery/development of these
- Advise the Executive Head Teacher (EHT), Senior Leadership Team (SLT), Local Governing Body (LGB) and staff within the school (Key Stages 3, 4 and Post 16 of any developments necessary to secure compliance of this policy and associated content
- Publish on the schools web site the 'Access to training providers' policy and associated rolling programme of work
- Collate the views of parents/carers/students identified following training providers presentations providing a report to the Head Teacher (HT) and LGB of the school
- Seek the views of the staff to ensure our careers offer remains relevant
- Monitor the effectiveness (impact) of the Careers policy and document upon all cohorts of students within the school identifying if this policy meets its fundamental aims (destination data)
- Identify training providers, work related learning providers and college providers to attend the annual careers fair, assemblies organised etc
- Be responsible for updates required in their own training/that of others
- Lead staff/LGB meetings when required
- Be responsible for this policy and any subsequent update of it in relation to national/local advice and guidance
- Ensure the schools web site remains compliant within the publication of policy/school offer (bi-annually)

Staff will be responsible for:

- Seeking/identifying the views of our students (My views/aspirations) to inform EHCP meetings
- Identify next steps in relation to Post school options/approaching adulthood outcomes (from Year 9 onwards) at students EHCP meetings
- Ensure all students attend the annual career fair arranged at the school seeking their views on the relevance of content passing this information back to the Careers co-ordinator to inform future provision
- Pursue any accreditation identified for each student in accordance to our accreditation policy and associated principles
- Bring to the attention of the careers coordinator any issues which may impact upon our school offer

Strategic management:

The strategic management of Careers education, information and guidance is the responsibility of the EHT who will work alongside the careers co-ordinators of each school in securing outstanding outcomes; it is the responsibility of each careers co-ordinator to bring any issues/associated developments needed to the attention of the EHT. Through planned meetings, the EHT/careers co-ordinators will address any such developments required.

Operational delivery of careers:

The operational delivery of Careers education is identified via the 'access to training providers' policy and associated offer and the success of the Work Related Learning curriculum. Through school self-evaluation each school via the careers co-ordinators feedback, will identify the success of agreed action plans and the impact of these upon our learners. Through such means we will be able to demonstrate

informed self-evaluation; the SPT is aspirational in securing outstanding judgements found within the Leadership and Management section of the Ofsted framework.

Work experience:

All work experience will be supported by a robust risk assessment and any identified additional control measures which have been designed by the careers co-ordinator; these will be signed off by the Head Teacher. Work experience and the opportunity this affords will be addressed via our Long Term Planning and supporting modules of work using the achievement continuum outcomes identified within our WRL curriculum/school offer.

The school will secure compliance within such risk assessments by working collaboratively with Cornwall Education Business Partnership to ensure all providers identified meet the requirements outlined by them if/when needed which is determined by the work experience setting/level of supervision.

Careers South West:

Each school has the support of Careers South West; personnel attached to the school attend the final EHCP meetings where final post school options are discussed. Using the advice and guidance received parents and students are able to further make informed choices such advice and guidance will relate to FE colleges, training providers, transport etc.

Destination data:

It is the responsibility of the Year 11/Year 14 teacher to work with the Careers coordinator/Careers South West to summarise the destination of each of our students as they leave the school (destination data); this data will be published upon the schools web site to secure requirements within the DfE framework. The publication of this data will be scrutinised by the LGB each year to ensure student's views/aspirations are upheld and the school has prepared them well for their next stage.

Resources:

Students have access to a wide range of resources which are identified via our WRL scheme of work; it is the responsibility of the careers coordinator to ensure such resources are identified/ available before modules of work are addressed – e.g. – appropriate clothing to support WRL visits.

Students will be encouraged (where appropriate) to use the internet to find out further information in relation to their potential careers choice; staff will always consider our on-line safety policy when students access the internet.

Students will be provided with information from local FE colleges in relation to post school options; students will have the opportunity to visit/experience college via structured links before their college placement commences.

The school web-site will provide links to a number of different careers web-sites, articles and advice for students, parents and employers advertising any external events if these are deemed relevant to our school population.

The school will work closely with a wide range of organisations, including: the Cornwall and Isles of Scilly Enterprise Adviser Network, the Cornwall Education and Business Partnership, Careers South West, and any other providers who are deemed relevant in supporting the career pathways of our students to ensure we provide a comprehensive careers programme.

Guidance:

All guidance aims to be impartial, confidential, responsive to students' needs and based on the principle of equality.

CEIAG responsibilities:

- The Careers Coordinator will attend/receive any training which enables them to fulfil their roles and responsibilities.
- CEIAG is bought into the school through the implementation of our 'access to training providers' policy

Whole School Approach:

- A key principle of provision at our school is that all subject areas can contribute to careers education, information and guidance – e.g. – art/craft/pottery
- We acknowledge it is the responsibility of each teacher within our school to seek out pupil's views, interests and aspirations and respond to these accordingly – e.g. – making a scrap book to support such interests/ensure a display acknowledges their interests – e.g. – working on a farm
- Teachers are able to invite organisations into the school to further inform students aspirations – e.g. – RSPCA officers/caring for animals
- Teachers within KS4/Post 16 will have the responsibility of working alongside the Careers coordinator to record the information necessary for each students post school provider (FE colleges/employment) using this information to inform the 'Passport to continued success'/'Employability passport'/portfolio
- Promote the acquisition of literacy/numeracy/functional skills across all lessons to secure progress in core areas of learning
- If/as appropriate subject teachers can help students grasp how subject skills and knowledge are relevant to particular careers – e.g. – design technology/work of a chef
- If/as appropriate subject teachers will look for opportunities to invite employers and employees into their lessons and/or to visit local businesses and organisations working in accordance to our visitors policy and associated risk assessments
- All staff will respond to any careers-related queries that they may receive from students and their families and know how to obtain more specialist advice when it is required liaising with the careers coordinator for further advice and guidance if/as necessary

Training:

- The careers coordinator will identify staff training needs and ensure training is offered to all relevant staff as opportunities arise
- The Careers Co-ordinator/Work Experience Co-ordinator will discuss the attendance at conferences, careers fairs and seminars with the CPD coordinator to ensure their continuing

professional development particularly when this is deemed appropriate to the cohort of learners within our school

Monitoring, review & evaluation:

This policy and the associated review of it/our school offer will be the responsibility of the HT, Careers co-ordinator and the LGB of this school.

Feedback in regards to this this policy/school offer is welcomed from all members of our school community including external agencies who assist in the provision of outstanding practice, CEIAG offer.

Key Stage 3, 4 and 5 - Student Entitlement Statements:

Along with students, staff and parents will also be provided with careers support and guidance information. The school will engage with role models from local business, FE providers, work experience providers, training providers and our Enterprise Adviser and their network to provide opportunities for all students in all year groups; ideas for consideration will include:

Year 7	Careers support and guidance information
	<ul style="list-style-type: none"> • Identifying my strengths and interests • Exploring the 'World or Work' • Meeting business people in assemblies and in curriculum time

Year 8	Careers support and guidance information
	<ul style="list-style-type: none"> • Learning more about my strengths and interests • Matching my interest areas to suitable careers • Learning about the different routes I can take within my school • Meeting business people in assemblies and in curriculum time • Meeting alumni and understanding their jobs

Year 9	Careers support and guidance information
	<ul style="list-style-type: none"> • Finding out about when I will need to make decisions about my future which begin to be identified via the EHCP process (preparing for adulthood) • Transitions and Choices Evening • Having the opportunity to attend a careers fair to chat to business people and colleges about the options available to me in the future • Meeting business people in assemblies and during curriculum time • Using the careers resources available to help me with my choices • Understanding the importance of developing my employability skills

	<ul style="list-style-type: none"> • Developing decision-making skills
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Year 10	Careers support and guidance information
	<ul style="list-style-type: none"> • Attending special assemblies and parents' meetings to help me to choose the right pathways • Using the careers resources in more detail to explore career areas • Guidance and support to find a work experience placement • Learning more about the working environment, employment opportunities and to learn about the local labour market • Opportunities to develop my entrepreneurial skills • Exploring a number of different professions by linking/finding out about local business people • Exploring a number of different routes including apprenticeships, further and higher education access to higher education information • Learning about my personal finance – what I need to know now and what I will need to know in the future • Using the careers resources available to help me with my choices • Taking part in Further Education taster days • Contribute to my portfolio/employability passport information regarding my future • Having the opportunity to attend a Careers Fair to listen and talk to business people and colleges about the options available to me in the future • Undertake work experience/work visits linked to student aspirations/learning pathway

Year 11	Careers support and guidance information
	<ul style="list-style-type: none"> • Attending Careers and Apprenticeship Fairs • Sampling courses/visits to help me to make my choices for the forthcoming year • Make transition visits to Post 16 providers • Mock interviews - Learning about good interview technique and appropriate preparation where appropriate • Attend open days at local colleges and FE providers • Using the careers resources available to help me with my choices which may include links with Careers South West

	<ul style="list-style-type: none">• Continue to contribute to my portfolio/employability passport information regarding my future• Undertake work experience/work visits linked to student aspirations/learning pathway• Continued opportunities to develop my entrepreneurial skills• Continue to develop my CV/passport• Working closely with my teacher support to help me to make an informed choice for my 'next step'• Mock/actual interviews/meetings with employers if/as appropriate• Recognising how to make a good application to FE/employment• Have regular access to FE providers to include an informed transition using the careers resources available to help me with my choices• Meeting business people to discuss jobs and skills required• Continued opportunities to develop my entrepreneurial skills
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APPENDIX B:



Gatsby Audit (DATE: 29.05.18)

*These results show how our answers compare to the 8 Gatsby Benchmarks; they will enable us to identify strengths and areas for improvement. Areas identified * will be developed via an action plan published at the end of this document **when the areas are deemed relevant** for the cohort of students within Curnow school. Action plan published at the end of this document.*

Benchmark 1: STATUS – 52%	YES/NO/NA
1: A stable careers programme* <i>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers: Your whole-school careers programme:</i>	See below
• Is written down	Yes
• Is approved by the board of governors	Yes
• Has the explicit backing of senior leadership	Yes
• Has resources allocated to it	Yes
• Has systematic monitoring in place	Yes
• Has both strategic and operational elements	Yes
• Is published on your school's website	Yes
Is on the school's website with information aimed specifically at:	
• Students	Yes
• Teachers	Yes
• Employers	Yes
• Parents/Carers	Yes
• Is evaluated for effectiveness at least every 3 years	Yes
Is evaluated using systematic feedback from:	
• Students	Yes
• Teachers	Yes
• Employers	No
• Parents/Carers	Yes
• Has an identified lead individual with strategic responsibility for overseeing the programme	Yes
Commentary/development required:	

Benchmark 2: STATUS – 100%	YES/NO/NA
2: Learning from career & labour market information: All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information	See below
<ul style="list-style-type: none"> Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions 	Yes
<ul style="list-style-type: none"> Encourages parents and carers to use career path and labour market information to aid the support given to their children 	Yes
Commentary/development required:	

Benchmark 3: STATUS – 28%	YES/NO/NA
3: Addressing the needs of each pupil: Every pupil, and their parents, should have access to personalised guidance to ensure they know all the career paths and helpful information open to them	See below
Provides a careers programme that:	No
<ul style="list-style-type: none"> Raises aspirations of all students 	No
<ul style="list-style-type: none"> Challenges stereotypical thinking (In terms of gender etc) 	No
<ul style="list-style-type: none"> Keeps systematic records on each pupils' experiences of career and enterprise activity 	No
<ul style="list-style-type: none"> Enables pupils to access accurate record about their careers and enterprise experiences 	No
<ul style="list-style-type: none"> Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school 	No
<ul style="list-style-type: none"> Shares above mentioned data with the local authority 	Yes
<ul style="list-style-type: none"> Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students 	Yes
Commentary/development required: <i>All points above in progress and due to commence in September 2018 and January 2019</i>	

Benchmark 4: STATUS – 25%	YES/NO/NA
4: Linking curriculum learning to careers: Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths; All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:	See below
<ul style="list-style-type: none"> English lessons 	No
<ul style="list-style-type: none"> Maths lessons 	No
<ul style="list-style-type: none"> Science lessons 	No
<ul style="list-style-type: none"> PSHE lessons 	Yes

Commentary/development required: *All points above in progress and due to commence in September 2018*

Benchmark 5: STATUS – 0%	YES/NO/NA
5: Encounters with employers & employees: All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them	See below
All/the overwhelming majority of pupils:	
<ul style="list-style-type: none"> Have at least one meaningful encounter with an employer every year they are at your school 	No
Commentary/development required: <i>Point above in progress and due to commence in September 2018</i>	

Benchmark 6: STATUS – 100%	YES/NO/NA
6: Experiences of workplaces: It's important for pupils to experience the workplace environment to understand the context in which they could one day be working	See below:
All/the overwhelming majority of pupils:	
<ul style="list-style-type: none"> Have had a meaningful experience of a workplace by the end of year 11 	Yes
Commentary/development required: NA	

Benchmark 7: STATUS – 50%	YES/NO/NA
7: Encounters with further and higher education*	
By they leave school all/the overwhelming majority of pupils:	See below
<ul style="list-style-type: none"> Have had meaningful encounters with sixth form colleges 	Yes
<ul style="list-style-type: none"> Have been provided with information about the full range of apprenticeships, including higher level apprenticeship 	Yes
<ul style="list-style-type: none"> Have had meaningful encounters with general further education colleges 	Yes
<ul style="list-style-type: none"> Have had meaningful encounters with independent training providers 	No
<ul style="list-style-type: none"> Have had meaningful encounters with universities 	NA
<ul style="list-style-type: none"> Have had at least two meaningful visits to universities to meet staff and students 	NA
Commentary/development required: <i>Point above in progress with aim of initiating within 2018-19 academic year</i>	

Benchmark 8: STATUS – 100%	YES/NO/NA
8: Personal guidance: Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.	See below
<ul style="list-style-type: none"> Have had an interview with a professional and impartial careers adviser by the end of year 11 	Yes

Commentary/development required: NA



The Special Partnership Trust - School Improvement Plan – Pencalenick School - 2018 – 2019

Key Priority : Effectiveness of Leadership & Management – Careers Education, Information, Advice and Guidance - Development of Gatsby Standards identified via audit undertaken academic year 2017 – 2018

Pencalenick School Lead: Andy Wadsworth

Actions	Key Performance Measures	Date	£	Lead	RAG	Impact/Outcomes
What we will do in order to achieve our overall objective?	How we will know if what we are doing is successful; specific sentence that identifies if the action has been completed.	Achieve by date	What cost?	Who?		The effects the action had /what follows because of the action?
Benchmark 3: <ul style="list-style-type: none"> • Raise aspirations of all students – overtly embed careers learning in KS3 PSHE, KS4 Life Skills and KS4 Enterprise programmes of study. • Challenges stereotypical thinking (In terms of gender etc) – ensure the careers programme provides opportunities for pupils to understand the diversity of careers open to all gender identities. 	The careers programme: <ul style="list-style-type: none"> • Raises aspirations of all students; evident in pupils emerging career aspirations; determined through learning outcomes and pupil surveys • Challenges stereotypical thinking (In terms of gender etc); evident in pupils emerging career aspirations; determined 	September 2018	Writing time	AW		New and existing careers and enterprise learning is increasingly recognised and formalised and a discrete careers education programme is embedded within

<ul style="list-style-type: none"> Keeps systematic records on each pupils' experiences of career and enterprise activity – recognise and create recording opportunities linked to programmes of study and accurately record individual pupil data electronically. Enables pupils to access accurate record about their careers and enterprise experiences – add the record pupils' experiences of career and enterprise learning (above) to their KS4 Transition folder. Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school – gain GDPR compliant parental permission to request/access information on college/employment/vocational data, store that electronically and share aspects of that on the school website. 	<p>through learning outcomes and pupil surveys</p> <ul style="list-style-type: none"> There are systematic records on each pupils' experiences of career and enterprise activity Pupils can access accurate records about their careers and enterprise experiences The school collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school 	January 2019	Meeting time	AW & SLL (CSW)	<p>the PSHE, Life Skills and other appropriate whole-school curricula.</p> <p>Systemised record keeping and data handling informs careers programmes of study and whole school curricular developments.</p>
<p>Benchmark 4:</p> <p>All/the overwhelming majority of students by the time they leave</p>	<ul style="list-style-type: none"> All/the overwhelming majority of students, by the time they 	July 2019	Meeting time	AW & TLR's	New and existing careers and

<p>school, have meaningfully experienced career learning as part of:</p> <ul style="list-style-type: none"> • English lessons – identify existing and create new opportunities for careers learning in English lessons and ensure these learning opportunities are maximised. • Maths lessons – identify existing and create new opportunities for careers learning in maths lessons and ensure these learning opportunities are maximised. • Science lessons – identify existing and create new opportunities for careers learning in Science lessons and ensure these learning opportunities are maximised. 	<p>leave school, have meaningfully experienced career and enterprise learning as part of: English lessons, Maths lessons and Science lessons, linking curriculum to real-world career paths; evident in pupils learning outcomes and emerging career aspirations; determined through learning outcomes and pupil surveys</p>				<p>enterprise learning is increasingly recognised and formalised and is embedded within English, maths and Science curricula.</p>
<p>Benchmark 5:</p> <p>All/the overwhelming majority of pupils have at least one meaningful encounter with an employer every year they are at your school – identify existing and create new opportunities for pupils to meet with employers in each school year.</p>	<ul style="list-style-type: none"> • All pupils have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them; evident in pupils learning outcomes and emerging career aspirations; determined 	<p>July 2020</p>	<p>Time</p>	<p>AW RG and JC (Ent Advisors)</p>	<p>Opportunities for pupils to meet with employers and to experience work-places are increasingly recognised, formalised and created and these</p>

	through learning outcomes and pupil surveys					opportunities are embedded within the PSHE, Life Skills, Enterprise and appropriate whole-school curricula.
<p>Benchmark 7:</p> <p>By the time they leave school all/the overwhelming majority of pupils will have had meaningful encounters with independent training providers – research/source appropriate independent training providers, meet, establish ‘test’ pupil meetings and develop into a programme of appropriate provision.</p>	<ul style="list-style-type: none"> All pupils for whom it is appropriate, have had meaningful encounters with independent training providers by the time they leave school. 	July 2020	Meeting/networking time	AW (CSW)		Increasing opportunity for pupils have had meaningful encounters with independent training providers.

