

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE PLAN & RATIONALE

Written by: Mrs F Ackroyd, Careers Leader

Date: September 2021

Next Review: August 2022

Vision & Purpose

Shuttleworth College is committed to improving the life chances of our students by encouraging students to live our motto of 'Think Big, Chase Dreams, Succeed Together' and embody our values of Achievement, Community, Perseverance, Pride and Resilience. The Shuttleworth College Careers Plan meets the eight Gatsby Benchmarks and ensures that the CEIAG delivered to our pupils is appropriate, timely, progressive and helps them to achieve their ambitions. Our pupils' aspirations will be raised, our attainment will be high and our pupils will go on to appropriate Education, Employment or Training.

We work very closely with local employers and a range of education and training providers to deliver an individually tailored programme of CEIAG that helps with information finding, decision making, and has an emphasis on informed inclusion as well as working to break stereotypes regarding progressions routes.

Promoting a career development culture is an essential part of the mission and ethos of our school. Our Careers Education programme plays a major part in helping our students choose programmes that suit their interests, abilities and individual needs. Our robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

Shuttleworth College is also the lead school for Lancashire Careers Hub which strengthens the link between education and industry; particularly in respect of the identified growth sectors in the North West Region, raising awareness of opportunities in the current labour market and preparing our students of these career experiences. In addition, the Headteacher participates in the Careers & Enterprise Company's (CEC) Headteacher Advisory Group and the Local Enterprise Partnership (LEP) Skills Board. The Careers Leader is a Community of Practice Lead for the CEC and participates in their Careers Leader Advisory Group. Our CEIAG Plan is subject to at least annual review, ensuring that evaluation and improvement are cornerstones of the CEIAG programme at Shuttleworth College.

Responsibilities

The Shuttleworth College Careers Plan and Programme are guided by:

- The eight Gatsby Benchmarks for best practice in careers education¹
- Our statutory duties as listed in DfE guidance²
- The Ofsted School Inspection Framework (September 2021+) – Personal Development

| Statutory Duty | How Shuttleworth College complies: |
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| Every school should appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively. | Frances Ackroyd is the Careers Leader for Shuttleworth College. This is her sole role. She is qualified as a Careers Leader, to Level 6 in Careers Guidance & Development and has almost a decade of experience working in education (across schools, FE and HE). |
| Schools must name their Careers Leader and publish their contact details on the website. | This information is published clearly on the school website: https://www.shuttleworthcollege.org/curriculum/careers/ |
| Every school must publish details of their careers programme for young people and their parents. | This information is published clearly on the school website: https://www.shuttleworthcollege.org/curriculum/careers/ |
| Every school must ensure that students are provided with independent careers guidance from Year 8-13 (11). | All Year 11 students, plus students at risk of NEET and SEND (with EHCP) students have at least one annual appointment with a careers adviser qualified to Level 6. Students in other year groups are seen by an adviser by request or referral from other staff. |
| Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 (11) for the purpose of informing them about approved technical education qualifications or apprenticeships. | Shuttleworth College is committed to informing all students (Years 7-11) about the range of future education, training and employment options open to them. This information is provided in age-appropriate formats and is regularly reviewed. Staff CPD is in place to inform staff of changing options and to ensure impartiality from all. |
| Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. | The provider access policy is published clearly on the school website: https://www.shuttleworthcollege.org/curriculum/careers/ |
| Every school should be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with colleges, training providers and universities. | Shuttleworth College has fully met all eight Gatsby Benchmarks since June 2019. We are the lead school for Lancashire Careers Hub and promote the use of the framework to schools, colleges and employers in our region. |
| Schools should continue to track student destinations for three years post-KS4. Schools should work with their local authority as they collect and collate destinations data, and establish an effective data-sharing agreement. | Shuttleworth College has a robust destinations data procedure and the report on data (updated annually) is available clearly on the school website (section 8): https://www.shuttleworthcollege.org/curriculum/careers/ We collaborate with Lancashire County Council throughout the process of obtaining and sharing data. |

¹ <https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>

² Department for Education, *Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges*, (July 2021). <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Planning

The CEIAG programme is aligned to the Gatsby Benchmarks for best practice in careers education. The current programme is delivered through a combination of models including, but not limited to:

- Cross-curricular: through curriculum lessons, speakers and trips
- Co-curricular: including enrichment and extra-curricular activities
- Tutorial: through form-time activities in *Bloom*
- PSHE: links to PSHE content and through established Drop Down Days
- Collapsed timetable activity: where the timetable is suspended to concentrate on careers learning

The blended approach to delivery ensures that students do not miss out on the programme as it is embedded in multiple aspects of school life. The programme is supported by education and training providers, employers, alumni and others through activities including: assemblies, presentations, workplace visits, work shadowing, seminars, workshops, careers fairs, mock interviews, mentoring, small group and one-to-one impartial guidance.

All students can request a one-to-one IAG interview offering support and advice regarding post-16 options and enabling students to recognise their skills, qualities and interests in order that they are able to make well-informed and realistic decisions about their futures. At least one interview is held with every student in Year 11 to ensure that students are applying for an appropriate course of study and an action plan is agreed. Following GCSE results day, the progression of students is carefully monitored.³

A comprehensive, progressive careers education programme⁴ is in place to meet our strategic priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with SEND
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- as identified by the destinations data: increasing the number of female students and SEND students securing apprenticeships, decreasing the number of PP and SEND students with destinations unknown or NEET.

To achieve the priorities, we:

- ensure that the governing body and Senior Leadership Team is actively involved in shaping careers policy and strategy
- have a Careers Leader to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Pastoral Leaders) and specialist careers staff
- develop and maintain a careers programme for achieving current priorities including programme delivery, staff CPD, and monitoring and evaluating the strategy
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- work with outside agencies to deliver a programme of employer engagement for all students
- work with Alternative Provision providers to ensure all students are supported into post-16 education, employment or training

³ Additional document: **Procedure for Destination Data** – available from the Careers Leader

⁴ Additional document: **Five Year Programme** – available from the Careers Leader or www.shuttleworthcollege.org/curriculum/careers/

MEETING THE REQUIREMENTS OF THE GATSBY BENCHMARK FRAMEWORK

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it • The careers programme should be published on the school's website in a way that enables students, parents, school staff and employers to access and understand it • The programme should be regularly evaluated with feedback from students, parents, school staff and employers as part of the evaluation process • Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • A written programme, delivered in multiple ways across school, that is reviewed annually by the Careers Leader and approved by SLT and Governors • A whole-school approach to careers education • A link CEIAG Governor • The programme is progressive, building on previous learning • The Careers Leader is responsible solely for the programme and holds a Level 6 in Careers Guidance and Development and has completed Level 6 Careers Leader training • All stakeholders are asked for feedback at key points during the programme, including, but not limited to: students, parents, employers, enterprise adviser, enterprise co-ordinator, careers hub lead • Students have access to the full breadth of education providers, including technical options with enhanced provision at key decision-making points • Website provides accessible information for students, parents, employers and the community • Careers section in the library • Accessible, visible careers office and Careers Leader • Destination data reviewed as an evaluation tool for the programme • A full log of all careers activities on Compass+ | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • A solid foundation for the Shuttleworth College careers programme that supports the school's ethos and priorities • Students who are well-prepared for current and future decision making and lifelong career learning and development; they will have an improved understanding of the local LMI and world of work • A programme that is stable and consistent, with feedback used to improve each stage for students and their families • Fulfilment of all eight Gatsby Benchmarks (since June 2019) and compliance with all statutory duties • A diverse range of student destinations |
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GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information. • By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options. • During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • Students access quality local and national LMI in the context of the subject lessons and in specialist assemblies led by the Careers Leader • Students are directed to quality LMI resources to support their decision making. These are highlighted on the website and in written communication to students and parents. • Staff make links to the variety of future study and employment options and LMI in lessons. Group careers guidance is led by the Careers Leader and future study and training options are explained to parents at transition points. • Parents are encouraged to support their children as key decision points. | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Students use LMI to provide context to their decisions. This will help social mobility by connecting students to growth areas and will improve the range, level and aspirations seen in destination data. • Students make informed decisions because they understand all available future study and training options. • Students use their skills for lifelong career development and decision making • Staff knowledge of local LMI and education and training options is improved, including understanding changes to the world of work and training |
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| <ul style="list-style-type: none"> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children | <ul style="list-style-type: none"> Encounters with education & training providers and employers support LMI and career knowledge and understanding; LMI is heavily used to support students before employer encounters/workplace visits to provide context to the activity Staff CPD on LMI, recruitment and the changing world of work by the Careers Leader and Enterprise Adviser LMI is a focus of IAG appointments: action plans contain useful further links | |
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GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

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| <p>What good looks like:</p> <ul style="list-style-type: none"> Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. The records of advice given should be integrated with those given at the previous stage of the student's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. Schools should collect and maintain accurate data for each pupils on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school's careers provision and inform development and continuous improvement. | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> Linking the careers programme to the school ethos of 'Think Big, Chase Dreams, Succeed Together': raising aspirations Challenging stereotyping Promoting positive role models in staff members, inspirational figures, alumni and employers Year 10 aspirations survey is used as a benchmark for employability activities and Year 11 IAG support: raising aspirations, challenging ideas and planning interventions All IAG is delivered by a level 6-qualified practitioner: this includes all Year 11 students plus annual IAG for SEND students (with EHCP as part of their annual review), Hub students, and students at risk of NEET or disengagement. In addition, co-ordination with LCC for supplementary IAG for Looked-After Children. Action Plans are issued after each appointment and shared with relevant staff where appropriate. Bespoke education and employer visits, talks and experiences for those at risk of NEET; differentiated workplace visits for all students Year 9 GCSE options support with interviews. Detailed destination data procedure with engagement with local authority and providers Accurate student-level activity tracking via Compass+ | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> Raised aspirations, improvements in level and range of sustained destination data Students are fully supported through CEIAG decisions and are prepared for lifelong career decision-making; evaluation of Year 11 IAG provision indicates students feel more confident about their decisions. Destinations are appropriate and aspirational Intervention is timely and effective All students receive the support they need to make their best choice A focus on closing gaps among disadvantaged students |
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GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

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| <p>What good looks like:</p> <ul style="list-style-type: none"> All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> Careers learning in all subjects through speakers, visits, FE & HE enhancement, employer enhancement and workplace visits | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> Staff and students appreciate the links between subject learning, skills for employment and progression and the world of work Careers learning is a whole-school priority |
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| <p>should also reflect the important of maths and English as a key expectation from employers.</p> <ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. | <ul style="list-style-type: none"> • Cross-school use of CEIAG vocabulary to support literacy and oracy development • Curriculum Leaders in all faculties to create, embed, track and reflect on careers activities across all curriculum areas • STEM activities promoted and technology link programmes with employers • Every subject, including PSHE, have careers links, pathways, skills and LMI embedded across the curriculum • The use of LMI in all subjects to provide context to curriculum learning • Up-to-date, subject specific careers information is on display in all classrooms, highlighting skills, pathways and future careers. • Links to enrichment activity, Shuttleworth Shield and Duke of Edinburgh activity as skill development. <p><i>See full map of careers in the curriculum⁵</i></p> | <ul style="list-style-type: none"> • Students understand where their subjects could lead and the skills they develop; they can communicate these skills and aspirations and their engagement increases • Staff understand how careers learning can motivate and engage students and are more confident to embed careers learning in their curriculum • Students' aspirations are raised – they understand the value of qualifications, education and training • Students' cultural and social capital is raised by new opportunities |
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GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists. • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer • A meaningful encounter is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • Employers attend a range of events as speakers, visitors, exhibitors or curriculum enhancers • A particular focus at key decision points (in Year 8, pre-GCSE options; in Year 10, pre-post-16 options) to provide real-world context to education/training decisions • Year 10 employability focus is put into context • Curriculum enhanced by local employers and aspirational speakers • Support and promotion of apprenticeship routes • All visitors and speakers are asked to outline their own education/career pathway before their scheduled activity • Curriculum leaders tasked with improving and increasing employer encounters for all students | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Students begin to understand the huge range of employment options and career progression/development • Increased student and parental awareness of careers provision and different workplaces • Increased staff awareness of local LMI • Aspirations are raised; students are motivated to engage more with careers learning • Students have the confidence to have meaningful encounters • Students aspire to apprenticeships • Students sustain a wide range of destinations and go on to a range of careers, embracing lifelong learning and career development |
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GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • Workplace visits and work shadowing for all Year 10 students: these are linked to aspirations where possible • Year 8 students take part in workplace visits to local companies | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Increased student and parental awareness of the work of work, changes to industry and making informed decisions |
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⁵ Additional Document: *Careers in the Curriculum Map 2021-2022*

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| <ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time jobs they may have had. | <ul style="list-style-type: none"> • Curriculum enhanced by employers supporting curriculum activities • STEM enrichment includes workplace visits • Enterprise Adviser used to grow network of employers • Any visits are conducted with pre- and post-visit work, including preparation and the use of LMI to ensure the maximum understanding and impact if the visit | <ul style="list-style-type: none"> • Improved student and parental understanding of real-life labour market information, particularly in challenging stereotypes • Raised student aspirations • Reinforcement to students about the range of local and national opportunities and the importance of informed decisions • Employers are proud to support our careers programme • Students begin to build a network, see skills in action and context is provided to their decision making |
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GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace. • By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace. | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • Visits, talks and presentations by the full variety of local further education, higher education and training providers • Specialist apprenticeship and training talks delivered by ASK • Careers fairs with the full variety of providers • University talks and visits • Support work by Future U to encourage participation in higher education • Staff CPD on the changing landscape of education and training options after Year 11 and beyond, with focus on newer, technical options. • Curriculum enhancement by further and higher education providers • Drop-in and application support for Year 11 by local providers • Promotion of Year 11 enhancement programmes with FE providers • Communication with parents explaining the range of post-16 options and encouraging visits to providers in Year 11 | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Increased student and parental awareness of the full range of post-16 options and lifelong opportunities available: students are supported to make informed decisions. • Increased staff knowledge and understanding of the full range of post-16 and post-18 options, including the need to not promote one option over another. • Students access a range of destinations. • Students aspire to higher levels of education and training, and understand the value of lifelong learning. |
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GATSBY BENCHMARK 8: PERSONAL GUIDANCE

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| <p>What good looks like:</p> <ul style="list-style-type: none"> • Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external, provided they are trained to an appropriate level. • These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. | <p>At Shuttleworth College, this involves:</p> <ul style="list-style-type: none"> • The Careers Leader holds a Level 6 qualification in Careers Guidance & Development. Any additional advisers are qualified to Level 6. • All Year 11 students have at least one IAG appointment. Follow-up appointments and application sessions are also used. Action Plans are created in agreement with the student after each appointment. | <p>At Shuttleworth, the outcomes and impact are:</p> <ul style="list-style-type: none"> • All students have good quality guidance and a detailed Action Plan as tools to support their decision making • Disadvantaged students receive more formal guidance opportunities • The needs of all students are met • Students sustain destinations as they are supported through Year 11 in particular. They choose aspirational and appropriate pathways: their best choice. |
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- Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level 6 or above. The government recommends that schools source their providers of personal guidance from this register.

- Careers Leader follows up on all Action Plans and tracking of Intended Destinations prompts follow-ups if students need support.
- All SEND students with an EHCP have an annual IAG appointment around the same time as their annual SEND review. The Action Plans are shared with the SENDCo for inclusion in the review.
- All Hub students (at risk of NEET) have an annual IAG appointment. Action Plans are shared with the Head of Inclusion to inform individual plans.
- All staff can refer individual students for IAG at any point. Students and parents can request IAG at any point.
- Useful resources for guidance, such as the National Careers Service, are listed on the website and included in Action Plans.

- Students appreciate careers guidance as part of their lifelong career development
- Students can reflect on all career opportunities through their time at school and link experiences to their future plans.
- Students are supported to use LMI resources as part of their appointments and action plans.

TYPICAL ANNUAL CEIAG ACTIVITY PLAN BY YEAR GROUP

Please see the careers section of the school website for the careers programme for the 2021-22 academic year. Please note that in-person visits, external trips and other activities have been disrupted by the Covid-19 pandemic. We are working to ensure that Shuttleworth College students are not disadvantaged by the loss of typical opportunities.

| | Bloom | PSHE | Curriculum <i>All subjects have careers information embedded through curriculum</i> | Other |
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| Year 7 | Goals, Determination, Confidence, Skills, Work, What is CEIAG?, Stereotypes, Careers for Positive Change, Post-16 | Opportunities for external speakers: Health & wellbeing, faith, finance. | Author visit DT project with local employer | Transition |
| Year 8 | Goals, Skills, Work, Stereotypes, Careers for Positive Change, Post-16 options | Opportunities for external speakers: Health & wellbeing, democracy, safe behaviours. | Author visit World of work focus | Industry Visits Local LMI |
| Year 9 | Goals, Work, Government, Stereotypes, Skills, Post-16 options | Opportunities for external speakers: Health & wellbeing, Politics, public safety. | Chester Zoo | GCSE Options IAG Support |
| Year 10 | Goals, Work, Stereotypes, Skills, Post-16 options | | PE Testing with FE Chester Zoo, DT workplace visit | FE Tasters, HE visit, Employability week, Preparation for post-16 |
| Year 11 | Goals, Careers, Financial Wellbeing, Stereotypes, Transferable skills | | FE lecture HE enhancement | Post-16 options, IAG, LMI Careers Fair, Employability skills Application support, CV support Intended Destination Tracking |
| Alumni | Tracking students for 3 years in collaboration with Lancashire County Council | | | |
| Whole school | All external speakers are asked to share employment and career information when they visit and are speaking to pupil groups including: job title and role outline, qualifications, career paths. In particular, this is useful on PSHE drop-down-days and during assemblies. | | | |
| Staff | Staff CPD on CEIAG, LMI and updates. Website Development and evaluation ongoing. | | | |

SUPPORT FOR VULNERABLE STUDENTS We provide bespoke careers education provision for any student who needs it in the following ways:

| Provision | Liaison | Actions |
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| Hub | M Burns | <ul style="list-style-type: none"> • Y11 Hub students will be included in as much careers activity as the whole year group as possible <ul style="list-style-type: none"> ○ careers fair, provider presentations, supported action planning, support applications, extra apprenticeship application support • Y11 & Y10 IAG at least termly, Y7-9 annual IAG: Action Planning includes all current and planned interventions • Skills, CV, Mock Interview workshops for Y10&11, Small group FE tours • Engagement with EBP NW for supported work experience • Y10 access to Employability Week • Hub-specific careers display e.g. Hub GCSE subjects, progression form work experience opportunities, course details • Family Support Workers to support successful transition into post-16 |
| SEN | C Bowyer J Snaith | <ul style="list-style-type: none"> • Y11 SEN students will be included in as much careers activity as the whole year group as possible • Y11 IAG in line with full year group – additional IAG reviews if appropriate and on request of student/SEND team • Y10 IAG termly from HT3, Y7-9 annual IAG in line with annual SEND review • SEN planning to explicitly include careers in curriculum • Engage with SEN team at Burnley College and N&CC to discuss transition • Support for Y10 Employability Week |
| EAL | N Dyer A Harwood | <ul style="list-style-type: none"> • Engage with FE providers to provide taster opportunities for ESOL – BC and N&CC • Supported Y11 transition |
| Pastoral Leaders | All Pastoral leaders L Pennington | <ul style="list-style-type: none"> • Early intervention for those identified by PLs as needing support/direction • CPD on post-16 options / LMI; Involvement in / knowledge of planning for year group • Engage with mentoring services from UCLan / Future U • Post-exclusion: Meet with student after re-integration to draw up individual action plan – showing progression routes and other bespoke programming if necessary e.g. Small group tours of FE/ training providers |
| All | | <ul style="list-style-type: none"> • Careers Leader to continue to liaise with relevant staff to best support any vulnerable groups • CPD for staff on post-16 options, LMI, current developments • Parental engagement with students involved • Continue to develop deeper relationships with employers inc. prospective employers to provide longer-term support – utilise business networks • Utilise EBP NW to support individual work experience |
| External Alternate Provision | The Heights Blackburn The Heights Burnley Coal Clough Academy | <ul style="list-style-type: none"> • Share best practice and relevant information with external providers for benefit of student, including IAG action plans and reviews, all careers encounters and application/intended destination information • Develop programmes with FE/training providers where most appropriate |

ANNUAL REVIEW PROCESS Our plan, programme and processes are reviewed annually to ensure compliance and accuracy and develop best practice.

| Action / Personnel | Review Date | Next Review |
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| Strategic plan / <i>Careers Leader, SLT, Governors, Enterprise Co-ordinator, Enterprise Advisor</i> | September 2021 | July 2022 |
| Programme / <i>Careers Leader, SLT, Curriculum leaders</i> | Ongoing through 2021-22 | July 2022 |
| Provider Access Policy / <i>Careers Leader, Headteacher</i> | September 2021 | September 2022 |
| Website review / <i>Careers Leader</i> | September 2021 | September 2022 |
| Staff CPD review / <i>Careers Leader, SLT</i> | September 2021 | September 2022 |
| 'Support & Review' with Governors / <i>Careers Leader, Link CEIAG Governor</i> | November 2021 | November 2022 |
| Compass Review / <i>Careers Leader. Enterprise Co-ordinator</i> | December 2021 | March 2022, July 2022 |
| Stakeholder Evaluation / <i>Careers Leader & Students/ Staff/ Parents/Carers/ Employers</i> | Ongoing through 2021-22 | July 2022 |
| Destinations Data Procedure / <i>Careers Leader</i> | September 2021 | September 2022 |