



## **CIAG Policy**

**January 2023**

## **Careers Advice Policy**

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## **1. Aim**

Amberleigh Care is a centre of excellence for young males who have exhibited inappropriate or harmful sexual behaviours. We use researched and evidenced based practice models, underpinned by specialist trained staff, to deliver stable placements with best outcomes.

Our aim is to provide a safe place where young people can experience consistent and secure boundaries which support individual growth and achievement. Our therapeutic programme is multisystemic in nature, with care, education and therapy departments working collaboratively to support the individual treatment goals identified for each young person, with smooth and supported transitions through full care pathways.

## **2. Education**

The main aim for our on-site schools is to enable each young person to realise their potential, as we recognise that every young person is unique. Our commitment is to provide a personalised and inclusive learning programme where the focus is on developing knowledge and skills, that help young people progress along their learning pathways. All of our young people have individual needs; therefore we cater for educational, emotional and social development. The Education Health Care Plan (EHCP) or Person Centered Profiles (PCP) reflects the needs of each young person which are developed from a range of integrated educational assessments. Created in collaboration with the young person, the plans address personalised targets, support success and guide progress. The curriculum is firmly rooted in a therapeutic approach which is delivered in a creative and flexible way.

Our education department sees great value in the Accreditation Model. We believe all young people have a wide range of abilities, skills and talents, and we want them to achieve recognition for these aptitudes. Young people at our schools have the opportunity to study and gain accreditation for a range of subjects at GCSE, BTEC and Entry Level. Our schools at The Oaks and Golfa Hall are approved with the Department for Education and the National Assembly for Wales respectively. They are also registered as examination centres with several national awarding bodies. We are able to help young people further to transcend into adult life by supporting them with work experience placements, voluntary and community work, college courses and career choices through careers information, advice and guidance.

### **Summary of Curriculum**

At Amberleigh Care our aim is to ensure that our students keep working towards their potential, as part of this students are offered impartial careers advice.

During CIAG students will participate in a range of experiences to support their current education and their transitions linked to their future aspirations, whether that be FE, HE, apprenticeships, work or volunteering. Students will participate in one to one interviews throughout the academic year and also attend careers group lessons during 'Careers Week' and within PSHE.

Our CIAG programme has been planned to include various frameworks, to ensure our students are receiving the most up to date, accurate and useful information through CIAG, that is also personalised and bespoke to their individual needs and aspirations. The frameworks include; The Career Development Institute Career Development Framework, The Gatsby Benchmarks, Welsh Assembly Governments framework; Careers & the World of Work (CWW) and PSHE. Within the school all education staff will work together to ensure that the careers programme is embedded within all curriculum areas.

### **3. Careers Development Institute - Career Development Framework**

One of the frameworks embedded throughout the programme is the Career Development Framework, which was updated in 2021 and is created by the Careers Development Institute (CDI), including involvement from the Careers & Enterprise Company, the PSHE Association and DfE. 'Career' describes our journey through life, learning and work. We need actively to develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their career development skills throughout their lives. The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way you spend your time, being able to make a contribution to your community and being able to have a decent standard of living.

Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. They need to be developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment).

#### **a. The Six Skills**

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers:



These six skills are the learning areas that our career development programme will focus on. When we are supporting someone with their career we will should ask ourselves, how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with all of these learning areas. The six skills will be embedded within group lessons and also one to one interviews, as the learning outcomes for students to work towards. The learning outcomes have been differentiated per stage and academic ability. Student's will be set individual targets within their career action plans, there will be minimum of six targets per student, each linking to one skill.

**b. The Gatsby Benchmarks**

Another framework which is included within our CIAG programme is The Gatsby Benchmarks. The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman, which aimed to highlight what 'good careers work' looked like. They provide a clear framework for organising the careers provision at our school. These benchmarks have been accepted as best practice by the Government and it is the Careers Leaders responsibility to oversee the implementation of the benchmarks in our school, which is why they are embedded throughout our CIAG programme.

**The 8 Gatsby Benchmarks are:**

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
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

**c. One to One Careers Interviews**

Through careers advice interviews students will;

- Work both independently and cooperatively in a wide range of settings
- Listen attentively and respond effectively, making significant contributions to discussions
- Access independently a wide range of sources for help, support and advice

- Select, summarise and synthesise key ideas and information
- Select, compare and interpret data from a variety of situations relevant to their own needs
- Use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose
- Explore their own and other people's assumptions and aspirations and make best use of this in their decision-making
- Use innovative approaches to identify opportunities and solve problems
- Communicate confidently and coherently, in English or Welsh, as appropriate, about careers and the world of work in a wide range of contexts
- Present information about themselves effectively in a variety of forms for different audiences
- Plan, set targets across several time spans and review/reflect on learning
- Manage time independently, meeting tight deadlines
- Adapt to challenging new situations
- Be able to apply learning in a wide range of familiar and unfamiliar settings
- Identify their personal qualities and skills
- Identify the skills they would like to develop
- Come up with ideas for study and work
- Explore specific career areas that are options and the different routes to achieve these
- Explore current and future job opportunities
- Attend at least one work experience placement
- Understand the process of job search, writing a CV and going for interviews
- Explore their interests, likes and dislikes, family influences, personal barriers and work experience
- Think about how study, work experience, and home-life can all contribute to your employability
- Research and understand LMI in relation to their career aspirations

(The above points are linked to CWW, WAG)

The aim of the interviews is to encourage students to make their own, informed decisions, with a unique emphasis on developing positive character traits such as resilience and self-awareness. Through a one to one interview, students will receive relevant and realistic advice that will allow them to make plans for their future. This will support them to progress and make a smooth

transition onto further learning and work. The one to one CIAG interviews are planned, and learning objectives can be set to support the students with impartial careers advice, however these are only suggestions, as the students will lead the discussions. The one to one interview will be at timetabled intervals throughout the year, once per term, the student's year group will depend on the amount of these that are scheduled in, however students will be made aware that they can make an appointment when they feel it is needed at any time.

<b>Year Group</b>	<b>Number of Interviews in the academic year</b>
Year 7	1
Year 8	2
Year 9	2
Year 10	3
Year 11	3
Year 12	3
Year 13	3

Students will have the opportunities to create a Careers Wales and/or a National Careers Service account and/or Prospects account for the higher ability. Through the accounts, students will be encouraged to use the resources available to support their decisions and build their skills, through CV building, psychometric tests and job profiles as well as many other resources available.

**d. Career Action Plans**

The student's EHCP/Statement/PCP's will share information about the student's current academic levels and will support a student to understand their realistic career goals, through estimating their future academic levels. By gathering this information, the careers advisor will be able to share realistic discussions with the student, using Egdan's three stages as guidance. During the first one to one career interviews of the academic year an individualised careers action plan will be devised to support the student to achieve targets throughout the year, their progress will be tracked through further careers interviews in the academic year and discussions with the student's keyworkers. The action plans will be linked to their desired career aspirations and the targets, which are also linked to the six skills from the CDI's framework. The targets will need to be completed by the student in their own time, supported by their carers/guardians.

e. **Group Lessons**

Students will be given the opportunity to take part in group lessons throughout the academic year, which also link to the various curriculum areas. The group sessions will support the students to develop;

- Communication skills
- Team working skills
- Understand how to apply for a job (CV's, cover letters and interview skills)
- Careers Fairs
- Have meaningful encounters with employers
- To develop the learner's skills in relation to career planning
- To develop the learner's ability to make effective job and/or course applications.
- To develop the learner's knowledge of relationships, behaviours and practices in the workplace with special reference to rights and responsibilities, including those relating to safety.

As well as the learning outcomes set, the careers advisor or teacher will also add some lessons and resources that she/he feels will benefit the individual students' academic levels, learning styles, needs and aspirations. Although the curriculum is planned for each Key Stage between three and five, depending on a student's academic abilities, missed education and/or individual needs they may not necessarily work within their academic stage. Group careers lessons will be delivered during PSHE, as well as during careers week. Students who are close to their transition period may have more targeted careers group lessons added to their timetable. The group lessons have been planned between the careers advisor, 'World Skills Live UK' and 'Indigo' and will further support students to gain essential skills, but they also ensure our setting is meeting the Gatsby Benchmarks.

f. **Work Experience**

It is the role of the Work Experience Co-ordinator to provide opportunities for students to undertake work experience when in Year 10 and above. This is either within the organisation or externally with local companies. As part of this, the school has joined the Shropshire Education Business Link which provides the school with access to a database of employers who are willing to take on students for work experience. When students are in years ten to twelve, they may be given the opportunity to attend work experience placements, depending on their individual risk assessments and any current presenting risks to include convictions and any licencing restrictions

In order to meet the requirements of the 'Baker Clause' students have the opportunity to attend independent careers events and they are also supported



to attend open evenings at the local colleges to speak to tutors about courses and pathways they are interested in, also for them to gain further ideas. From attending these events, students will be encouraged to attend taster sessions at the college for the subjects that they are interested in. There are also careers events in Telford based on apprenticeships which the students have the opportunity to attend every year, as well as the World Skills Live UK fair that is at the NEC every November.

As students begin to move on to their next stage of education a transition plan is put together to capture all of the vital steps, this plan is also made for those moving into year 12, but still attending education at Amberleigh Therapeutic School as it details reasons why the student is not yet ready to move on (see appendix 1).

**g. Providing Access Legislation (PAL)**

The provider access legislation is an updated law that came into force in January 2023. It specifies that as an educational setting we must provide at least six encounters with providers of technical education or apprenticeships for all of our students during the school years 8 to 13 within the standard school day:

- Two encounters for pupils during years 8 to 9
- Two encounters for pupils in year 10 and 11
- Two encounters for pupils in years 12 to 13

The encounters for students will either be face to face in a classroom or other Microsoft Teams and will be plotted throughout the academic year when appropriate to curriculum areas or careers week. The careers lead, coordinator and teachers will work together to build relationships with local providers to ensure the number of visits with a training provider occur within the requested times, linked to subject areas and students needs.

Another encounter students will have with training providers will be at careers and apprenticeship fairs throughout the academic year.

**h. Transitions**

As a company we will work closely with local FE colleges and have created working relationships with both Shrewsbury College (<https://www.shrewsbury.ac.uk/>), North Shropshire College (<https://www.nsc.ac.uk/>) and Derwen College (<https://www.derwen.ac.uk/>). This allows us to ensure that our students are going to receive the correct support whilst either starting a fulltime course, an apprenticeship or undertaking a dual placement with the college and ourselves.

Students will be encouraged to look at all options and research these using their websites and/or brochures. The Apprenticeship website to look at possible career avenues is; (<https://www.gov.uk/apply-apprenticeship>)

#### **4. Roles and Responsibilities**

The overall role of the Careers Advisor is to:

- research careers, options and support organisations to meet students' individual needs
- advise students on how to source relevant training courses or qualifications and what funding might be available
- provide advice on CV, applications, job hunting and interview techniques
- run group sessions on all aspects of careers work and topics related to personal development where necessary
- help people to understand the current job market
- liaise and negotiate with external agencies to support students' placements
- use IT for administrative tasks, such as recording interactions with and tracking clients through Indigo
- use skills assessment tools, career planners and psychometric tests
- plan and organise careers fairs and conventions
- keep up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies
- Provide students with resources to support them to make decisions about future careers and pathways that they can take, using websites such as Careers Wales and the National Careers Service with students and encouraging them to use these independently as part of their careers action plans.

All information will be stored on Ambertrack and in paper format where necessary. When activities relating to careers have taken place the careers advisor or relevant person will update this on the student's transition timeline that is on Ambertrack.

#### **5. Evaluation of our Careers Programme**

There will be opportunities for key workers and teachers to complete evaluations of the careers programme during carers evening on a yearly basis during the summer term, using forms provided to them from the career's advisor. Students will also evaluate the careers programme to share their thoughts on the process and developments they feel need to take place to improve the programme.

To evaluate our implementation and delivery of the Gatsby Benchmarks and our careers programme, as a setting we complete a 'Compass' assessment (<https://compass.careersandenterprise.co.uk/info>) at the beginning of the new academic year. This will compare the settings delivery against the Gatsby Benchmarks, which will share strengths and give us areas for improvement.

From both methods of evaluation, the careers advisor and management team will then complete a 'Careers Strategic Plan'. This is an action plan to support the increase of the percentages of the Gatsby Benchmarks throughout the next academic year and ensure we are providing a careers programme to the best of its quality which is meeting legislation requirements and students needs.

Compass Assessment Results Academic Year 2012 – 2023:

<https://compass.careersandenterprise.co.uk/shared/jpC9Ez42AMU8OqMKUS2MTco82tM6NiL>

**Careers Advisor –**

**Name:** Emma Phillips

**Qualifications:** Level 7 in Careers Leadership

Appendix 1  
**Transition Plan**

**Name:**

**DOB:**

**Section 1**

<b>Qualifications</b>	<b>Level/Grade</b>
<b>English</b>	
<b>Maths</b>	
<b>Science</b>	
<b>CLAIT</b>	
<b>PSHE</b>	
<b>Home Cooking Skills</b>	

**Section 2**

<b>ALN/SEN</b>	
<b>Area of need</b>	

**Section 3**

<b>Work Experience</b>	<b>Y/N</b>
<b>Where</b>	
<b>How long</b>	

**Section 4**

<b>Independent Careers Advice</b>	<b>Y/N</b>
<b>Recommendations</b>	

## Section 5

<b>College Courses</b>	N (if no, move to section 6)	
<b>Courses interested in:</b>	1 2 3 4	
<b>Course Entry requirements</b>	1 2 3 4	
<b>Colleges applied to and with whom:</b>		
<b>College interview date</b>		
<b>Successful applications</b>		
<b>Information to be shared with House Manager, Social Worker, parents</b>	Y/N	
<b>Risk assessment to be completed</b>	Y/N Date	

## Section 6

<b>Reasons why not attending college</b>		
<b>College alternatives</b>	Remain at Amberleigh	Y / N
	Apprenticeship	Y / N
	Work experience	Y / N
<b>Courses to be studied in year 12 and at what level</b>	1 2 3 4 5 6 7 8	

<b>Information to be shared with House Manager, Social Worker, parents</b>	Y/N Date

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Signature (Staff)	Date:
Signature (Student)	Date:

## Appendix 2

### Careers Strategic Plan – Context for Goals

Goals	Evidence/Justification for each Goal Drawing insights for justification from the learning and evidence from the literature and practice e.g. evaluation, assessment (e.g. Compass, Force Field Analysis) etc.
<b>BM1</b> To publish our careers programme on our school's website.	<ul style="list-style-type: none"> <li>• Compass assessment is 47% for BM1.</li> <li>• The information published on the school's website needs to be aimed specifically at students, teachers, employers, and parents/carers, as stated in BM1</li> <li>• The information published on the website needs to identify the careers programme and what the school has to offer, including how the school meets the statutory and non-statutory requirements for careers education as requested by the DfE (Department for Education)</li> <li>• In relation to BM3, the information published needs to show to all stakeholders how the careers programme is inclusive for all students and is tailored to their needs</li> <li>• The information on the website needs to identify how the school is working towards the Gatsby benchmarks by sharing the Compass assessment results and the policy</li> <li>• The information on the website needs to demonstrate how we have based our careers programme on the new CDI new framework and six skills</li> <li>• Through the school's policy, stakeholders will be able to identify how we use the Edgan interview techniques theory within the careers one to one interview to support students.</li> </ul>
<b>BM1</b> Students, teachers, and carers to complete an evaluation of the careers programme.	<ul style="list-style-type: none"> <li>• Compass assessment is 47% for BM1.</li> <li>• The students, teachers and carers will complete an evaluation of the careers programme provided by the careers lead.</li> <li>• The evaluation will be completed at a parent's evening/morning at the end of the academic year and each year moving forwards.</li> <li>• From the evaluation the careers lead and SLT will be able to evaluate the effectiveness of the careers programme and reflect on any further developments needed.</li> <li>• The results from the evaluations will be used alongside the Compass assessment results at the start of the next academic year to improve the programme.</li> </ul>
<b>BM3</b> To create a data tracking system for students after they have left the setting, use this information to review our schools' careers provision. This needs to be back dated until September 2019.	<ul style="list-style-type: none"> <li>• Compass assessment is 90% for BM3 (Incorrect answer shares information with the local authority – this is completed on a regular basis with each student's local authority)</li> <li>• According to BM3 'Schools should collect and maintain accurate data for each student on their education, training, or employment destinations for at least three years after they leave school or from the end of key stage 4, whichever is the earlier. This data should be used to review a school or college's</li> </ul>

	<p>careers provision and inform development and continuous improvement'</p> <ul style="list-style-type: none"> <li>• To track how our careers programme is implementing/supporting students with their future outcomes after they have left us</li> <li>• To support the evaluation of our careers programme</li> </ul>
<p><b>BM4</b></p> <p>To introduce the careers education curriculum to other teachers and embed careers education across the curriculum</p>	<ul style="list-style-type: none"> <li>• Compass assessment is 25% for BM4.</li> <li>• The curriculum is currently embedded within core lessons; however, this needs to be introduced and embedded within all curriculum areas</li> <li>• Students will be able to make further links between their topic areas and career opportunities.</li> <li>• To ensure teachers are aware of the contents and rationale behind the careers programme</li> <li>• To ensure teachers are aware of the DfE's statutory guidance in relation to careers</li> <li>• To ensure teachers are knowledgeable about the various resources available to support them, as well as the careers programme, such as the careers and enterprise website</li> <li>• To ensure teachers are aware and have an understanding of the key frameworks we use to support our careers programme, including the CDI framework, Gatsby benchmarks and Wales and the World of Work Framework.</li> </ul>
<p><b>BM 5 &amp; 6</b></p> <p>To develop a network of employers to input into cross-curricula delivery, enterprise activities, workplace visits and experiences</p>	<ul style="list-style-type: none"> <li>• Compass assessment is 25% for BM4.</li> <li>• Compass assessment is 62% for BM6.</li> <li>• Discussions with subject teachers and the SLT around each subject needing to create meaningful encounters with employers from various industries and sectors for their students</li> <li>• Students need to be made aware of local opportunities.</li> <li>• Students need to have opportunities to speak with local employers and ask questions about how they became entrepreneurs</li> <li>• Students need to observe and understand the behaviours that are displayed in the workplace</li> <li>• Embed the knowledge learnt from the Level 7 course into this area</li> <li>• To ensure the Baker Clause policy is adhered too and that our setting is managing a various access of providers for pupils to ensure the students are provided with information about various education or training opportunities.</li> </ul>



<p><b>BM7</b></p> <p>Where possible, students from Year 10 and above will attend a college open event in their home local area once a year as well as attending local careers/education open evenings and taster events.</p>	<ul style="list-style-type: none"> <li>• Compass assessment is 45% for BM7.</li> <li>• Students need to be given the opportunity to explore different educational provisions closer to home and in the local area, so they can gain an understanding for the environment and see if it were somewhere they would like to attend</li> <li>• Students can have the opportunity to make decisions about returning home or staying within their current area, this could support them towards their transition decisions</li> <li>• Students need to be given the opportunity to explore different educational provisions, so they can gain an understanding for the environment and see if it were somewhere they would like to attend</li> <li>• Talk to tutors and teachers of the courses at the education settings, so they understand the requirements and contents of courses</li> <li>• Transitions can be handled very poorly for our students; some have months of planning however the location is not often shared until last minute and can be difficult to support the students with future education/work in the location given in the time we have. Some transitions or moves can also happen very last minute, which has an impact on the students next steps moving forward, therefore planning in place from year 10 should create a smoother transition</li> <li>• Due to students risks and academic abilities sixth form college visits may not be an option – this will be reassessed for individual students</li> <li>• University will not be an appropriate setting for all of our students, therefore visit opportunities will be sparse, also due to student's circumstances this may not be an option– this will be reassessed for individual students</li> <li>• This target will support us to achieve the Baker Clause policy.</li> </ul>
<p><b>BM7</b></p> <p>To develop a network of training providers to input into cross-curricula delivery, workplace visits and experiences which will provide students with at least two encounters with providers of technical education or apprenticeships at least every other academic year (PAL enforced January 2023)</p>	<ul style="list-style-type: none"> <li>• Compass assessment is 45% for BM7.</li> <li>• Students need to be given the opportunity to explore different educational providers of technical education or apprenticeships which are closer to home and in the local area, so they can gain an understanding for the environment and see if it were somewhere they would like to attend</li> <li>• Students can have the opportunity to make decisions about returning home or staying within their current area, this could support them towards their transition decisions</li> <li>• Students need to be given the opportunity to explore different educational provisions through visitors, so they can gain an understanding for the environment and see if it were somewhere they would like to attend</li> <li>• Talk to tutors and teachers of the courses at the education settings, so they understand the requirements and contents of courses</li> <li>• Discussions with subject teachers and the SLT around each subject needing to create meaningful encounters with employers from various industries and sectors for their students</li> <li>• Students need to be made aware of local opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>To ensure the Provider Access Legislation (PAL) is adhered too and that our setting is managing a various access of providers for pupils to ensure the students are provided with information about various education or training opportunities.</li> </ul>
<b>Benchmarks meeting 100%</b>	
<b>Benchmark</b>	<b>Evidence/Justification for each being met</b>
<b>BM2</b> Every pupil, 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 best use of available information.	<ul style="list-style-type: none"> <li>Compass assessment is 100% for BM2.</li> <li>Our school ensures the majority of students have used up-to-date career &amp; labour market information to help inform study/career decisions; this information is shared throughout careers one to one interview.</li> <li>Our school encourages parents and carers to use career path and labour market information to aid the support given to their children, this is encouraged through targets outlined on the careers action plans for individual students.</li> </ul>
<b>BM8</b> 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.	<ul style="list-style-type: none"> <li>Compass assessment is 100% for BM8.</li> <li>Our school offers one to one careers interviews with all students up to three times in an academic year</li> <li>Therefore, all students will have had an interview with a professional and impartial careers adviser by the end of year 11</li> <li>All students will have had at least two interviews with a professional career's adviser by the end of year 13</li> </ul>

## Careers Strategic Plan - Implementation

Goal: To publish our careers programme on our school's website.					<b>Links to Benchmarks/Frameworks 1</b>
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2022 - 2023	<ul style="list-style-type: none"> <li>Upload our careers programme to the school's website.</li> </ul>	<ul style="list-style-type: none"> <li>The careers advisor will share the information needed for the school's website with the school proprietor</li> <li>Our careers programme will be uploaded to the school's website.</li> <li>The information published on the school's website needs to be aimed specifically at students, teachers, employers, and parents/carers.</li> </ul>	<p>Careers Leader, SLT, School proprietor</p> <p>Careers Leader, SLT, School proprietor</p> <p>Careers Leader, SLT, School proprietor</p>	Summer Term	<ul style="list-style-type: none"> <li>Compass assessment is currently at 47% for BM1 due to our careers programme not being published on our school's website, to contribute towards increasing this percentage the policy will be published on the website.</li> </ul>
<b>Monitoring</b>		<b>Evaluation</b>		<b>Cost/Resources</b>	
<b>Reporting</b>		Methods			
<ul style="list-style-type: none"> <li>Attendance at meetings to discuss data needed</li> <li>Attendance at meetings to discuss progress and any areas for development</li> <li>How regular the events are?</li> </ul>		<ul style="list-style-type: none"> <li>Compass assessment</li> <li>Student feedback</li> <li>Carer feedback</li> <li>Local authority feedback</li> <li>SLT feedback</li> </ul>		<ul style="list-style-type: none"> <li>Staff time – Primarily Careers Leaders, SLT, School director and proprietor</li> <li>Any costs to amend website</li> </ul>	

If the events are beneficial <ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Data input</li> <li>• Usage of the data sheet</li> <li>• Compass assessment</li> </ul>	<ul style="list-style-type: none"> <li>• School director and proprietor feedback</li> </ul>	
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Goal: Students, teachers, and carers to complete an evaluation of the careers programme.					Links to Benchmarks/Frameworks 1, 3
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2022 – 2023/Ongoing	<ul style="list-style-type: none"> <li>• Students, teachers, and carers to complete an evaluation of the careers programme at the end of every academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• The careers leader will create an evaluation form for the stakeholders to complete.</li> <li>• The SLT will provide teachers with the forms to share with the carers during key worker meetings at the end of the academic year.</li> <li>• Teachers will share these with carers and students during the meetings and ask them to be completed.</li> <li>• SLT, careers lead and careers advisor will work</li> </ul>	Careers leader, careers advisor  SLT, teachers, carers  Teachers, carers, students  SLT, careers lead, careers advisor	End of Spring term  Summer term meetings/ongoing every year  Summer term meetings/ongoing every year	<ul style="list-style-type: none"> <li>• Compass assessment is currently at 47% for BM1 due to not carrying out regular evaluations of our careers programme with the stakeholders, to contribute towards increasing this, evaluation will take place every academic year.</li> <li>• Stakeholders will be able to input their ideas and areas of development to improve the careers programme.</li> </ul>

		<p>together to reflect on the results from the evaluation forms.</p> <ul style="list-style-type: none"><li>• The results will be shared during a staff meeting.</li><li>• The SLT, careers lead and careers advisor will complete the Compass assessment together.</li><li>• The SLT, careers lead and careers advisor will work together to improve the careers programme for the next academic year from the evaluation and Compass results.</li></ul>	<p>SLT, careers lead, careers advisor, teachers</p> <p>SLT, careers lead, careers advisor</p> <p>SLT, careers lead, careers advisor</p>	<p>Autumn term/ongoing every year</p> <p>Autumn term/ongoing every year</p> <p>Autumn term/ongoing every year</p> <p>Autumn term/ongoing every year</p>	
Monitoring		Evaluation Methods		Cost/Resources	
Reporting					
<ul style="list-style-type: none"><li>• Carers mornings/evenings</li><li>• Staff Meeting minutes</li><li>• Completed evaluation forms</li><li>• Compass assessment</li><li>• Termly update with SLT</li><li>• Staff meetings</li><li>• Updated careers programme</li></ul>		<ul style="list-style-type: none"><li>• Compass assessment</li><li>• Student feedback</li><li>• Teacher feedback</li><li>• Carer feedback</li><li>• Employer reports</li></ul>		<ul style="list-style-type: none"><li>• Staff time – Primarily Careers Leaders, teachers, SLT</li><li>• Evaluation forms</li></ul>	

Goal: To create a data tracking system for students after they have left the setting, use this information to review our schools' careers provision. This needs to be back dated until September 2019.					<b>Links to Benchmarks/Frameworks 1, 3, 8</b>
<b>Academic Year</b>	<b>Targets</b> What do we want to achieve?	<b>Action</b> Implementation	<b>Who</b> is responsible	<b>Deadline</b> to be completed	<b>Success Criteria/Impact</b> What will success look like?
2022 – 2023/2024	<ul style="list-style-type: none"> <li>According to BM3 'Schools should collect and maintain accurate data for each student on their education, training, or employment destinations for at least three years after they leave school or from the end of key stage 4, whichever is the earlier. This data should be used to review a school or college's careers provision and inform development and continuous improvement.'</li> <li>To track how our careers programme is implementing/supporting students with their future outcomes after they have left us</li> <li>To support the evaluation of our careers programme</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the information we will be collecting within the data base with the SLT</li> <li>Discuss what we would want this information to inform</li> <li>Create a data base that will store all relevant information</li> <li>Gather data from September 2019</li> <li>Review the data on a regular basis and use it to inform reports/evaluation of the careers programme</li> </ul>	<p>SLT, careers lead, careers advisor</p> <p>SLT, careers lead, careers advisor</p> <p>SLT, careers lead, careers advisor</p> <p>SLT, careers lead, careers advisor SLT, careers lead, careers advisor</p>	<p>End of spring term</p> <p>End of spring term</p> <p>Autumn term 2023</p> <p>Spring term 2024</p> <p>Summer term 2024</p>	<ul style="list-style-type: none"> <li>By creating a data base, the percentage for BM3 should increase from 90% to 100%</li> <li>There will be a data base that collects accurate data for each student on their education, training, or employment destinations</li> <li>The data will be stored for at least three years after they leave school or from the end of key stage 4, whichever is the earlier.</li> <li>This data will be used to review our schools careers provision and inform development and continuous improvement</li> <li>From the data we will be able to see how successful our careers</li> </ul>

					programme has been for the students using various data, mainly from the percentage of NEET.
<b>Monitoring Reporting</b>		<b>Evaluation Methods</b>		<b>Cost/Resources</b>	
<ul style="list-style-type: none"> <li>Meetings with the SLT, School proprietor and director to discuss progress, any issues and development of the data tracker</li> <li>Share data with teachers and education staff</li> <li>Sharing the data with SLT, School proprietor and director</li> <li>Compass assessment</li> </ul>		<ul style="list-style-type: none"> <li>Compass assessment</li> <li>Data tracking sheet</li> <li>How the data is used to support evaluation</li> <li>SLT feedback</li> <li>School proprietor and director feedback</li> </ul>		<ul style="list-style-type: none"> <li>Staff time – Primarily Careers Leaders, SLT, School proprietor and director</li> </ul>	

Goal: To introduce the careers education curriculum to other teachers and embed careers education across the curriculum					<b>Links to Benchmarks/Frameworks 1, 2, 3, 4, 5, 6, 7</b>
<b>Academic Year</b>	<b>Targets</b> What do we want to achieve?	<b>Action</b> Implementation	<b>Who</b> is responsible	<b>Deadline</b> to be completed	<b>Success Criteria/Impact</b> What will success look like?
2022 - 2023	<ul style="list-style-type: none"> <li>Teachers will have an understanding of the contents of the careers education programme that has been developed by the career's advisor using the Gatsby Benchmarks, CDI framework and Welsh Assembly Governments</li> </ul>	<ul style="list-style-type: none"> <li>The careers advisor will carry out a staff meeting with all education staff introducing the careers programme.</li> <li>Teachers will embed careers education within their curriculum areas</li> <li>If needed the careers leader/advisor will meet</li> </ul>	<p>Careers lead, careers advisor, SLT</p> <p>SLT, careers lead, teachers</p>	<p>January 2023</p> <p>Summer 2024</p> <p>Summer 2024</p>	<ul style="list-style-type: none"> <li>Teachers will be confident about the contents and rationale behind our school's careers programme</li> <li>Teachers will have embedded careers education within their topic areas, this will be</li> </ul>

	<p>World of Work Framework.</p> <ul style="list-style-type: none"> <li>Teachers will understand their responsibilities within careers.</li> <li>Teachers will value careers education and understand the impact it can have for students.</li> <li>Teacher will embed careers within their subject areas.</li> <li>To complete an audit of teacher's current scheme of work.</li> <li>Teachers will arrange yearly trips for careers based on their curriculum areas.</li> <li>Teachers will ensure that students will have at least two encounters with employers and employees linked to their curriculum area per year.</li> <li>Teachers will ensure that students will have at least one experience of workplaces that are linked to their curriculum area per year.</li> <li>Teachers will have a display in their classrooms</li> </ul>	<p>with teachers to support them with ideas for trips based to their curriculum areas, which the teachers will organise.</p> <ul style="list-style-type: none"> <li>Teachers will contact local employers and employees to either arrange visits to their place of work or invite them into the school.</li> <li>Teachers will create resources for careers linked to their curriculum areas, such as a display.</li> </ul>	<p>SLT, careers lead, careers advisor, teachers</p> <p>SLT, teachers</p> <p>Teachers</p>	<p>Summer 2024</p> <p>End of spring term 2024</p>	<p>highlighted on their schemes of work</p> <ul style="list-style-type: none"> <li>Students are aware of LMI/employment opportunities in their local area</li> <li>Students will have had encounters with employers and employees in different curriculum areas</li> <li>BM percentages will increase</li> <li>Students will be able to identify careers linked to specific curriculum areas</li> <li>Students are making links to career related learning and their own career development/ planning</li> <li>Students are making informed decisions</li> <li>Students use displays to link to support their knowledge.</li> </ul>
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	based on careers within in their curriculum areas				
<b>Monitoring</b>		<b>Evaluation</b>		<b>Cost/Resources</b>	
<b>Reporting</b>		<b>Methods</b>			
<ul style="list-style-type: none"> <li>• Employer engagement and attendance</li> <li>• Schemes of Work</li> <li>• Staff Meeting minutes</li> <li>• Student attendance at events</li> <li>• Students' knowledge of local area</li> <li>• Careers one to one interviews</li> <li>• Tracker tool</li> <li>• Termly update with SLT</li> <li>• SLT termly reports and presentation</li> <li>• Staff meetings</li> <li>• One to one interview notes</li> <li>• Discussions with external professionals about transition</li> <li>• Compass assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Compass assessment</li> <li>• Student feedback</li> <li>• Teacher feedback</li> <li>• School director and proprietor feedback</li> <li>• Carer feedback</li> <li>• Employer reports</li> </ul>		<ul style="list-style-type: none"> <li>• Staff time – Primarily Careers Leaders, teachers, SLT</li> <li>• Transport cost TBC</li> <li>• Lesson resources where applicable and appropriate to careers.</li> </ul>	

Goal: To develop a network of employers to input into cross-curricula delivery, enterprise activities, workplace visits and experiences					<b>Links to Benchmarks/Frameworks 1, 2, 3, 4, 5, 6</b>
<b>Academic Year</b>	<b>Targets</b> What do we want to achieve?	<b>Action</b> Implementation	<b>Who</b> is responsible	<b>Deadline</b> to be completed	<b>Success Criteria/Impact</b> What will success look like?
2022 - 2023	<ul style="list-style-type: none"> <li>• Students will have opportunities to meet with employers and</li> </ul>	<ul style="list-style-type: none"> <li>• The careers advisor will explain expectations to the education staff in</li> </ul>	SLT, careers lead, careers advisor, teachers	Arranged by end of Spring term 2023	<ul style="list-style-type: none"> <li>• The BM5 Compass assessment will have increased from 25%</li> </ul>

	<p>employees from various industries linked to their curriculum areas.</p> <ul style="list-style-type: none"> <li>• Students to have opportunities to speak with local employers and ask questions about how they became entrepreneurs.</li> <li>• Students will have opportunities to carry out workplace visits.</li> <li>• Students to use experiences in workplaces to observe and understand the behaviours that are displayed in the workplace.</li> <li>• Students will be aware of local opportunities.</li> <li>• Gain more 'Industry Champions' from various roles.</li> </ul>	<p>how they need to support students to have opportunities from various industries linked to their curriculum areas, which are varied and include offsite visits and also employers to visit the school.</p> <ul style="list-style-type: none"> <li>• After regular visits, the careers lead will ask local employers to become our 'industry champions.'</li> <li>• Whilst offsite students will be encouraged to observe behaviours in the workplace and record these.</li> </ul>	<p>SLT, careers lead</p> <p>Teachers, careers lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• The BM6 Compass assessment will have increased from 62%</li> <li>• Relationships and regular visits to local employers/entrepreneurs will support students to understand what is available in their local area and could also give opportunities for future WEX/ apprenticeships/ training programmes</li> <li>• Our list of 'Industry Champions' will grow</li> <li>• Teachers will organise their own employer encounter for students on at least a yearly basis</li> <li>• Students will be able to identify appropriate behaviours in the workplace and record these</li> <li>• Students transitioning may have the opportunity to apply for local apprenticeships</li> <li>• Students will have an encounter with one employer from every subject area per academic year.</li> </ul>
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Monitoring Reporting	Evaluation Methods	Cost/Resources
<ul style="list-style-type: none"> <li>• Employer engagement and attendance</li> <li>• Staff Meeting minutes</li> <li>• Student attendance at events</li> <li>• Students' knowledge of local area</li> <li>• Careers one to one interviews</li> <li>• Tracker tool</li> <li>• Number of Industry Champions</li> <li>• Staff meetings</li> <li>• One to one interview notes</li> <li>• Discussions with external professionals about transition</li> <li>• Compass assessment</li> <li>• Student work</li> </ul>	<ul style="list-style-type: none"> <li>• Compass assessment</li> <li>• Student feedback</li> <li>• Teacher feedback</li> <li>• School director and proprietor feedback</li> <li>• Carer feedback</li> <li>• Employer reports</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time – Primarily Careers Leaders, teachers, SLT</li> <li>• Transport cost TBC</li> <li>• Lesson resources where applicable and appropriate to careers.</li> </ul>

Goal: Where possible, students from Year 10 and above will attend a college open event in their home local area once a year as well as attending local careers/education open evenings and taster events.					<b>Links to Benchmarks/Frameworks 3, 7, 8</b>
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2022 – 2023/Ongoing	<ul style="list-style-type: none"> <li>• Students to attend college open events in their local areas</li> <li>• Students to attend apprenticeship events in their local area</li> <li>• Students to attend careers fairs in their local area</li> </ul>	<ul style="list-style-type: none"> <li>• Local authorities to share information regarding plans for a student's transition at the start of their last academic year</li> <li>• Local authorities to be encouraged to share</li> </ul>	SLT, Local Authorities	Ongoing	<ul style="list-style-type: none"> <li>• Compass assessment was 45% for BM7, this this will increase.</li> <li>• Students will be aware of their options to support them to make informed decisions</li> </ul>
			SLT, Local Authorities	Ongoing	

	<ul style="list-style-type: none"> <li>Students to have an understanding of all options available to them in their local areas, so that they are able to make an informed decision in regard to their future transitions, this could be through one-to-one interviews, transition meetings, CLA (Children Looked After) Reviews and PEP's.</li> <li>From Year 10 Students will attend one-to-one careers interview every term with their careers advisor to support them to make informed</li> <li>decisions about their transition.</li> <li>Students to attend college open events in their current local area</li> <li>Students to attend apprenticeship events in their current local area</li> <li>Students to attend careers fairs in their current local area</li> <li>Students to have an understanding of all options available to them</li> </ul>	<p>information regarding careers events in the student's local area.</p> <ul style="list-style-type: none"> <li>One to one careers interviews with the students so they are given the opportunity to share their ideal career path.</li> <li>One to one careers interviews with the students to discuss and research colleges, apprenticeships, training programmes etc using the internet.</li> <li>The careers lead to attend external meetings regarding the student's transition.</li> <li>Local authorities to share information regarding plans for a student's transition at the start of their last academic year</li> <li>The careers lead/advisor will inform care staff of any information regarding careers events in the student's current local area.</li> </ul>	Careers advisor	Termly/Ongoing	<p>about their future transitions.</p> <ul style="list-style-type: none"> <li>Students will attend careers events in their home and current local area.</li> <li>Students will have a smooth and clearly planned transition.</li> </ul>
			Careers advisor	Termly/Ongoing	
			SLT, Careers lead	Ongoing	
			SLT, Local Authorities	Start of students last academic year/Ongoing	
			SLT, Local Authorities	Ongoing	

	in their current local area, so that they are able to make an informed decision in regard to their future transitions				
<b>Monitoring</b>		<b>Evaluation</b> Methods		<b>Cost/Resources</b>	
<b>Reporting</b>					
<ul style="list-style-type: none"><li>• Student attendance at open events</li><li>• Student's decisions regarding their future transition</li><li>• Careers one to one interviews</li><li>• Transition plan</li><li>• Careers one to one interview notes</li><li>• Meetings with external professionals regarding transitions</li><li>• Compass assessment</li></ul>		<ul style="list-style-type: none"><li>• Compass assessment</li><li>• Student feedback</li><li>• Carer feedback</li><li>• School director and proprietor feedback</li><li>• College feedback</li><li>• Training/education provider feedback</li></ul>		<ul style="list-style-type: none"><li>• Staff time – Primarily Careers Leaders, SLT, Local Authority, Carers</li><li>• Transport cost TBC</li></ul>	

Goal: To develop a network of training providers to input into cross-curricula delivery, workplace visits and experiences which will provide students with at least two encounters with providers of technical education or apprenticeships at least every other academic year (PAL enforced January 2023)					<b>Links to Benchmarks/Frameworks 1, 2, 3, 4, 5, 6, 7</b>
<b>Academic Year</b>	<b>Targets</b> What do we want to achieve?	<b>Action</b> Implementation	<b>Who</b> is responsible	<b>Deadline</b> to be completed	<b>Success Criteria/Impact</b> What will success look like?
2022 – 2023/Ongoing	<ul style="list-style-type: none"> <li>• Students will have opportunities to meet with a network of training providers of technical education or apprenticeships.</li> </ul>	<ul style="list-style-type: none"> <li>• The careers leader/advisor will explain expectations to the education staff in how they need to support students to have opportunities from training providers.</li> </ul>	SLT, Careers lead/advisor	January 2023	<ul style="list-style-type: none"> <li>• Compass assessment was 45% for BM7, this this will increase.</li> <li>• Students will be made aware of all educational provisions//options available to them in the future</li> </ul>

	<ul style="list-style-type: none"> <li>• There will be two opportunities for students at least every other year.</li> <li>• Students will have opportunities to carry out training provider visits.</li> <li>• Students will have opportunities to attend careers fairs and speak to training providers.</li> <li>• Students will be aware of local opportunities.</li> <li>• Students will learn about information from the provider and the approved technical education qualifications or apprenticeships that they provide.</li> <li>• Students will gain information from the visits about the careers the technical education qualifications or apprenticeships might lead.</li> <li>• Students will have a description of what learning or training with the provider is like</li> <li>• Students will receive responses from questions they ask about the</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers/SLT to arrange training providers linked to their curriculum areas to visit the school.</li> <li>• The onsite careers lead and careers advisor will support to identify careers fairs for students to attend and speak to training providers.</li> <li>• Students to attend careers fairs on a yearly basis.</li> <li>• Teachers will support students to research providers before the visit to enable them to understand whom they company is and enable them to create relevant questions to ask.</li> </ul>	<p>SLT, teachers</p> <p>Careers lead, careers advisor</p> <p>Careers lead, careers advisor</p> <p>Teachers</p>	<p>Arranged by Spring 2023</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing/before visits</p>	<ul style="list-style-type: none"> <li>• Relationships with local training providers will be established</li> </ul>
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	provider or technical education qualifications and apprenticeships.				
<b>Monitoring</b>		<b>Evaluation</b>		<b>Cost/Resources</b>	
<b>Reporting</b>		Methods			
<ul style="list-style-type: none"> <li>• Student attendance at careers fairs</li> <li>• Student's decisions regarding their future transition</li> <li>• Careers one to one interviews</li> <li>• Careers one to one interview notes</li> <li>• Meetings with external professionals regarding transitions</li> <li>• Compass assessment</li> <li>• Visits from training providers</li> </ul>		<ul style="list-style-type: none"> <li>• Compass assessment</li> <li>• Student feedback</li> <li>• Teacher feedback</li> <li>• Training/education provider feedback</li> </ul>		<ul style="list-style-type: none"> <li>• Staff time – Primarily Careers Leaders, SLT, Local Authority, Carers</li> <li>• Transport cost TBC</li> <li>• Tickets to careers fairs TBC</li> <li>• Fees from training providers TBC</li> </ul>	