Careers Education, Information, Advice and Guidance Policy

Currently under review to include new key personnel (by Jan 2027)

Middle Phase, Upper Phase and Post 16 Provision

Blossom House School

Reviewed September 2026

Next review due January 2027

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Blossom House School *Safeguarding and child protection*

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DfE – Careers guidance and access for education and training providers: statutory guidance – Jude 2026 update

Gatsby Charitable Foundation – Good Career Guidance: The Next 10 Years -Benchmark updates

DfE's revised Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance September 2026

Careers Education, Information, Advice and Guidance Policy

1. School Vision

Blossom House is an outstanding specialist independent day school, for children with speech, language and communication difficulties. We value every pupil and share in our determination to ensure that individuals achieve their best possible outcomes. Blossom House School along with Post 16 have a pivotal role in preparing pupils for transitions into the next stage of their education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all learners' entitlement, learning and preparation for adult life.

As all pupils at Blossom House have speech, language and communication difficulties, it is vital that CEIAG is an integral part of pupils' specialist support, as it is likely that they will need additional and more specific guidance. This support package needs to take a holistic approach, whereby it includes input from both external experts and in-house multi-disciplinary specialists. The provision should be informed by planned events and formal sessions, as well as regular and ongoing pastoral input from trained staff.

Ethos: In line with the school's Mission Statement, Blossom House's approach to CEIAG focuses upon working from individual starting points and supporting the journey to long term life outcomes. Whilst this journey should include

educating the pupils about further education choices, different types of jobs and career, it must also focus upon the development of functional life skills, independence, rights, social skills and emotional well-being.

Pupils: The pupils themselves are a vital part of this process and it is important to include them at every step of the journey. Their opinions, wishes and needs are to be carefully considered by all professionals when planning their support package in terms of CEIAG

Parents: The parents or guardians of our pupils are also a vital part of the CEIAG planning. The school endeavours to include parents as much as possible and will take their views into account, alongside that of the pupil's, wherever appropriate, such as during Annual Review meetings and Parent Evenings

Through a planned programmed of careers education and one to one guidance we are committed to providing the appropriate activities and experiences to enable learners to make well informed decisions and successful transitions from key stage 3 to key stage 4 and from key stage 4 to key stage 5, Further and Higher Education, Supported Internships, Traineeships/Apprenticeships or Employment.

2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three, Four and Post 16.

The policy also applies to Year 11 pupils after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Although, pupils will be accessing a functional post exam timetable in June and July of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges (May 2025)

This policy accepts the eight Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 and Post 16 for informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities for all year groups and how these events will have an impact on *all pupils at the school*.

All members of staff at Blossom House School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.

It is essential therefore that pupils leave school aware of themselves as individuals, aware of the opportunities available to them and the ability to be able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3. **Objectives**

The objectives of the Careers Education, Information, Advice and Guidance (CEIAG) policy are as follows:

- To ensure that all pupils at the school receive a considered and stable careers programme
- To enable all pupils to learn from information provided by the career and labour market
- To ensure that the CEIAG programme should be individual and address the needs of each pupil
- To link the curriculum learning to careers learning

- To provide pupils with a series of encounters with employers and employees
- To provide pupils with experiences of the workplace(s)
- To ensure that pupils have visits and encounters with further and higher education
- To provide each pupil with the opportunity to receive personal guidance

4. **School Responsibilities**

The school has a series of statutory duties. These are that:

- All registered pupils at the school must receive independent careers advice from Years 8 to 13
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – 13 in order to inform them about approved technical qualifications/supported internships/apprenticeships
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. (Appendix 3). This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross-reference with the objectives of this policy

Blossom House School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes, promotes Fundamental British Values and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.

This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. When arranging work experience for pupils, the school will work with the employer and parents to determine if any additional support will be needed during the work placement.

The CEIAG offer is connected to the school development plan and will continuously be monitored to seek further improvement. This will be done by personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted). Aspects of the programme are evaluated by pupils and this informs future plans and development. The school's Advisory Body will be kept informed of the CEIAG.

5. **Provider Access**

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7 to 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

- To hear from a range of local providers about the opportunities they offer, including technical education, supported internships and apprenticeships through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

6. Monitoring, Evaluation and Review

The Senior Management Team will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- The effectiveness of this policy will be measured by:

  --Feedback from stakeholders through mechanisms such as the Blossom House School and Post 16 pupil and parent survey;
  --Feedback from external visitors to the school such as Ofsted;

- Assessing the number of pupils who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7. The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and

	that is known and understood by pupils, parents, teachers, governors and employers.	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 pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information.	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.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each pupil	Pupils 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 pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects	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.

	for a wide range of future career paths.	
5. Encounters with employers and employees	Every pupil 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.	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 pupil has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every pupil 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.	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. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the pupil has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

	of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	

Young people with PMLD / Highly Complex Needs and using the Gatsby Benchmarks

There is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/ Highly Complex Needs.

The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact:



Benchmark 1- The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships, community



Benchmark 2 – The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs



Benchmark 3 – The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students



Benchmark 4 – The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter



Benchmark 5- The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort



Benchmark 6 – The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise



Benchmark 7 - Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted



Benchmark 8 – The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort

8.Onsite Careers Guidance Team:

To be established through Autumn 2026 term

9.External Careers Advisor:

The school seeks the advice of external professionals whenever needed. It is important for the pupils to have the opportunity to consult with external specialists alongside receiving onsite input from the Careers Guidance team.

Careers Advisor

Contact- To be procured for 2026/7

Provision: Support will be offered through individual or group sessions with the pupils/pupils in school. This support will tie in closely with the school's processes.

Liaison: The appointer person/s will liaise with Phase Leads who will then pass on any relevant information to the individual's Group Leader.

Confidentiality and Safeguarding: At the beginning of each individual session, the external careers advisor will set out clear boundaries with the pupil/pupil, whereby there will be an agreement regarding which information needs to be shared with the school and parents. Any issues of concern and/or safeguarding issues will be passed on to Careers Lead, Group Leaders and Phase Leads who will follow the school's Safeguarding and Child Protection Policies.

Purpose of individual sessions:

1. Supporting the school team in helping the pupil to build a profile of self through raising self-awareness of his or her own abilities.
2. Supporting the school in working with colleges and researching careers options.
3. Supporting family expectations.
4. Supporting with the liaison with the individual's Local Authority in terms of Career Guidance.
5. Supporting the pupil to have some responsibility for their long-term outcomes.
6. Supporting with problem solving any issues in school which the individual would like to address, in liaison with school staff.

7. Supporting the school's work with parents in terms of Careers Guidance.
8. Building long term relationships with the pupils.
9. To set tasks ('home learning') for the pupil/pupil to complete by the time of the next individual session, in liaison with school staff.

APPENDIX 1

Year 7 and 8 Careers Education Overview

Year 7 and 8 Careers Provision Map

Year 7

Topic/ Aim	Session	Term	Staff
Self-awareness - Strengths and needs including related careers	Life Skills	Autumn 1 & 2	SLTs
Daily Living Skills - Personal organisation skills	Curriculum	Autumn 1 & 2	OTs and SLTs
Self-awareness - Diagnoses and related strengths and needs - People in different career fields with diagnoses	Life Skills	Spring 1 & 2	SLTs
Daily Living Skills - Concentration and postural control - Touch typing skills	Curriculum	Spring 1 & 2	OTs and SLTs
PSHE - Dreams and goals	Curriculum	Spring 1	Group Leaders and SLTs
Daily Living Skills - Travel training and increasing independence	Curriculum	Summer 1 & 2	OTs and SLTs
Inclusion of Votes for Schools within Assembly, discussing range of topics across multiple career fields e.g. Women in the film industry,		All Year	Phase Leads

Including WEX at Deen City Farm – see below

Year 8

Topic/ Aim	Session	Term	Staff

Self-awareness - Strengths and needs including related careers	Life Skills	Autumn 1 & 2	SLTs
Preparation for Life Day x2 - Meal preparation - Travel skills; using public transport	Curriculum	Autumn 1 & 2	OTs and SLTs
PSHE - Dreams and goals	Curriculum	Spring 1	Group Leaders and SLTs
Preparation for Life Day x2 - Chores/Laundry/Cleaning - Shopping list, shopping for items and money/change	Curriculum	Spring 1 & 2	OTs and SLTs
Preparation for Life Day x2 - Emergency scenarios- home address, telephone number, emergency services number. Proprioception-hunger, thirst, temperature. - Self-care- face washing, brushing teeth, deodorant and sleep	Curriculum	Summer 1 & 2	OTs and SLTs
Inclusion of Votes for Schools within Assembly, discussing range of topics across multiple career fields e.g. Women in the film industry,		All Year	Phase Leads

Including WEX at Deen City Farm – see below

APPENDIX 2

Upper Phase (Y9/10/11) Careers Education Overview:

External Careers Advice

Provision Outline:

Year	Provision	When
9	Group sessions	Spring Term- February (before Options)
10	Group session and Individual session	Spring Term- January
11	Group session and Individual session	Summer Term- May /June

Arranged by: Grace Pollard, supported by Upper Phase Leads and Clementine Turner-Powell

Careers/Next Steps Fair

Once a year Blossom House School organises a Careers Fair.

The Careers Fair invites people from the local community to talk about specific jobs and what skills pupils may need in order to access the service. This helps to give pupils and their parents an idea of what is out there, ideas and contacts for Y11 Work Experience and prepare for when they leave Upper House.

Types of people attending would be:

- Painters
- Builders
- Media
- Colleges
- Shop assistants
- Actors
- Writers

Although a really successful resource, a careers fair will look to going to once every two years. In it's place, speakers will come in to speak to pupils in more targeted focus groups throughout the Spring Term.

Careers Provision Map – Years 9, 10 & 11

Year 9

Topic/ Aim	Session	Term	Staff
Self-awareness	Life Skills	Autumn 1	SLTs
Preparation for Life Day x2 - Meal preparation - Travel skills; using public transport	Curriculum	Autumn 1 & 2	OTs and SLTs
Skills Session -Introduction to careers -External visitor	Skills	Autumn 1 & 2	SLT and Teacher
Option taster talks Options lessons give tailored talks to pupils to give them a taster of each subject. Teachers give information re qualification and pitch to the group being delivered. Typically in Form Groups during Group Time	Group Time	Spring 1	Teachers
Y9 Options Evening - Introduction to core subjects and options (Phase Leads and SpLD Lead) - Carousel of core and options subjects for parents and pupils	Evening session with parents and pupils	Spring 1	Options Teachers Phase Leads SpLD Lead
Preparation for Life Day x2 - Chores/Laundry/Cleaning - Shopping list, shopping for items and money/change	Curriculum	Spring 1 & 2	OTs and SLTs
Skills sessions - SLTs to complete talking mats Option choices - Taster talks from Options Subject Teachers	Skills	Spring 1 & 2	SLT and Teacher

Introduction to B&B, Work Skills	Skills	Summer 1	SLT and Teacher
Visit from B&B worker	Skills	Summer 1	Cinders
Careers Fair	Curriculum	Summer 1	UP Leads
Preparation for Life Day x2 - Emergency scenarios- home address, telephone number, emergency services number. Proprioception-hunger, thirst, temperature. - Self-care- face washing, brushing teeth, deodorant and sleep	Curriculum	Summer 1 & 2	OTs and SLTs
Transition Day Y9 pupils to try their options lessons	Curriculum	Summer 2	Teachers

Year 10

Topic/ Aim	Session	Term	Staff
Self awareness Group speech and language therapy sessions around diagnoses, strengths and weaknesses. Aim to support building skills in strengths and perseverance and resilience for areas of difficulty	Life Skills	Autumn 1	SLTs
Preparation for Life Day x2 - Meal preparation - Travel training; colleges and employment	Curriculum	Autumn 1 & 2	OTs and SLTs
Skills Session - Travel within the community	Skills	Autumn 1 & 2	SLT and Teacher
Enterprise Project - Trip, travel, community skills	Life Skills	Autumn	SLTs
P16 Open Evening for Pupils and Parents	Evening	Autumn 2 (December)	P16 Leads
Talk from staff at B&B	Skills	Spring 1	Cinders

Skills sessions - Introduction to working at B&B - Introduction to Work Skills - Work expectations	skills	Spring 1	SLT and Teacher
WEX taster sessions at B&B x2	Thursdays 10-2pm	Spring 1 & 2	UP Leads
Preparation for Life Day x2 - Household chores, cleaning - Money/Value/ budgeting	Curriculum	Spring 1 & 2	OTs and SLTs
Taster Sessions at College	Curriculum	Summer 1	P16 Leads and UP Leads
Careers Fair	Curriculum	Summer 1	UP Leads
Skills Sessions	Skills	Summer 1 & 2	SLT and Teacher
Preparation for Life Days x2 - First Aid - Self-care	Curriculum	Summer 1 & 2	OTs and SLTs

Year 11

Topic/ Aim	Session	Term	Staff
Set Y11 Transition Targets within 1st two weeks of term	1:1	Autumn 1	SLTs and SAs
Self awareness - Diagnoses; strengths and needs	Life Skills	Autumn 1	SLTs
Preparation for Life Day x2 - Meal preparation - Travel training; colleges and employment	Curriculum	Autumn 1 & 2	OTs and SLTs
Talk from staff at B&B	Skills	Autumn 1	Cinders
Skills sessions - Introduction to working at B&B	skills	Autumn 1	SLT and Teacher

- Introduction to Work Skills - Work expectations			
WEx taster sessions at B&B x2	Thursdays 10-2pm	Autumn 1 & 2	TAs Lesley Cinders
Talk from P16 Leader	Skills	Autumn 1	P16 Lead
Talk from Employability Leader (with input from current pupil)	Skills	Autumn 1 & 2	Employability Lead
Transition Skills (1x 6 weeks) - Interview skills - Transitions - College courses - Employability	Life Skills	Autumn 2	SLTs
1:1/ paired/small group sessions with SLT (during Skills) to discuss strengths/needs and transitions to P16/Employability	1:1s during needs-led PSHE	Spring 1	SLTs
Study Skills (1 x 6 weeks) - SpLD to support access arrangements and study skills	Life Skills	Spring 1	SpLD and SLT
College taster sessions	Off timetable	Spring 1	UP Leads
Problem Solving and resilience skills (1 x 6 weeks)	Life Skills	Spring 2	SLTs
Preparation for Life Day x2 - Domestic/creating a sensory appropriate workspace - Money/Value/ budgeting	Curriculum	Spring 1 & 2	OTs and SLTs
Skills Sessions - Art therapy transition groups (6 weeks) - Planning Work Experience - Organization skills for college	Skills	Spring 1 & 2 and Summer 1	Teachers, SLTs and AT
Taster Sessions at college where possible	Curriculum	Summer 1	P16 Leads and SAs

Skills Sessions - Art therapy transition groups (6 weeks) - Planning Work Experience - Organization skills for college	Skills	Summer 1	SLT and Teacher
Careers Fair	Curriculum	Summer 1	UP Leads
Preparation for Life Days x2 - First Aid - Selfcare	Curriculum	Summer 2	OTs and SLTs
WEx preparation session	Life Skills/ New Y11 timetable	Summer 2	SLTs
WEx External Placement 20 hours	Post Exam timetable	Summer 2	UP Leads/Parents
Transition Skills during Post Exam Timetable - Visiting P16 Employability x3 days - Visiting P16 College Link x3 days	Post Exam timetable	Summer 2	UP Leads
SDP 2023- Additional Support to be put in place			
*Y11 1:1 College Visits (6 week block) *Y11 Group college visits Fri pms on carousel? *Y9-11Careers Fairs every other year			

Work Experience at Deen City Farm

This is available to small group of KS3 pupils who benefit from bespoke timetables.

Activities include:

- Pupils travel from BHS to Deen City Farm
- Pupils learn about caring for animals, e.g. muck out an animal pen
- Pupils feed/ interact with animals

Our aims for this work experience are for the pupils to:

- Develop intrinsic motivation
- Develop confidence and resilience
- Develop emotional regulation and wellbeing
- Develop a trust of the adults from school and the farm
- Develop their relationships and communication skills
- Work in a group

It will be a positive shared experience for the pupils. In order to develop a trust of the adults and to help the pupils settle a weekly routine allows pupils know what to expect. Deen City Farm staff greet the pupils and then the pupils say hello to some of the animals before doing a job. This helps them settle. The Deen City Farm staff member explains the job, models what to do with the equipment so that the pupils and staff know what is expected of them and then do the weekly jobs. Finally feed/interact with some of the animals. If we have this routine then the pupils know what to expect each week.

APPENDIX 3

Key Stage Five (Post 16)- Careers Education Overview:

	Careers and work-related learning opportunities	Gatsby benchmark Links		Work Skills Units Gatsby 4 Employability	Gatsby benchmark Links		Additional Curriculum Input Gatsby 4 – linking curriculum to careers
Post 16 Careers management	• Work Experience • EHCP Annual reviews and Transition Plans • Vocational Profiling • National Apprenticeship • Duke of Edinburgh Scheme – develops employability and personal skills as well as work experience • Supporting pupils with Transition from school to appropriate further education (Travel Training)	**1,3 & 5, 6** **1,3, & 5** **7** **7** **7 &2** **3**		Level 1- • CV's writing and cover letters • Rights and responsibilities at work • Expectations of a work placement • Preparations and reflections of work experience Level 2- • Applying for a job	**3** **5 & 6** **5 & 6** **5 & 6**		• Formal letter writing – Functional Skills English • Functional Maths – Time & Money management • Employability pathway curriculum • Independent careers advisor visits • Returning students presenting to students in relation to jobs, apprenticeships.

	• College Link Pathway and College Link Mentors • UCAS applications with College for L3 pupils • UCAS Fair for L3 pupils • Sports links with Fulham Football – sports leaders • CV updating • One-to-one careers interviews • Mock interview workshops • Employability Pathway: Volunteering, work experience, work place visits. • Employability classroom-based learning: Ready for Work, Professional Development and Key Skills lessons. • National Careers Week Transition service (yr. 13 & 14) includes updating CVs, applying for courses/programmes, apprenticeships, visits to job centres/ agencies, financial education, sending parents information about different provisions, employability hubs/ services.	**3** **7** **7** **7** **7** **3&8** **1,2,3,4 &6** **3** **3 & 8** **3 & 8** **1 & 8,2** **1,2,3,4 &6**		• Preparing for the recruitment process • Understanding Employment Responsibilities and Rights at Work • Learning from Work Placement	**2, 5 & 6** **2, 5 & 6** **2, 5 & 6** **5 &6**		

Year Group	Autumn	Spring	Summer
12	Small group sessions, future training and employment options	National Apprenticeship week 6th-12 February 2023 careers interviews begin. National Careers Week activities (4th-9th March 2023)Careers interviews continue. careers and enrichment programme Careers Fair	Preparation for WEX Mock interviews/CV prep. Work experience and Enterprise activities
13	Small group sessions, future training and employment options. careers and enrichment programme yr 13 leavers	National Apprenticeship week	Preparation for WEX .careers and enrichment programme year 13 leavers Mock interviews and CV prep Work experience and enterprise activities

14+	L3 students support with UCAS applications at college and visits to Uni open fairs.	National Apprenticeship week	Preparation for WEX. careers and enrichment programme Mock interviews and CV prep. Work experience. Enterprise activities. Transition service