

The Charter School North Dulwich

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

2025/27

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Introduction: High quality careers education and guidance is critical to our student's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work, including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Charter Schools Educational Trust Vision: to transform lives through the power of inclusive education.

Intent:

It is the vision of the school to enable all students to develop knowledge, skills and character in all aspects of their education so that they can be happy in life and successful in the career pathway of their choice.

CEAIG Vision: To enable every individual student to understand the career options available and develop the employability skills so that they can choose the most suitable and inspiring career pathway for them, and raise and exceed their aspirations so that they can go on to be successful and happy in an increasingly competitive and ever-changing world.

Rationale: The school has a moral and statutory duty to provide its students in years 7 to 13 with careers education, information, advice and guidance. We will provide an integrated approach to CEAIG – it will be integral to the curriculum rather than a bolt-on. It will coordinate with the school's PSHE and co-curricular offering. We will have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year will support our careers education curriculum and the achievement of the eight Gatsby benchmarks. Evidence suggests that enabling students to see what they can achieve in life has a significant impact upon students' engagement in learning and progress in school.

Our aim is for our young people to be able to:

- Understand themselves
- Understand the skills required in the economy today in order for them to be successful
- Investigate opportunities in learning and work and have an understanding of where the jobs will be in the future
- Make and adjust plans to manage change and transition.

The aim is the provision of high quality and effective CEIAG for all students. This supports the aims of the school, to help our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21st century.

The school and local governing body are committed to providing a stable careers programme that addresses the six career development skills that people need to have a positive career (based on the CDI framework, see <https://www.thecdi.net/resources/cdi-framework>)

Every student will have at least one independent Careers Guidance session interview by the age of 16, and the opportunity for a further interview by the age of 18. For most students this will take place in year 11, although we prioritise EHCP students, then PP/FSM students and some of these students may be met sooner if it is appropriate to do so. This meeting will be followed up with an Action Plan which will be shared with the students and, with their permission, their parents or carers and other staff in the school as appropriate.

Policy and statutory duties:

The government's guidance, 'Careers guidance and access for education and training providers', for January 2023 outlines statutory guidance requirements schools are required to adopt. It refers to the Gatsby benchmarks for schools to follow. The Education Act 1997, sections 42A and 42B requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year-olds) to year 13 (17-18 year-olds). The Skills Act 2022 strengthened this to ensure that from January 2023 students in years 8-13 have two encounters with providers of approved technical qualifications per key stage.

The governing body should provide clear advice and guidance on which the school or college leader can base a strategic careers plan which meets the legal or contractual requirements of the school or college. The plan should be developed in line with the Gatsby Benchmarks and informed by the requirements and expectations set out in this document. This plan should show how the careers programme will be implemented and how its impact will be measured. Every school and college should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement. The governing body must make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year olds) and students aged up to 25 with an education, health and care plan, and that it is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The governing body must also make sure that arrangements are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is

published (the legal requirements of the provider access legislation). The governing body must ensure schools comply with the minimum requirements. This should be part of a broader approach to ensuring that students are aware of the full range of academic and technical routes available to them at each transition point.

The school has a legal duty to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

Links with other policies:

Provider Access Policy Statement & Work experience policy: both these policies are available either on the careers section or the policies section of the school's website

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2023
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

This policy has also taken account of the recommendations made in Ofsted's independent review of careers guidance in schools and further education and skills providers, published 29 September 2023 <https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers> and the Careers Development Institute Framework <https://www.thecdi.net/resources/cdi-framework#>

Implementation:

We work closely with the Charter School Educational Trust network of careers leaders as well as the Careers Development Institute, the Central London Careers Hub, the Southwark Schools Learning Partnership Careers Hub and The Careers and Enterprise Company. Our independent careers advisor is provided by the Educational Development Trust who support us with one-to-one interviews for all KS4 and KS5 pupils as well as curriculum support and general advice. They are also supporting us in attaining the Quality in Careers Standard. Which we aim to achieve in the 2024/25 academic year.

To deliver quality, effective and impartial careers education, advice, information and guidance (CEAIG) the Careers Team will use the eight Gatsby Foundation benchmarks to guide our activities as we support each student in preparing for their future. These are:

1. A stable careers programme
2. Learning from career and Labour Market Information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with Employers and Employees
6. Experiences of the workplace
7. Encounters with Further and Higher Education
8. Personal Guidance

In order to meet this objective, we will undertake the following actions:

- To monitor and evaluate all aspects of provision
- To engage with outside providers of education and training
- To engage with local and national employers
- To promote employability skills through all areas of school life
- To inform parents so they can support and help their children
- To promote high aspirations
- To ensure staff are sufficiently trained to embed CEIAG and work-related learning/employability in the curriculum
- To put the needs of the students first
- To increase social mobility

Roles and responsibilities:

The governing body is responsible for:

- Ensuring there is an appointed Careers Leader that is responsible for the leadership of the school's delivery of careers and that careers guidance;
- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11;
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. The Provider Access Policy Statement sets out these arrangements;
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

SLT is responsible for reviewing, approving and supporting the Careers Policy, ensuring it meets the Gatsby Benchmarks, holding the Careers Leader to account against it and supporting the Careers Team in implementing the activities and actions set out therein.

The Careers Leader is responsible for planning and implementing a strategy for developing a stable careers programme which meets all eight of the Gatsby benchmarks of good practice and prepares pupils for the choices and transitions in education, training and employment. The Careers Leader will hold the Level 6 Certificate in Careers Leadership.

The Careers Coordinator is responsible for coordinating the school Careers & Destinations Programme ensuring a high quality, well equipped service that supports the curriculum.

The Careers Adviser is responsible for conducting client-focused, impartial, personal career guidance interviews with pupils which challenge and support them to make informed, realistic and adaptable career decisions based on self and opportunity awareness, aspirations, motivation. The Careers Adviser will hold the Level 6 Diploma in Careers Development & Guidance.

Detailed Job Descriptions for these roles are available.

Link Governor: the Link Governor is expected to take a strategic interest in careers education and guidance and encourage employer engagement for careers. The Link Governor for careers should ensure that the school is constantly reviewing its practice to ensure that there is a coordinated approach to careers and implementing the 8 Gatsby Benchmarks across the school.

Year Leaders: Year Leaders are expected to collaborate with the careers team in order to develop and implement and facilitate the delivery of a suitable careers curriculum and programme which is engaging and relevant for their cohort

Tutors: tutors will be asked to facilitate or deliver ad hoc careers activities and regular half-term programmes through tutor sessions, workshops, assemblies, work-place visits, speaker events and drop-down days

Subject leaders: subject leaders are expected to incorporate career-related learning into their curriculum plans for regular and consistent delivery within lessons and to include relevant extra-curricular and enrichment activities to students across all year groups

Classroom teachers: classroom teachers are expected to incorporate career-related learning into their curriculum plans for regular and consistent delivery within lessons and extra-curricular activities to their students across all year groups

SENCo: the SENCo is expected to collaborate with the careers team to ensure that all CEaIG activity is adapted so that it is appropriate for the needs of all students so that all students are able to be happy in life and successful in the career pathway of their choice.

PSHE Coordinator: the PSHE Coordinator is expected to collaborate with the Careers Leader to ensure that Careers & Destinations is an integral part of the PHSE curriculum delivered to years 7 -13

Admin and support staff: Administrative and support staff will support with the communication of the careers and destinations activities to key stakeholders including students, parents, staff, suppliers and other third parties

Staff CPD: both the Careers Leader and the Careers Coordinator have completed the Level 6 Diploma in Careers Development & Guidance. All members of the team will attend regular professional development sessions to ensure that they remain fully informed and up to date in relation to developments in CEAG. The team will also ensure that appropriate teaching and non-teaching colleagues receive regular training in CEAG issues, particularly in relation to Gatsby Benchmark 4.

The Team: the Careers & Destinations Team comprises the AHT Personal Development, the Careers & Destinations Coordinator and the Careers Adviser (part-time).

The school has committed to a 2 year rolling subscription to Unifrog, a universal online destinations platform which gives staff and students access to CEAG resources and enables students to make informed decisions about their next steps after school and provide support in making applications to universities, apprenticeships and employers. The school also subscribes to Skills Builder, another platform which aims to equip individuals with essential employability skills for success. The Careers & Destinations Department has a dedicated office which incorporates a stand-alone office in which the Careers Adviser is able to conduct confidential meetings with students, providing impartial careers advice and guidance, and a careers computer room where students are able to access information, make applications and conduct interviews. This also has a library of careers-related publications, prospectuses and leaflets. Class Charts is the main method of communication with students and parents. The Careers & Destinations section of the school's website is kept up-to-date with information regarding the CEAG curriculum, labour market information and key activities taking place.

Curriculum: the CEIAG curriculum is a planned and progressive programme, based on the Career Development Institute's new Career Development Framework and is detailed later in this document.

The school's curriculum and extra-curricular offer enables key areas of career development to be identified and taught via high-quality practice.

Other opportunities to engage with the school's Careers Education Information Advice and Guidance provision include:

- ❖ Unifrog – a one-stop CEIAG interactive programme designed to be used at every stage of student's career development and exploration
- ❖ Tailored progressive Unifrog careers workshops/ tutor time sessions
- ❖ The school website, which has a range of helpful resources including guidance on labour market information and apprenticeship vacancies.
- ❖ An Open Evening for parents, held in Year 9, in addition to a Parents' Evening to discuss Option choices and how these link to careers.
- ❖ Open Evenings for parents in Year 11 with Careers and Next Step Support
- ❖ Annual Careers Fair and Post 16 Providers Fair
- ❖ Work experience and/or Work based experiences.
- ❖ Personalised meetings with an independent CEIAG Adviser.
- ❖ Specialist and targeted support for our SEND cohort
- ❖ All families at KS4 may discuss their child's academic progress and career ambitions.
- ❖ Trips to universities and employers, as well as visitors into school
- ❖ Post examination results service.
- ❖ Monitoring and the CEIAG policy is reviewed regularly by the Governing Body and clearly accessible to all stakeholders on the school's website.
- ❖ The Headteacher, in conjunction with the other relevant personnel, will ensure that the work of the Careers Lead and CEIAG events are supported and monitored.
- ❖ A member of the Senior Leadership Team has an overview of CEIAG work and provides regular feedback

Key Partnerships:

We work closely with the School Educational Trust network of careers leaders as well as the Careers Development Institute, the Central London Careers Hub, the Southwark Schools Learning Partnership Careers Hub and The Careers and Enterprise Company. Our independent careers advisor is provided by the

Educational Development Trust who support us with one-to-one interviews for all KS4 and KS5 pupils as well as curriculum support and general advice. They also support us in attaining the Quality in Careers Standard. Other key partners include:

Careers and Enterprise Company: the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education. Their mission is to help every young person find their best next step. They do this by working with both primary and secondary schools, colleges and employers to improve careers education and secure better outcomes for young people.

Career Development Institute: Our Careers Leader is a member of the CDI, which supports career development professionals and helps them get qualified to provide careers education, information, advice and guidance. They set standards for professional practice, including the CDI Code of Ethics, which is recognised by government, and provide resources and training for members.

Careers Hub, Central London (including the dedicated Enterprise Coordinator, Southwark and the school's appointed Careers Advisers): they help career educators and employers provide excellent careers education to young people in Central London by bringing together top industry professionals with more than 200 London schools, thereby giving young Londoners a genuine insight into the world of work.

Education and Development Trust: they support schools to improve systems at scale and provide empowering employability and careers services to young people and adults.

Unifrog: this is the school's careers platform which helps students (and parents) compare every university course, every apprenticeship, and Further Education courses and then to apply successfully. It also supports our careers team in managing the progression process and key careers elements – such as work experience - effectively.

Skills Builder: Skills Builder is a comprehensive initial assessment and diagnostic solution. It enables us to develop students' employability skills with industry-leading assessments and access to the highest quality curriculum, while collecting the data and evidence needed to demonstrate learner progression.

InvestIN: we have developed our Careers School which incorporates work insight days, mock assessment centres and careers-related workshops for delivery to our cohorts of year 9 and 10 students participating in our Excellence Programme, which provides its participants (high attaining students from disadvantaged backgrounds) with a holistic support package designed to maximise their attainment and encourage them to think positively about their futures.

PathwayCTM: supporting with delivery of our Mock Assessment Centre activity, a key element of our Destinations Week in year 12. This is a sequence of activities spreads over three days designed to give students support in feeling confident when knowing about their options and pathways after A-Level.

Future Frontiers: Future Frontiers is an award-winning education charity. They work with schools and businesses across the UK to provide a programme of coaching and access to professional role models to young people aged 14-16.

Blackwood Group: Blackwood Group is an executive search firm, with whom we have partnered in order to develop a bespoke mentoring programme which supports students in year 12 from disadvantaged backgrounds to develop key employability skills and better understand the labour market prior to making key decisions about their futures.

Equibalance: Equibalance targets young people aged 16-18 years old from black and/or minoritised groups. It aims to equip young people with the knowledge, skills and experience required to achieve their ambitions through workshops, access to professional mentors, industry insights, workplace visits, networking events and paid work placements

Investment 2020: Investment20/20 is a part of The Investment Association and provides a high-quality route through to a career in investment management, including a careers service where students can learn about the investment management industry, one of London's largest employers, and all its opportunities. They also provide access to school leaver and graduate trainee programmes across our 60+ partner companies.

Impact: Impact is measured with reference to the following Key Performance Indicators:

- Fulfilment of the Gatsby Benchmarks
- Termly self-analysis using Compass+
- Analysis of destinations - no NEETS
- Feedback on CEaIG provision from stakeholders, including staff, students, parents, suppliers and other external third parties e.g. enterprise adviser
- Each element of our CEaIG provision will be evaluated by asking suppliers and participants to complete an evaluation form
- The Future Skills Questionnaire will be used annually to measure the career readiness of students at key points of transition
- Quality in Careers Standard (to be undertaken in 2024/25)
- Ofsted judgements
- Long term careers outcomes / development
- The number of students who are NEET in October having left the school in the previous summer.

Our Students will:

- ❖ Have a clear understanding of the skills and attributes that are valued in the 21st Century workplace
- ❖ Have opportunities to develop and enhance the key employability skills
- ❖ Have a clear understanding of all options and pathways available to them at key transition points
- ❖ Have good knowledge of a wide variety of different job sectors

- ❖ Have an understanding of the various routes into employment

Our staff will:

- ❖ Have an understanding of the various careers available that link with their curriculum area
- ❖ Be able to embed careers education and information into curriculum learning
- ❖ Have an understanding of the options available to students at key transition point

Our parents will:

- Feel well-informed about developments in the labour market and have a better understanding of the skills and attributes that are required in the 21st Century workplace and the various routes into employment

Other objectives to be addressed:

- ❖ Continued development of an evolving enrichment & co-curricular programme
- ❖ Increasing engagement with our alumni network

We will monitor our performance against these Key Performance Indicators on a termly basis and RAG-rate outcomes relative to them. We will review performance by taking regular feedback from key stakeholders, including students, parents, staff and external suppliers. We will evaluate these outcomes by measuring the impact on our students and their outcomes, for example with reference to attainment and destinations data, numbers of students who are NEET and successful applications to employers.

Careers Curriculum:

Key Stage 3

Aims: to Broaden horizons, Raise Aspirations and Challenge perceptions

Pupils are introduced to the school's online careers resource, Unifrog. Over the course of KS3 all pupils have sessions with a variety of external providers and go on work-related visits. They embark on their progression through the seven-year Careers Guidance programme which has the following main learning aspects:

- Self-awareness, self-determination and self-improvement as a learner.
- Exploring careers and career development.
- Investigating work and working life.
- Understanding business and industry.
- Valuing equality, diversity and inclusion.
- Showing initiative and enterprise.
- Preparing for employability.
- Developing personal financial awareness and capability.
- Learning about employment law, including health and safety.

Year Group Objectives	Activities	Staff Involved	Outcome
Year 7 – Broaden horizons	<p>Tutor time sessions – Skills Builder Summer 2</p> <p>Guest speaker assemblies e.g. Armed Forces, Met Police etc</p> <p>Southwark Careers Fair</p> <p>Introduction to Unifrog</p> <p>National Careers Week</p>	<p>Year Leader/PASD/AHT/Careers team</p> <p>SLs/AHT/YL/Interventions coordinator/Careers Team</p> <p>Careers Team/YL/Classroom teachers</p> <p>Careers Lead</p> <p>Careers Lead/Careers Coordinator/Subject Leaders/Classroom Teachers</p>	<p>To start Year 7 students thinking about different careers, skills and further/higher education</p> <p>To inform Y7 about potential careers in large employers</p> <p>Students to hear from professionals share their knowledge and experience with young people</p> <p>Introduction to Careers Library and the Interests Quiz</p> <p>All subjects will deliver Do Nows 'where will my subject lead me' to explore Career pathways</p>
Year 8 – Developing life skills	<p>Stepping into the NHS – Spring 2</p> <p>Visits from external speakers and activities</p> <p>Financial awareness workshop</p>	<p>Careers team / YL / tutors</p> <p>AHT/KCLs/YL/Careers Team/Interventions coordinator</p> <p>Careers team & external facilitators</p>	<p>Research and understand jobs within the NHS and create a recruitment advert – national KS4 competition</p> <p>Students will be given the opportunity to hear from people working in different sectors about their careers – especially STEM</p>

	<p>Tutor Time sessions – Skills Builder summer 2</p> <p>In school Careers Fair with over 40 employers, careers advisers and FE/HE organisations</p> <p>National Careers Week</p>	<p>YL/Tutors/careers team</p> <p>Careers Team/YL/Classroom teachers</p> <p>Careers Lead/Careers Coordinator/Subject Leaders/Classroom Teachers</p> <p>Careers Lead/Careers Coordinator/Subject Leaders/Classroom Teachers</p>	<p>Building young people’s knowledge around basic finance and helping them engage with money and life skills</p> <p>To develop Year 8 students thinking about different careers, skills and further/higher education</p> <p>Students to hear from professionals share their knowledge and experience with young people</p> <p>All subjects will deliver Do Nows ‘where will my subject lead me’ to explore Career pathways</p>
Year 9 – Next steps	<p>In school Careers Fair with over 40 employers, careers advisers and FE/HE organisations – 6th July</p> <p>National Careers Challenge</p> <p>Visits/assemblies from external speakers and activities</p> <p>GCSE Options interviews</p> <p>Online careers information and local market information</p> <p>Independent Careers Advice</p> <p>Tutor time sessions – Introduction to Unifrog, Apprenticeships, Careers, Skills Builder; Step into the NHS programme (Spring 1)</p> <p>University Trip</p>	<p>Careers Team/ YLs/SLT</p> <p>Careers Team & external facilitators</p> <p>AHT/KCLs/YL/Careers Team</p> <p>SLT/MLT/SLs</p> <p>Careers Team/Tutors/YLs</p> <p>Careers Adviser</p> <p>Careers Team/Tutors/YLs</p> <p>YL/careers team</p>	<p>To inform pupils about the full range of opportunities for post 16 and to better inform their GCSE option choices. Introduce them to a variety of career options.</p> <p>To develop entrepreneurial and problem solving skills as well as team building and communication skills</p> <p>Students will be given the opportunity to hear from people working in different sectors about their careers – especially STEM</p> <p>All Year 9 students have an individual meeting with a senior member of staff to discuss their post 16 options</p> <p>All students will be directed to online LMI information</p> <p>All DA/SEND students will meet with the careers adviser to find out more about their opportunities both post 16 and post 18</p> <p>To develop Year 9 students thinking about different careers, skills and further/higher education. To embed the use of Unifrog as a careers resource and tracker.</p>

	National Careers Week	Careers Lead/Careers Coordinator/Subject Leaders/Classroom Teachers	All year 9 students visit a London university campus All subjects will deliver Do Nows 'where will my subject lead me' to explore Career pathways
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Key Stage 4

Aims: to focus thinking on next steps and build experience of the world of work

Students continue to work through the learning aspects at a more sophisticated and detailed level. They are encouraged to make regular use of the careers guidance resources including staff, online resources and library. The full range of Post-16 possibilities explored through a number of activities, including contact with and visits to FE, training and work-based facilities. Talks by employers are included regularly in assemblies and other forums, as well as one-to-one career interviews. Parents are encouraged to be involved in and supportive of these activities. Special attention given to the needs of students with difficult personal circumstances and with SEN.

Year Group Objectives	Activities	Staff Involved	Outcome
Year 10 – The world of work	Work experience – CV writing, searching for placements, how to behave at work in tutor time (Summer 1)	AHT/YL/Tutors/careers Team	To motivate students to start explore potential careers Practical experience of writing CVs and searching for placements Real workplace skills development
	Inspirational assemblies and tutor sessions	YL/Tutors	Focus thinking on what they may want to do post 16 and what qualifications are needed and potential routes in
	In school Careers Fair with over 40 employers, careers advisers and FE/HE organisations – date TBC	Careers Team/ YLs/SLT	Meet and hear people from a variety of backgrounds and inspirational careers/educational establishments/apprenticeship providers
	University, apprenticeship and careers fairs	YL/Careers Team	To inform pupils about the full range of opportunities for post 16 and to better inform their GCSE option choices. Introduce them to a variety of career options.
	Post 16 options event	AHT/YL/Careers team	To specifically raise the aspirations of DA students to consider University and explore apprenticeships and other career pathways
	Open day information – sixth form colleges	Careers Team	Event for students and parent to attend where they can meet a variety of post 16 providers and gain information on various qualification routes including apprenticeships and T-Levels

	Duke of Edinburgh Bronze	DofE coordinator/YL/AHT	<p>Shared with all students/families and posted on website - full schedule of Post 16 open events</p> <p>All Year 10 students will gain their Bronze DofE award, developing life skills including independence, resilience, problem solving and team building. Volunteering section also adds work experience to their CVs</p>
Year 11 - Stepping up	<p>Individual advice and guidance with independent careers advisor</p> <p>In school Careers Fair with over 40 employers, careers advisers and FE/HE organisations – 31st January</p> <p>University and careers fairs</p> <p>Open day information</p> <p>Online careers information and local market information</p> <p>Post-16 options event</p> <p>Visits to FE colleges</p> <p>Tutor sessions planning for KS5</p>	<p>YL/Careers adviser</p> <p>Careers Team/ YLs/SLT</p> <p>YL/Careers Team</p> <p>YL/RA team</p> <p>Careers Team/Tutors/YLs</p> <p>AHT/YL/Careers team Teaching staff/YL</p> <p>AHT/YL/Careers team Teaching staff/YL</p> <p>Careers Team</p>	<p>Students and parents offered individual guidance for post 16 options including FE, apprenticeships, training and T-levels</p> <p>To inform pupils about the full range of opportunities for post 16 and to better inform their GCSE option choices. Introduce them to a variety of career options.</p> <p>To specifically raise the aspirations of DA students to consider University and explore apprenticeships and other career pathways</p> <p>Shared with all students/families and posted on website - full schedule of Post 16 open events</p> <p>All students will be directed to online sources for specific information about careers plus latest local market information and vacancies</p> <p>Event for students and parent to attend where they can meet a variety of post 16 providers and gain information on various qualification routes including apprenticeships and T-Levels</p> <p>Targeting specific groups who will benefit from extra information about the FE college route and the qualification options on offer</p> <p>Stepping up: how to choose options that fit with your careers plans, thinking about you're a Levels, degree and career</p>

Key Stage 5

Aims: to focus thinking on next steps, develop individual 'brand' and skill set plus offer targeted support where needed

The Post-16 careers provision is part of our Sixth Form Enrichment programme. Students are encouraged to reflect on their own personal development. They are kept aware of changing career processes and opportunities, as well as being encouraged to carry out their own research and to develop their personal network of support. In particular, students are offered help in preparing for and performing well in interview and selection processes. Visits to higher education and other institutions are arranged. External providers ensure that the best possible up-to-date impartial advice is available. Advice and guidance in completion of high quality UCAS applications, interview practice, BMAT guidance for medical school applicants, conservatoire support and practice for Music, Drama and specialist preparation for Art colleges is provided to support applicants in their preparation for auditions and interviews. Additional Oxbridge preparation supported within local networks of secondary schools in the Southwark Secondary Learning Partnership (SSLP) with local independent schools.

Year Group Objectives	Activities	Staff Involved	Outcome
Year 12 and 13 – focus on the future	CV workshops plus help with personal statements using Unifrog	YL/Tutors/Intervention coordinator	All students will have an up to date CV and personal statement.
	Individual careers guidance interviews	YL/Careers adviser/6 th form admin	Students offered individual guidance for post 18 options in Year 12 and again in Y13 if needed
	Careers Fairs (internal and external)	YL/Careers Team	To ensure that all students have clear ideas of what their next steps will be including University, apprenticeships and gap years
	Mentoring for DA students who do not have a parent or sibling who has attended University in the UK	Oxbridge/Law/Medic coordinator	Programme of activities to support applications to university, apprenticeships and full-time employment
	Summer Work experience/Volunteering in Y12	YL/Tutors/Teachers/Careers Team	To be completed by all Y12 and optional for Y13. To further develop work place skills and add to their CVs
	Visits to Universities and University application process (UCAS)	AHT/UCAS coordinator/Tutors/YLs	All students will have the opportunity to visit University and University fairs to gain better understanding of different institutions and courses before completing their UCAS applications
	SSLP Apprenticeships Fair	SSLP	Exhibitors and talks (from current apprentices and employers/providers) on higher and

	<p>Careers team/External volunteers</p> <p>YLs/Careers team</p> <p>AHT/YL/Careers Team</p> <p>Tutors/Interventions coordinator/Volunteers/Careers Team</p> <p>YL/Tutors/Interventions coordinator</p> <p>Careers Team/Sixth Form team</p> <p>Careers Team/Sixth Form team</p>	<p>degree level apprenticeships as a credible and viable option</p> <p>To prepare students for financial self-management post 18</p> <p>High quality speakers from a variety of industries and backgrounds to inspire and inform students.</p> <p>Ensures all students and parents are aware of all post 18 opportunities including apprenticeship, work, HE and gap years</p> <p>To ensure that all students are prepared for the various steps used in recruitment today. Delivered via workshops or individually if required.</p> <p>Weekly email detailing work experience and apprenticeship vacancies shared with students via tutors and on the 6th form screens.</p> <p>Two days of careers and destinations activities including "Talk the Talk", mock assessment centres and alumni talks</p>
	<p>Financial planning workshops – Destinations week</p> <p>Inspirational assemblies</p> <p>Information sessions/evenings</p> <p>Practical support, including help with applications, interview practice, online testing, Linked-In, etc.</p> <p>Weekly opportunities bulletin</p> <p>Destinations Week</p>	