



# The Athelstan Trust

## Careers Education, Information, Advice and Guidance Policy

Date of Review	Approved by	Date of Approval	Next Review	Website
March 2020	Board	20 May 2020	May 2023	Yes

### Introduction

The Athelstan Trust wants all students to meet their aspirations and reach their full potential. Careers education and Work Related Learning are an integral part of the preparation of students for the opportunities, responsibilities and experience of adult life. Our main concern is preparing students for the choices, changes and transitions affecting their future education, training and life as adult members of society. We wish students to have the knowledge and skills required to make informed choices.

We will plan/promote a broad and balanced curriculum that promotes the spiritual, moral, social and cultural values of the Trust. There will be a positive holistic approach with provisions made throughout the curriculum and out of school activities.

### Rationale

The aims of the Careers education and work related learning are:

1. To develop knowledge, skills and attitudes students need for adult and working life.
2. To broaden the career aspirations of all students.
3. To enable students to see the relevance and importance of education and understand the importance of lifelong learning.
4. To motivate students to develop knowledge and understanding of the world of work.
5. To provide students with the statutory entitlement of preparation for adult life.
6. To ensure that students have a clear awareness of the career opportunities available to them.

### Specific Aims

Our learning aims and learning objectives will reflect those set out in the CDI framework, Gatsby benchmarks and Ofsted handbook.

CDI framework:

- \* Students will develop themselves through careers, employability and enterprise education
- \* Students will learn about careers and the world of work
- \* Students will develop their career management, employability and enterprise skills

Gatsby benchmarks:

- \* We will have in-place a stable careers programme
- \* Students will be able to learn from career and labour market information
- \* We will ensure all students' needs are addressed individually (specific focus on SEND and PP students)
- \* We will ensure that each curriculum area links learning to careers
- \* We will ensure students have many encounters with employers and employees throughout their studies
- \* Students will have experiences of workplaces in Yr. 10 and 12 and at other times if opportunities present themselves
- \* Students will have many encounters with further and higher education (as per the Baker clause)
- \* Students will have the opportunity to receive personal guidance from a qualified careers advisor

Ofsted:

- \* We will provide students with a coherent well planned and sequenced set of careers lessons which pays particular attention to pp and SEND needs, provides stretch and challenge and promotes interests, aspirations and next steps



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- \* We will regularly monitor and review provision to ensure quality.
- \* We will ensure that regular self-assessment audits occur, of staff, learners, and partners.

### Objectives and procedures

1. To develop students' awareness and understanding of their own abilities, talents, aptitudes, strengths and weaknesses.
2. To provide students with reliable, accurate and up-to-date information about the range of opportunities available in education, training and employment.
3. To develop knowledge and understanding of the world in which students live and work.
4. To develop the students' ability to make informed choices about their future careers.
5. To give students the opportunity to reflect wisely, learn eagerly, behave with integrity and cooperate consistently in careers lessons, on visits and in careers talks.
6. To enable students to manage effectively the transition from school to new roles and situations.
7. To enable students access to a Careers Adviser for advice on future choices.

### Student needs

The careers programme is designed to meet the needs of students within the Trust. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

### Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.



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## Careers Education, Information, Advice and Guidance Procedures

### Organisation

The CEIAG will be composed of:

Mr Richard Brand	Headteacher
Mr Declan Mooney	Deputy Headteacher
Mrs Emily Smith	Deputy Headteacher
Mrs Lacey Roberts Marklove	Careers Adviser

Staff contribute to CEIAG through their roles as tutors and subject teachers. The core CEIAG team are also responsible for maintaining the sources of careers information in the Careers Library, on the School website and through SACU. They are also responsible for the planning and delivery of the Careers Tutor Programme in KS3 and KS4.

### Delivery

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities. We will build upon existing good practice within the school and use external support agencies to achieve our learning objectives.

- Create a Management Group that will be responsible for CEIAG and Enterprise within school.
- Vocational courses
- Careers Education and Guidance
- Year 10 one week Work Experience
- Extended Work Placements
- Visits to employer
- Careers Week
- Promote extra-curricular WRL / Enterprise opportunities through outside speakers, visits, industry days, business links, mock interviews.
- Careers/WRL / Enterprise modules within the Careers Tutor Programme.
- Provision will be monitored by ongoing self-audit procedures.
- Undertake audit of core subjects to identify WRL/Enterprise/Careers opportunities.
- Ensure all learners have access to interview technique training.
- All learners to create their own skills portfolio/CV.
- Utilise external agencies to develop WRL/Enterprise/Careers throughout the curriculum.
- Take part in "clusters" of schools within the Careers Collaborative to develop best practice and share ideas.
- In-house and external mentoring schemes to cover all learners.
- Staff continuous professional development to support teaching and learning opportunities within the curriculum.
- Stem activities
- Gloucestershire Aspiration Project – Working in collaboration with GROWS to raise aspiration to university level study (higher education) amongst students from targeted areas in Gloucestershire.
- Implementation of the Gatsby Careers Benchmarks

### Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. Assistant Head with oversight for Careers is responsible for the effective deployment of resources.

### Monitoring, Review and Evaluation

The provision is monitored and reviewed annually through a range of activities (including impact questionnaires, student review sheets, audit tools etc.). Each year's arrangements for evaluating provision are set out in the partnership agreement. A report is submitted to the senior leadership team and governors.

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## Careers Education, Information, Advice and Guidance Procedures

### **Appendix 1: CIAG Learner Entitlement Document**

The Dean Academy is committed to ensuring that we provide our students with high quality, impartial and up to date information and guidance in order for them to plan and manage their own careers and aspirations. Every student at The Dean Academy has access to Careers information, advice and guidance, from year 7-11. Broadly speaking the different elements of CIAG can be divided in following way:

**Careers Information:** Providing access for all students to a range of careers information resources. This includes the school library, access to school careers website and opportunities to take part in careers activities such as: guest speakers, careers fairs, open days and careers related trips.

**Careers Guidance:** All students have access to impartial careers advice from a qualified in-house careers advisor and outside agencies where necessary according to need.

**Careers Advice:** The tutor system and academic mentoring allow for students to be guided and assisted in making appropriate and informed careers choices, with support for students in establishing and achieving their goals.

### **Careers Education: Learner Entitlement Statements:**

In year 7, 8 and 9, students will be helped to:

- Understand yourself and know who and what plays a part in how you think about yourself and the things that matter to you.
- Think about what you expect of yourself and what others expect of you.
- Develop confidence in yourself and in your abilities.
- Investigate ways to develop as a person.
- Understand how the world of work is changing and the skills that you need in order to do well in your future life and career.
- Investigate possible careers opportunities and start to think about how they might be achieved in the future.
- Learn how to plan ahead and deal with all kinds of changes as they happen to you.
- Know who is there to help you in school and exactly what they can do.
- Decide on your key stage 4 options, and where necessary obtain help from tutors, Values & Society teachers, careers advisor, subject staff and parents

In years 10 and 11 students will be helped to:

- Identify and set short and medium term goals as well as learning targets.
- Use debate, review, reflection and action planning to progress and help you develop your career ideas
- Explain why it is important to develop personal values and be able to respond appropriately to the main influences affecting your learning and work.
- Describe employment trends and learning opportunities at different levels.
- Identify, select and use a wide range of information resources.
- Use work related leaning and work experience to shape your career progression.
- Understand the options available to you once you leave school identify your priorities and explain the decisions you eventually make.
- Take finance and other factors related to managing money into consideration when making decisions.
- Understand the purpose of careers interviews and be able to present, and give evidence for, personal information
- Understand what employers are looking for in relation to behaviour at work, and appreciate your rights as well as their rights.
- Develop employability and communication skills to be successful in future employment.
- Choose and apply for an opportunity post KS4, and identify where to get help in the future.



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### Appendix 2: BACKGROUND AND GUIDANCE TO CAREERS EDUCATION

Reviewed and updated: March 2017

The careers education, information, advice & guidance (CEIAG) sector faces a defining 12 months.

The Government has stated that foundations for the new all-age careers service (aacs) should be established by September 2011 and that the aacs will be in place by April 2012. The progress of the Education Bill means that statutory measures relating to careers guidance in schools and colleges should come into effect during the 2011/12 academic year. Successfully implementing the Government's programme of reform will be a significant challenge, requiring clearly defined responsibilities, appropriate funding, joint working and careful monitoring. Therefore, this document will be updated in the light of these changes.

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#### Introduction

"Young people who have received an effective careers education programme delivered through the curriculum, alongside impartial advice and guidance from external guidance specialists, make the best transitions at age 16 and are less likely to switch or drop out of courses in Year 12".

*14 – 19: Extending opportunities and raising standards published by the then DCSF 2002.*

The national Framework for Careers Education and Guidance in England provides schools, colleges and work based training providers with a significant tool to help improve the quality of career learning opportunities offered to young people.

*Careers Education and Guidance in England – a national Framework 11 – 19 published by the then DCSF 0163/2003*

Headteachers and governing bodies of all maintained schools (including special schools and pupil referral units) must ensure that their school provides programmes of careers education to all students.

In April 2008, the statutory responsibility for the delivery of the Connexions Services was transferred to Local Authorities to ensure that students have access to guidance, materials and a wide range of up-to-date reference materials relating to careers education and careers opportunities.

Following the publication of *Every Child Matters: Change for children* and *Youth Matters*, children's trusts were established in each Local Authority area and the funding that previously went, to each of the 47 Connexion Partnerships now goes directly to each of the 150 Local Authority areas.

Local Authorities working under children's trust arrangements have responsibility and accountability to plan and commission integrated youth support services.

Local Authorities must contact promptly all young people and relevant young adults (20-24 olds with a learning difficulty) who are known to have become Not in Education, Employment or Training (NEET), and are known to have left learning or who are expected to leave learning shortly.

Local Authorities must maintain regular contact with young people and relevant young adults who are at risk of becoming NEET. This might include, for example, those with particular barriers to engagement, who have had previous spells of inactivity, or who are in temporary employment.

Local Authorities must offer tailored packages of support to all young people and relevant young adults who are NEET or at risk of becoming so, and maintain contact until re-engagement in work or learning is re-established.

Local Authorities must maintain an effective working relationship with the national Connexions Direct Service – in particular to ensure that the support provided by Connexions Direct accurately reflects and complements the information, advice and guidance provided in each local authority area.

#### Resource (from the former DCSF)

*Careers Education and Guidance in England – a national Framework 11 – 19*  
*DCFS0163/2003*



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## Careers Education, Information, Advice and Guidance Procedures

The framework is available to organisations to support their work in a variety of ways:

A guide for planning a new programme, devising schemes of work and support arrangements

A checklist and standard for reviewing and developing existing provision and practice

The basis for producing a statement of entitlement for young people

A means to help identify staff training needs

A quality reference point for the self-evaluation approaches recommended by OfSTED

A checklist for reviewing and developing local quality standards and awards.

### The Framework at Key Stages 3 and 4

Good Information, Advice and Guidance (IAG) helps young people make the right learning and career choices and enables them to find answers to the questions and issues which can arise in their personal lives.

New Quality Standards which set out what good quality IAG should consist of were launched on 31 October 2007. They set out the then DCSF expectations of the IAG services that local authorities will commission and manage.

There are 12 Quality Standards each with evidence indicators against which performance can be assessed, for use by providers of IAG such as Connexions services, learning providers, voluntary and community-service organisations and others.

In short they set out expectations that:

Young people are informed about how information, advice and guidance services can help them and how to access the services they need

Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need

Young people have the information they need to make well-informed and realistic decisions about learning and career options

Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers

Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes

Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision

Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed

Information, advice and guidance providers understand their roles and responsibilities

Programmes of career and personal development for young people are planned and provided collaboratively

Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development

Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings

Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

Responsibility for the delivery of the standards lies with Local Authorities, learning providers and external information, advice and guidance providers working together collaboratively under the leadership of the Local Authority. The framework builds on previous guidance:

QCA's guidance on learning outcomes (Learning Outcomes from Careers Education and Guidance, 1999.)



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## Careers Education, Information, Advice and Guidance Procedures

The aims for careers education and guidance set out in Looking Forward (School Curriculum and Assessment Authority 1995) and Skills for Career Management (QCA 2001)

Local guidelines and frameworks developed by careers services and Local Authorities in partnership with schools, colleges and others.

The Decision learning, Opportunity awareness, Transition learning and Self-awareness model (DOTS)

The Framework recognises that developments in learning and work make it essential that young people take a more active role in their career learning. Consequently the programme emphasises individual participation. It is built on three aims. These are that young people should be able to:

- Understand themselves and the influences on them
- Investigate opportunities in learning and work
- Make and adjust plans to manage change and transition.

### Learning Outcomes and Curriculum Content

The Framework provides learning outcomes for careers education 11 – 19, together with examples of curriculum content linked to the suggested outcomes. The Framework supports providers in planning and reviewing their programmes of careers education. Although these should be based on the recommended learning outcomes, there may be times when it would be appropriate to modify and adapt the Framework to reflect the particular needs of young people.

The Careers Education Support Programme (CESP) provides further guidance on planning programmes of careers education, including an example scheme of work based on the Framework. The CESP materials are available at [www.cegnet.co.uk](http://www.cegnet.co.uk)

### Curriculum Organisation

It is entirely down to schools and colleges to determine how the careers curriculum is organised.

### Qualifications

Schools and colleges are free to choose whether or not to offer qualifications to accredit individuals' learning in CEG. Several awarding bodies offer CEG qualifications at entry level and levels 1 and 2. Further information is available at [www.qca.org.uk](http://www.qca.org.uk)

### Using the National Framework (11 – 19)

Secondary schools are able to use all three sections of the Framework; 11 – 16 schools will use the learning outcomes for Key Stages 3 and 4, those with sixth forms are able to use the learning outcomes for Post-16.

Schools are able to adapt and modify learning outcomes to meet the particular needs of their young people. SENCOs and AG&T coordinators should be actively involved in helping careers coordinators plan for differentiation.

Staff responsible for planning programmes for Key Stage 3 should take account of any career related learning that students have gained in their primary schools.

Middle Schools are able to use the Key Stage 3 section of the Framework and need to plan programmes for Years 7 and 8 in collaboration with staff responsible for the Year 9 programme in the local upper or high school.

Some learning outcomes will be covered within existing programmes of PSHE and Citizenship. The Framework should be used to review programmes of careers education and the links with other subjects.

Special schools and units are able to focus on a limited number of aspects of the age-related Framework, and to include additional topics particularly relevant to their students' and students' needs.

There is no statutory duty to provide careers education in post-compulsory education. However colleges will recognise the importance of continuing to support students with their progression through learning and into higher education or employment with training.



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### Involving Parents or Carers

Parents and carers should be encouraged to play a role in helping their children make successful choices. This will be supported by schools, colleges and training organisations informing parents how their children are progressing and involving them in decisions and plans. Parents and carers can be given advice on how they can support their children's plans.

This should include having the opportunity to attend their children's career guidance interviews and receiving a summary of the outcomes.

### Quality Assurance

Schools and colleges should ensure rigorous quality assurance of their arrangements for careers education and a commitment to continuous improvement. Careers education and guidance features in OfSTED inspections. Inspectors are required to judge the extent to which schools provide effective CEG for students.

### 2017 Updates

The DFE Careers Strategy: making the most of everyone's skills and talents (2017)

The careers strategy is part of the government's plan to make Britain fairer, improve social mobility and offer opportunity to everyone.

Careers guidance and access for education and training providers – statutory guidance for governing bodies, school leaders and school staff. (January 2018)

### Main points

- The Government's careers strategy<sup>4</sup>, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks<sup>5</sup> to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.
- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self-evaluation tool<sup>6</sup> for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.
- The Careers & Enterprise Company (CEC) will provide external support to schools. In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks.



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- The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available.
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework<sup>7</sup> and School Inspection Handbook.<sup>8</sup> A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk<sup>9</sup>, meaning that they are becoming an established part of the accountability system.

### The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme - Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. Learning from career and labour market information - Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each pupil - Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers - All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees - Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces - Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education - All students 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.

8. Personal guidance - Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member 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.

### Securing Cohesion

Cohesion is supported through cooperation between:

Careers coordinator

PSHE/Citizenship coordinator

Heads of Year

Staff responsible for student support and guidance

SENCO

External advisers (Connexions/LA)

Librarian

ICT coordinator



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### Other Relevant Policies and Procedures

Sex and relationship education policy

Pupil discipline policy

Attendance policy

Work experience policy

### Useful Websites

<a href="http://www.cegnet.co.uk">www.cegnet.co.uk</a>	Career Education support programme
<a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>	Learning and Skills Council
<a href="http://www.nacgt.org.uk">www.nacgt.org.uk</a>	National Association of Careers Guidance Teachers
<a href="http://www.grows.ac.uk">www.grows.ac.uk</a>	Gloucestershire Aspiration Programme
<a href="http://www.gatsby.org.uk">www.gatsby.org.uk</a>	The GATSBY Career Benchmarks

### Policy Status

The given policy is for a medium sized comprehensive school in an urban area.



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## Careers Education, Information, Advice and Guidance Procedures

### **The Dean Academy: Provider Access Policy Statement**

#### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes 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.

#### **Student entitlement**

##### **All students in years 8-11 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 and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact *Mrs Ania Hartsoe, Careers Lead*, Telephone: 01594 843202; Email: [ahartsoe@thedeanacademy.org](mailto:ahartsoe@thedeanacademy.org)

##### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents:

Year group	Activities	Values and Society Lessons on Careers
7	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers in Languages Day</li> <li>• University aspiration workshop</li> <li>• Visit to college/university</li> </ul>	<ul style="list-style-type: none"> <li>• Changes and skills audit</li> <li>• Achievements and personal support</li> <li>• Influencing factors</li> <li>• Understanding success</li> <li>• Personal qualities and characteristics</li> <li>• Life skills and employability skills</li> <li>• Learning type</li> <li>• The world of work</li> </ul>
8	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers in Languages Day</li> <li>• University aspiration workshop</li> <li>• Visit to college/university</li> <li>• Empower Cyber Day for girls in STEM</li> <li>• Apprenticeship/vocational qualifications talk</li> <li>• Cheltenham Science Festival</li> </ul>	<ul style="list-style-type: none"> <li>• What are my beliefs?</li> <li>• What is work?</li> <li>• Exploring different jobs</li> <li>• Stereotypes</li> <li>• Budgeting</li> </ul>
9	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers in Languages Day</li> <li>• Army Careers Experience Day</li> <li>• University aspiration workshop</li> <li>• Visit to college/university</li> <li>• Options discussions with tutors</li> <li>• Options information evening</li> <li>• Options subject taster day</li> <li>• STEM opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Action planning</li> <li>• Personal qualities</li> <li>• Skills for life</li> <li>• Personal statements</li> <li>• Create an enterprise</li> <li>• Information on careers</li> <li>• Choosing options for GCSE</li> </ul>

	<ul style="list-style-type: none"> <li>• Maths Challenge events across Athelstan Trust</li> <li>• Inspiring Forest event with local employers</li> <li>• Cheltenham Science Festival</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers in Languages Day</li> <li>• University aspiration workshop</li> <li>• Visit to college/university</li> <li>• Apprenticeship/vocational qualifications talks</li> <li>• Post 16 provider talks</li> <li>• Employer encounters</li> <li>• Brilliant Club Scholars Programme</li> <li>• Visits to places of work</li> <li>• Mock interviews</li> <li>• Cheltenham Science Festival</li> <li>• Inspiring Forest event with local employers</li> <li>• Post 16 interview with Careers Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Step forward into possibilities</li> <li>• The world of work</li> <li>• Work and lifestyle</li> <li>• The world of work quiz and budgeting</li> <li>• Rights and responsibilities at work</li> <li>• Work experience</li> <li>• Thinking ahead</li> </ul>
11	<ul style="list-style-type: none"> <li>• Careers Fair</li> <li>• Careers in Languages Day</li> <li>• University aspiration workshop</li> <li>• Visit to college/university</li> <li>• Visits to places of work</li> <li>• Taster Day at Wyedean Sixth Form</li> <li>• Taster Day at Gloucestershire College</li> <li>• Apprenticeship/vocational qualifications talks</li> <li>• Post 16 interview with Careers Advisor</li> <li>• Post 16 provider visits/talks</li> <li>• Interview techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to careers and researching opportunities</li> <li>• Transferrable skills and characteristics</li> <li>• Developing a personal statement and applications</li> <li>• Interview practice and preparation</li> <li>• Making next step applications</li> <li>• CV writing</li> <li>• Directing focus</li> <li>• Post 16 expectations</li> </ul>

Throughout the year the opportunity to speak in assemblies and during tutor periods is available.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

The school policy on safeguarding [see policy on website] sets out the school's approach to allowing providers into school as visitors to talk to our students.

#### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Library, which is managed by the school librarian. The Careers Library is available to all students at lunch and break times.

Approved:	Local Governing Body, January 2023	
Next review:	January 2027	
Signed:		
	Amanda Deeks Chair of Governors	Richard Brand Headteacher

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