



Caludon Castle

Careers Policy

Local Level Policy

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Review Cycle	2 yearly
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Committee approved by	Caludon LGB
Author	S Hutchinson

Date	Notes

1. Rationale

We believe that good careers related learning will provide students with the knowledge, inspiration and ability to empower them to take ownership of their chosen career pathway. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing pathways at key transition points that suit their interests and abilities and helps them to choose and follow a career path and sustain employability throughout their working lives. We also recognise that careers-related learning encompasses many aspects of personal development that are central to students' positive self-perception and to their successful futures.

2. Aims

We aim to broaden our students' horizons, as students cannot aim to be what they cannot see. We therefore aim to empower our students to find and pursue their passions by providing a range of new opportunities.

We aim to raise aspirations, challenge stereotypes and encourage our students to consider a wide range of careers and future pathways.

Through careers related learning and guidance, it is hoped that our students will be encouraged and empowered to make the most of their talents and to go on to future pathways, including jobs or courses, which suit their needs and skillset.

In particular, we intend our students to:

- develop a broad understanding of the world of work and an ability to respond to changing opportunities
- develop independent research and evaluation skills so that they can make good use of information and guidance when making careers-related decisions
- develop and use their self-knowledge when thinking about and making choices
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognize that the process of making career decisions is a lengthy one and that many of our students will make their final choices only after completing their higher education courses.

3. Commitment

The Governing Body and staff are committed to:

- the provision of resources and advice to enable students to understand and develop career choices;
- ensuring that careers related learning is seen as part of the overall curriculum and learning framework for all years;
- encouraging all students to achieve and to be ambitious;
- involving students, parents and carers in the further development of careers work;
- working with an impartial Careers Guidance professional so that no student is disadvantaged in gaining access to education, training or work.

4. Statutory Requirements

The statutory guidance published in October 2018 (Careers guidance and access for education and training providers) explains the duty, requirements and expectations of maintained secondary schools:

4.1 Gatsby benchmarks (see appendix 1)

“Secondary schools should use the Gatsby benchmarks to develop and improve their careers provision.”

These are not a statutory framework, but by adopting them we can be sure that we are fulfilling our legal duties.

Our designated Careers Leader works with our Enterprise Adviser at the Careers & Enterprise Company (CEC) and uses the Compass online self-evaluation tool to assess our careers support against the Gatsby benchmarks and track our progress over time. We have been 100% compliant with the Gatsby benchmarks since early 2021 and intend to maintain this position.

4.2 Careers Leader

“Every school needs a Careers Leader who has the skills and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.”

Our Careers Leader is Steff Hutchinson, the Principal Lead for Personal Development, who is a member of the Leadership Team. She was awarded the Post-Graduate Award in Careers Leadership from Warwick University in 2021.

4.3 Destination measures (see appendix 2)

“A successful careers guidance programme will be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.”

The government publishes KS4 and KS5 education destinations in their performance tables.

Our Careers Leader works closely with Prospects, who hold the contract for this work with the local authority.

We track the intended destinations of our Year 11 and 13 students, until they are settled in a place of training or employment. Prospects then track the students and publish the data both locally and nationally on our behalf.

4.4 Independent careers guidance and provider access (see appendix 3)

“Every school must ensure that pupils are provided with independent careers guidance from year 7 to year 13.”

“The governing body must ensure that the independent careers guidance provided:

- 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;
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.”

“Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.”

“Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.”

Careers-related learning, labour market information, advice and guidance on pathways at key transition points, and decision-making skills are all covered in the Careers strand of our Personal Development programme. This is delivered by tutors to all year groups from Year 7 to Year 11, and this aspect is planned, monitored and evaluated by the Careers Leader. The curriculum is designed to cover all available pathways. Through both in-person and online talks, we invite local colleges, apprenticeship providers, employers, ASK (the Apprenticeship Support and Knowledge for Schools and Colleges programme), local universities and our own post-16 team, to talk directly to during the Achieve Careers sessions and assemblies.

Our careers advisor, Carole Foster provides careers advice and guidance in one-to-one interviews, either in-person or via Teams (with appropriate safeguarding procedures in place). Although the careers advisor is employed by the school, she has a remit to be impartial.

We supplement this professional guidance with a variety of visits, talks and events to ensure that students have every access possible to independent educational and industry advice. Information received by the Careers Leader from external organisations is also shared with students via weekly Careers Bulletins sent out to students’ task lists on Firefly, and posted on the school website.

We have a Careers section on our website, which includes a statement to external organisations and employers: <https://www.caludoncastle.co.uk/employer-engagement/>

4.5 Encounters with employers / Provider Access Legislation update Jan 2023

“Every school should offer every young person seven encounters with employers – at least one each year from year 7 to year 13. Some of these encounters should be with STEM employers.”

“Schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend

- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend."

We have embedded encounters with employers, colleges and apprenticeship providers into the Personal Development programme, and into our visits and events programme.

We run a Y10 Virtual Work Experience Day (in school with visiting employers and other organisations) each July and Y12 Work Experience Week each January.

We run two careers fairs each year (autumn and spring) which are well attended. These include colleges, universities, apprenticeship providers, the armed forces and employers.

There are a variety of visits to workplaces and to FE and HE providers throughout the year. Subject and faculty teams also run relevant visits as part of their co-curricular offer.

We work closely with our Enterprise Co-ordinator and Enterprise Adviser to engage more employers and businesses to visit the school and give talks/become mentors. The increase in online activity has enabled us to engage some of these remotely, via video link.

We also work with our alumni to broaden a series of videos and in-person talks about our former students' own career pathways.

4.6 Publishing our careers programme

"Every school must publish details of their careers programme for young people and their parents."

"For the current academic year, you must include:

- The name, email address and telephone number of the school's Careers Leader
- A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- How the school measures and assesses the impact of the careers programme on pupils
- The date of the school's next review of the information to be published."

The main Careers page on the school website includes all of the required information: <https://www.caludoncastle.co.uk/curriculum/careers/>

More detail of the Personal Development programme is available on a separate page, for parents and the community to see. The details of the programme are available on Firefly for those with a login, including students and their parents. The wider programme of careers related learning, under the overall title of Broadening Horizons, is also published on the school website.

4.7 Governing body

"Every school should have a member of the governing body who takes a strategic interest in careers education and encourages employer engagement."

Our linked governor is Balbir Sohal.

5. Caludon Castle School Broadening Horizons programme (see appendix 4)

At Caludon Castle School, we recognise that careers-related learning is not limited to lessons with the title Careers. The Gatsby Benchmarks are not seen as a tick-box exercise. Instead we view them as a good starting point, within a full programme of wider social, cultural and developmental experiences.

5.1 The Personal Development programme

There are two main strands of Broadening Horizons within the tutor programme. These are 'Achieve' and '5Cs & resilience'.

As part of the Achieve strand, students are provided with an annual 7-week programme of careers related learning, focussed around options, LMI and decision-making skills, in Years 7-10. This is extended to 14 weeks in Year 11. Part of the focus for the Year 10 and 11 programme is the variety of options available to students at post-16. The move to blended learning has enabled us to invite local colleges, employers, ASK (the Apprenticeship Support and Knowledge for Schools and Colleges programme), local universities and our own post-16 team, to talk directly to students via Microsoft Teams or in-person during these sessions. This has ensured that students are clearly advised that there are a variety of pathways.

The 5Cs and Resilience strand runs throughout KS3 and KS4, for one Personal Development session every week. Each half term students explore a key learning skill that will help them thrive in education, life and the work place. The strand focuses on employability soft skills and competencies: communication (including leadership), collaboration, critical thinking, creativity, connections, and resilience.

Each half term students have to show evidence of how they have demonstrated the skill being developed, recording their progress on Unifrog. This record is accessible by both students and staff throughout a student's time at Caludon, building up an evidence base that can be used when they are compiling CVs and letters of application, giving examples of real life situations that can support applications.

5.2 Careers advice and guidance

Guidance is provided by an experienced careers advisor, Carole Foster, as well as by tutors/mentors, post-16 team staff and SLT. All of these interactions have the same purpose: to advise on aspirations and realistic pathways for students.

5.3 Work experience

We offer work experience to students in Year 12 as we feel this offers good opportunities for students to access high quality placements. This runs in January each year. There is an in-school programme for vulnerable students who may not be ready for external work experience. However, these numbers are very small.

5.4 Curricular and co-curricular opportunities

Within the school curriculum and within co-curricular opportunities, students are offered a wide range of learning experiences to develop their self-awareness and opportunity-awareness. These include visits, visiting speakers, conferences, and events. It is expected that students will be adequately prepared for these, so that they understand how these link to their potential future pathways and can evaluate the usefulness of each encounter.

5.5 Unifrog

“Online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them.”

We were the first Unifrog Beacon School in the country. All students from Year 7 onwards are given a Unifrog account as they join the school, which can be accessed on phones, tablets and computers. Use of this online tool encourages students to consider their future pathways and provides opportunities for students to develop their CVs.

Unifrog is used to track students' interactions with careers related learning throughout their time at Caludon Castle School. We also use it to track engagement with the 5Cs programme, building an overview of the development of students' soft skills for employability.

5.6 Vulnerable students

At Caludon we have a robust system to ensure that vulnerable students are given the full range of career pathway opportunities, and that Year 11 NEET (Not in Education, Employment or Training) numbers are as low as possible, this includes:

- Targeted work by our careers adviser with students who have an EHCP, including contributing to their annual reviews, and with our LAC students, ensuring that both groups are prioritised for careers interviews.
- Review of our Personal Development programme to ensure it meets the needs of all students, of all abilities.
- A targeted NEET system which ensures that high tariff RONI (Risk of NEET Indicator) students are identified in Year 10 and all RONI students have at least 3 careers interviews before the end of Year 11, or until they have secured a placement.
- During Year 11, all students have an interview (separate from the careers guidance system) regarding the range of post-16 options available to them, where the sixth form team give advice and guidance.

5.7 Preventing stereotyping

Year 7 students complete a unit of work explicitly aimed at challenging stereotyping in careers thinking.

All careers education materials are checked to avoid the use of those that feature lazy and unhelpful stereotypes that could lead to the early rejection of career pathways.

Careers guidance is monitored to ensure it is as free as possible of unconscious bias.

Engagement of parents with the careers programme is encouraged to help them to understand that stereotypes can be harmful to students' future success and self-belief.

The Equalities Team and Student Equalities Team are monitoring the Personal Development programme, and suggesting amendments as necessary to prevent stereotyping and to support equity and diversity.

5.8 Sixth form CEIAG

In our most recent Ofsted inspection, the report stated that careers provision in the sixth form had “been taken to another level”, something that the sixth form team have worked hard to build. Our careers team work across KS4 and Post-16 to ensure that students have a consistent approach to CIAEG.

Students in the sixth form follow a tutor programme which supports their choices from the beginning of Year 12 right through their Post-16 education. This includes careers evenings, tutor sessions, Unifrog training, Oxbridge guidance (where required) and a full and comprehensive UCAS application training schedule. Help and support is also given in applying for apprenticeships and employment. This is all reinforced by a strong pastoral programme which ensures students access the advice and guidance that they need to make the best possible choices.

Year	Aim for the year	Intentions for the year		Achieve (GB2) (DOSIT / CDI)	5Cs/R (GB3) (DOSIT / CDI)	FE/HE (GB7)	Apprenticeships (GB5)	Alumni and employer engagement (GB5)	Events and visits (GB3, 5, 6, 7, 8)	1:1 Careers Guidance (GB3, 8)	Other, inc curriculum (GB3, 4)	Parental engagement
7	Tackling stereotypes and broadening horizons	By the end of year 7 a student will have explored a range of career sectors and will understand that gender, race, social class etc does not determine their career pathway	Sensing: Finding out, meeting, noticing.	Breaking down stereotypes. Broadening Horizons. Removing the internal 'noise' created by other people's expectations. LMI: This is available / these are the prospects. Hooley: Who am I?	Unifrog competencies at the end of each unit. Values: diversity, equality and equity. Alumni			Focus: 5Cs and breaking down stereotypes - Alumni and employer videos and virtual talks.	Broadening Horizons Week: enrichment visits		Minimum: One Broadening Horizons experience per subject per term.	Careers newsletters
8	Career pathways and raising expectations	By the end of year 8 a student will have explored a range of career pathways and their own and others' reactions to these, and will understand that job roles are constantly changing but new opportunities are also constantly being offered		Raising expectations. Career pathways (not just careers). Plan B (C and D): info about availability of and competition for jobs, so they can see that high-risk (i.e. high-competition) jobs require back-up plans. What ideas have students already encountered and internalised from family, friends and community? Questionnaire to uncover, and some metacognition about the impact of this: What job do you expect to be doing at age... (not 'want to be doing'). Introduce jobs linked to current issues (e.g. sustainability, human relations) LMI: This is possible. Hooley: How does the world work?	Unifrog competencies at the end of each unit. Emotional intelligence – dealing with rejection, compromise and failure: aim for something that's going to be difficult and acknowledge the level of difficulty. Alumni	What qualifications are available, and what do they mean?		Focus: 5Cs and changing career pathways – alumni and employer videos and virtual talks	Initial options Broadening Horizons Week: enrichment visits		Minimum: One Broadening Horizons experience per subject per term.	Careers newsletters; careers fair allied to options process; Y8 options evening
9	Researching and preparing for change	By the end of year 9 a student will have explored a range of current and potential future job roles, and will have evaluated a range of careers-related information. They will begin to understand what might be possible for themselves and what they might need to do / achieve in order to get there.	Sifting: Sorting out, comparing, considering	Search skills Jobs of the future and past. Evaluative skills – who has produced the info and why? Dealing with compromise (if preferred options aren't available). LMI: Typology of the labour market (variety of sectors). Job roles at risk of becoming automated (and not at risk). This might be possible for me / these are my prospects. Drip-feed from start of Y9 to options process. Hooley: Where do I fit in? What are the risks / benefits?	Unifrog competencies at the end of each unit. Alumni – what skills helped them to move on when they had to change jobs or states?	Visits to uni. Careers Fair		Focus: 5Cs and how jobs are changing / how to make choices – alumni and employer videos and virtual talks CEC: tour of workplace inc talking to people from different depts	GCSE options Careers fair Broadening Horizons Week: enrichment visits; Make A Difference Day	Available to those deemed as RONI or who have an EHCP	Minimum: One Broadening Horizons experience per subject per term. LMI: This might be possible for me / these are my prospects. Drip-feed from start of Y9 to options process.	Careers newsletters; Careers fair allied to options process; Y9 options evening

Year	Aim for the year	Intentions for the year		Achieve (GB2) (DOSIT / CDI)	5Cs/R (GB3) (DOSIT / CDI)	FE/HE (GB7)	Apprenticeships (GB5)	Alumni and employer engagement (GB5)	Events and visits (GB3, 5, 6, 7, 8)	1:1 Careers Guidance (GB3, 8)	Other, inc curriculum (GB3, 4)	Parental engagement
10	Finding out who I am and what I want	By the end of year 10 a student will have experienced at least one careers sector and begun to evaluate their own potential future plans. They will understand what they need in order to make decisions about their future, and the importance of both hard and soft skills.	Focusing: Checking out, adjusting, highlighting	How to write a CV. Search skills: how to use useful criteria and how to evaluate whether they could fit into a given role. Decision-making skills. 3 pathways for post-16. LMI: Characteristics of occupations, their requirements and their likely availability. This is how to get in. Hooley: how can I live with others?	Unifrog competencies at the end of each unit. How to use social media constructively. Alumni	Visit to uni and college. Unitasterdays webinars (email from SCR)	intro talk from ASK (WorkPays) – what is an apprenticeship?	Focus: 5Cs and what qualifications / experience were needed when – alumni and employer videos and virtual talks Virtual work experience day	Careers fair Broadening Horizons Week: Virtual work experience; interviews and CVs skills.	Available to those deemed as RONI, or who are vulnerable / disadvantaged, or have an EHCP	Minimum: One Broadening Horizons experience per subject per term.	Careers newsletters; Year newsletters; 'What is an apprenticeship' Evening; 'What happens after Y11' evening. Careers Fairs
11	Finding the right path and explaining who I am	By the end of year 11 a student will have explored the possible options post-16 and will understand how to make an application to move on, and how to present their strengths and experiences to employers and education / training providers.	Focusing: Checking out, adjusting, highlighting	How to apply. Search skills – who has produced the material and why. Interviews. How to ignore the internal 'noise' from other people's expectations. Unifrog – editable careers interview templates in Resources library. LMI: This is how I could get in (what I need to do and when). Education and training information – where, when and how to apply. Employers' names and info. How to deal with setbacks – what if I don't get THE job, THE college place? What could go wrong? How will I cope? Hooley: How do I go about changing the world?	How to use the competencies in an interview. Advice on how to survive in the secondary labour market – employment rights, trade unions, welfare benefits, in-work benefits, funding for training, average wage levels, voluntary work, coping with unemployment	Careers fair, talks from college / unis	ASK (WorkPays) – how to find and apply for an apprenticeship; direct support with applications	Focus: 5Cs and how to apply for a role / get accepted – alumni and employer videos and virtual talks Employability and application sessions (inc interviews) - DWP	Post-16 options Careers fair	Available to all Y11 students; those identified as above are given 3 sessions.	Minimum: One Broadening Horizons experience per subject per term.	Careers newsletters; Y11 newsletters; Two online evenings – 'options post-16' (with reps from school, college, apprenticeships etc) and 'what is life like in...' (with alumni / student reps from sixth form, apprenticeships, college and others); Careers Fairs; Options evening.
12	Understanding my options	By the end of year 12 a student will have explored the possible options post-18 and will understand the pathway to each of these options.	Understanding: Working out, explaining, anticipating	Reality v the media/family. How to deal with setbacks. Next steps, how to apply. Drip-feed LMI info from March to July, ready for post-16 options ideas. LMI: education and training info; characteristics of occupations and their requirements, and their likely availability.	Skills curriculum. Keeping the CV updated.	Visits to 2 x unis Unifrog subjects library treasure hunt.	ASK (WorkPays) or DWP - What is a higher level apprenticeship?	Focus: 5Cs and the realities of the job / what qualifications and qualities were needed - alumni and employer videos and virtual talks One week work experience	Work experience week, Next Steps week, Careers fair	Available to all one-year sixth, and those doubting their choices	Minimum: One Broadening Horizons experience per subject per term.	Careers newsletters; Year newsletters; Online evenings as above; Next Steps week talks; Careers Fairs
13	Knowing who I am and getting ready to move on	By the end of year 13 a student will have assessed their own strengths and areas for development and will understand what they	Working out, explaining, anticipating	Interview skills 2. Careers pathways. Plan B (C and D) LMI: where, when and how to apply, employers' names and information.		Uni life / college life	DWP - How to find and apply for a higher level apprenticeship	Focus: 5Cs and changing career pathways - alumni and employer videos and virtual talks	Careers fair	Available to all Y13 students	Minimum: One Broadening Horizons experience per	Careers newsletters; Year newsletters; Uni finance

		need to do to be ready for their next steps.								subject per term.	talk; Careers Fairs
Resources				Firefly bulletins Firefly careers section Parent newsletters Website	Coventry College WCG Coventry Uni DMU Falmouth	ASK DWP	Inspiring the Future Speakers for Schools CEC Alumni DWP	External providers	Carole Foster, careers adviser	Alumni Staff experience	External providers

6. Parents and carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved; all online resources are easily accessed through the links on Firefly (continually being updated). In addition, parental careers newsletters are sent out at least termly.

7. Equality and Diversity

Careers education is provided to all KS3, 4 and 5 students and provision is made to allow all students to access the curriculum. Students are encouraged to initiate career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes, including our “challenging stereotypes” course in Year 7, and to raise aspirations. We monitor careers resources regularly to ensure that they encourage both boys and girls and pupils from all ethnic groups to enter different careers.

8. Management

The Careers Leader, Steff Hutchinson, co-ordinates the Careers programme and is responsible to her line manager, Katie Owen (Deputy Head), and to Sarah Kenrick (Headteacher).

Balbir Sohal is the named Governor who co-ordinates with the Careers Leader and the Headteacher

9. Staffing

Broadening horizons through careers-related learning is a shared responsibility. All staff contribute to careers-related learning through their roles as tutors and as subject teachers.

The Careers programme within Personal Development is planned, monitored and evaluated by the Careers Leader, Steff Hutchinson. The 5Cs and Resilience programme is planned, monitored and evaluated by the subject leader for Personal Development, Ellie Brooks. Both of these professionals are supported in this by the year teams.

Careers interviews and guidance are provided by our careers advisor, Carole Foster. Admin support is provided by the pastoral administration office.

Specialist sixth form careers advice and guidance, such as UCAS guidance, is provided by the Heads of Post-16, Sarah Carter and Jenni Thomas.

Our in-school team is supported by our Enterprise Co-ordinator, Emma Culey, and our Enterprise Adviser, Ella Rapp, from the Careers & Enterprise Company, and by the Coventry and Warwickshire Careers Hub.

10. Next steps 2023

1. Increase alumni and employer engagement to raise students' awareness and aspirations.
2. Increase encounters with apprenticeship providers.
3. Increase the variety of provision for Y10 VWEX, ensuring more hands-on opportunities for more students.

Appendix 1 - Gatsby benchmarks

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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables 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 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.	<ul style="list-style-type: none"> • 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 student	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.	<ul style="list-style-type: none"> • 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 for at least three years after they leave the school.
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.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • 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 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.	<ul style="list-style-type: none"> •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. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
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.	<ul style="list-style-type: none"> •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.

Caludon Castle School Compass audit results 2022-23:

Gatsby Benchmark	Sept 2022	March 2023	National 2021 - achieved
1: A stable careers programme	100%	100%	43%
2: Learning from career and LMI	100%	100%	66%
3: Addressing the needs of each pupil	100%	100%	38%
4: Linking curriculum learning to careers	100%	100%	60%
5: Encounters with employers and employees	100%	100%	56%
6: Experiences of workplaces	100%	100%	36%
7: Encounters with FE and HE	100%	100%	33%
8: Personal guidance	100%	100%	65%

Appendix 2 - Careers event dates 2023-24

Term	When	What	Further details	Potential provider involvement
Autumn half-term 1	weekly sessions, 12.20 – 12.50pm	Personal Development Y11	Aspirations – introduction to post-16 pathways	Introductory talks about, and on behalf of, each post-16 sector: apprenticeships, colleges, sixth forms
Autumn half-term 2	weekly sessions, 12.20 – 12.50pm or 12.50 – 1.20pm	Personal Development Y7-Y11	Careers – careers guidance and advice	Talks in-person, online or on video about career sectors and career pathways; advice to year 11 on how to find and apply for specific apprenticeships and college courses
			Targeted careers talks	Talks in-person or online about specific career / training opportunities, for students who have expressed an interest in these
	w/b Monday 20 th November	Careers talks in assemblies	Assemblies take place once a week for each year group, from 12.20 to 12.50pm, or from 12.50 to 13.20pm.	Talks in-person, approx. 15 minutes long, about career pathways and what students might need to know about these or can learn from these.
	Monday 27 th November, 6-7pm	Online parents' event	Introduction to post-16 pathways	Introductory talks about, and on behalf of, each post-16 sector: apprenticeships, colleges, sixth forms
	Thursday 30 th November, 4.30-6pm	Careers Fair in school	Alongside the post-16 options evening for year 11. This will be dependent on covid-related guidance at the time.	Market-stall approach, to represent a range of providers across diverse sectors, inc employers, colleges, universities, training providers
Spring half-term 1	w/b Monday 22 nd January	Work experience for year 12	Individual work experience placements with employers	Providing placements for individual or small groups of students
	Monday 5 th February, 6-7pm	Online parents' event	Apprenticeships and how to apply for them	Talks on apprenticeships in any sector at post-16 and post-18, how they operate, how to find them and how to apply
	Wednesday 21 st February, 4-6pm	Careers Fair in school	Alongside the year 12/13 parents' evening.	Market-stall approach, to represent a range of providers across diverse sectors, inc employers, colleges, universities, training providers
Spring half-term 2	Monday 4 th Mar, 6.00-7.30 pm	Online parents' and students' event	'What is it like in...?'	Young people to discuss their experiences in apprenticeships, college, sixth form, university and setting up their own business
Summer half-term 2	Thursday 27 th June	Virtual work experience day for year 10	Group placements hosted within the school building with a range of employers	Employers and other providers to give introductory talks to their sector, set a task related to their sector, and give feedback at the end of the day.
	w/b Monday 1 st July	Next steps week for year 12	Including trips to local universities and advice from a range of providers	Venues for university visits; introductory talks for post-18 apprenticeships, university & UCAS, and other post-18 providers
	Between 27 th June and end of term	Employability sessions for Y10	Including mock interviews, application processes and developing soft skills	One-to-one mock interviews; advice on CVs, letters of application and other application processes; tasks or advice to develop soft skills

Appendix 3 – Broadening Horizons Careers-Related Learning

