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**CEIAG POLICY**

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**Vision:**

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| At Old Buckenham High School, we appreciate the importance of inspiring and informing students, providing effective and impartial advice and guidance to enable them to make decisions about their future.  We also aim to equip them with the skills, qualifications and experience they need to realise those aspirations.  Throughout their time at Old Buckenham High School we aim to help students to   * identify their individual strengths and weaknesses * be aware of education, training, the world of work and career opportunities * be able to make informed choices about the opportunities available at post 16 * be aware of the flexible nature of career development at the present time   The key elements of a good Careers Education, Information, Advice and Guidance (CEIAG) Programme should be to develop the self- awareness, opportunity awareness, decision making and transition planning skills of its students. It should also look to raise aspirations, broaden horizons and breakdown stereotypes. It should help students to understand the purpose, and benefits, of education and it should aim to inspire them to greater achievement in their formal qualifications as well as successful progression into the next stage of their lives, and the ‘world of work’ in the longer term.  A robust and inspiring CEIAG programme is an integral part of the school and, as a result, OBHS’s CEIAG programme incorporates both formal careers education, information, advice and guidance activities, as well as other opportunities linked to each of the students’ subjects, whether this is delivered through/by bespoke lessons, external speakers, educational visits or developing our staff’s knowledge of the careers and opportunities linked to their subject areas. We believe that the whole school staff has a responsibility for the ‘careers education’ of its students and, therefore, it is important that all staff maintain an up-to-date knowledge of the opportunities that relate to their subjects, encourage students to explore ideas and are happy to provide additional information to students, or to refer them to other resources/colleagues with a more specific knowledge.  In addition to the proposed CEIAG programme, we should also aim to provide students with opportunities to experience the ‘world of work’ and to develop their key employability and enterprise skills throughout Years 7 – 11 and beyond. This will be achieved through their formal education as well as through extra and super-curricular activities both in school and outside of school. This part of the CEIAG programme should be built around the form tutor and, once again, will be an opportunity for the school to draw the links between academic achievement and the students’ future progression and should aim to confirm to the students that they will need more than just qualifications in order to be successful in their future plans.  Finally, we aim to continue to develop a range of different resources, to support the students (and their parents/carers) in researching and planning their futures, and we will work closely with other organisations, including the local authority, Further and Higher Education providers (including apprenticeship providers) and employers to offer appropriate information and support for all of our students so that they can all make successful transitions within, and beyond, OBHS and have successful and fulfilling lives in the future. |

**Quality in careers:**

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| For students in Years 7 to 11 impartial advice and guidance is delivered as part of the Personal Development programme. Outside speakers and contributors are invited whenever appropriate.  As part of their impartial advice and guidance students will   * go on a one-week work experience placement in the summer term of Year 10, * be offered guidance in how to fill in application forms, write a C.V, prepare for interviews etc. * have a variety of careers lessons and enrichment activities where they will investigate different careers, training and education routes, learn how to action plan and make informed decisions.   Students are offered a one to one interview with our Careers Adviser who works closely with the school throughout the year.  Old Buckenham High School is fully committed to ensuring that all students are made fully aware of the choices post 16. To this end, at the Year 10 & 11 Post 16 Information Evening, information about applying for Sixth Form, College and Apprenticeships is provided by representatives from these sectors.  We are also keen to have more engagement from parents and carers. If you would like to be involved in future careers events please contact Miss Bentley, Careers Leader, by email [lbentley@obhs.co.uk](mailto:).  Careers programme  A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:   |  |  |  |  | | --- | --- | --- | --- | |  | **Autumn Term** | **Spring Term** | **Summer Term** | | **Year 7** | * Assembly slots for guest speakers from training providers. * Gender stereotypes drop down with external employers. | * National Careers Week * Apprenticeships week * Workshops with x2 employers. | * Personal Development – careers modules built into tutor time. (My future) * School based careers fair. | | **Year 8** | * Assembly slots for guest speakers from training providers. | * Workshops with x2 employers | * Personal Development – careers modules built into tutor time. * School based careers fair | | **Year 9** | * Assembly slots for guest speakers from training providers * Workshops with employers x 9 offered across the year | * Personal Development – careers modules built into tutor time – Options and careers, job adverts and person specifications, salaries. * National Careers Week * Apprenticeships week * Skills festival at the Norfolk showground. * Various workshops with employers x9 offered through out the year. | * Various workshops x9 offered throughout the year. * School based careers fair * Personal guidance (one to one appointments with action plans given) | | **Year 10** | * Post 16 Information Evening with education providers. * Work Experience Launch * Careers activities in tutor time * Assembly slots for guest speakers with several education providers * Workshops with employers x 9 offered across the year | * National Careers Week * Apprenticeships week * Apprenticeships workshop * Personal guidance (one to one appointments with action plans given) * WEX application support * Workshops with employers x 9 offered across the year | * Personal Development lessons – Money management and My future * CV writing workshop with Midwich * Employer interviews * Work Experience placement * School based careers fair * Workshops with employers x 9 offered across the year. * Personal guidance (one to one appointments with action plans given) | | **Year 11** | * Post 16 Information Evening with education providers. * Careers activities in tutor time - Aspirations * Assembly slots for guest speakers with several education providers * Workshops with employers x 9 offered across the year * Personal guidance (one to one appointments with action plans given) * Post 16 application support | * National Careers Week * Apprenticeships week * Apprenticeships workshop * Personal guidance (one to one appointments with action plans given) * Workshops with employers x 9 offered across the year | * Year 11 GCSE Results Day | |

**The careers strategy:**

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| We use the Gatsby Benchmark as guidance to ensure our students are getting the best career education as opportunities possible. We ensure that we are meeting the needs of each of our students be ensuring we are meeting the guidance as outlined below.   * Opportunities to learn from employers about work, employment and the skills that are valued in the workplace. * Experiences of workplaces with work visits, work shadowing and/or work experience to help their exploration of career opportunities. o  1. **A stable careers programme** which enables young people to make well informed decisions about education, training, apprenticeships and employment opportunities. 2. **Learning from career and labour market** information to inform future study and employment options for students and parents/carers. LMI can be found on the school website. Students will have a careers session on LMI during tutor time sessions. 3. **Addressing the needs of each pupil** through bespoke guidance support sessions. We also run workshops on interview techniques and how to write CV’s. 4. **Linking curriculum learning to careers** by making careers visible in every subject. Allowing subjects to bring external providers in to talk to students about the different career options available in those subject areas. 5. Encounters with employers and employees. This is done in a variety of ways. Through year group assemblies or small workshops where students can ask questions. Students will also can attend a careers fair at the end of the year to enable engagement with employers. 6. **Experiences of workplaces.** Students in year 10 are all encouraged to complete a week of work experience during the final week of the summer term. 7. **Encounters with further and higher education. We** invite guest speakers from higher education providers to talk to students about life post A-levels. 8. **Personal guidance.** All students are offered the opportunity to speak with our guidance advisor. Predominantly the autumn term is spent with year 11 to aid them in applying for colleges and Sixth form. The spring term we focus on year 10 to help with ensuring they have found work placements and to assist in writing e-mails to employers. Summer term we focus on KS3. The head of year will direct us to students who need some additional support. |

**Stakeholder monitoring and evaluation:**

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| * We aim to ensure our careers curriculum is robust and meeting the needs of our pupils. As such all stakeholders such as pupils, parents, external providers and staff and inviting to take part in a feedback form at the end of the academic year. We value the opinions if stakeholders highly as we know this will lead to an improved curriculum which benefits our students. * We use Compass + as a school, which tracks our progress against the Gatsby benchmarks, so we are fully informed where improvements need to be made. * We monitor the destinations of our year 11 students carefully. Where no placements have been applied for we will ensure students and parents are in touch with appropriate authorities to ensure students are fully informed about the options available to them. |

**Personnel and contact details:**

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| * The school Careers Advisor Is currently Mrs E De Winnar who is available to students once per week. Invitations are sent out via form tutors. Actions plans are also given to students after each meeting. [edewinnaar@beacon-east.co.uk](mailto:edewinnaar@beacon-east.co.uk) * The school careers lead is Miss L Bentley. Please contact on [l.bentley@obhs.org.uk](mailto:l.bentley@obhs.org.uk) Her role is the oversee the careers programme at OBHS and liase with external providers to come into school to offer students an insight into careers or to discuss post 16 options. Meetings are also held termly with a careers advisor from the careers and Enterprise Company, along with a council representative to address areas of improvement to our current careers model. * The trust Careers lead is Kirsty Bray. Please contact on [Kirsty.bray@setrust.co.uk](mailto:Kirsty.bray@setrust.co.uk) Her roles is to support the schools source and deliver a careers programme that meets the Gatsby benchmarks, working with external parties as required and coordinating termly meetings of school careers leads to share pertinent and relevant information that can be drawn into each school’s careers programme. The trust arranges, in conjunction with each careers lead, an annual careers audit and review and a short written report against the Gatsby benchmarks is produced.   **Review date:** Annually or a required by statutory guidance updates and/or Ofsted reports |

**Provider Access Policy Statement**

**Ownership: Old Buckenham High school, a member of the Sapientia Education Trust (The Trust)**

**Responsibility: Laura Bentley**

**Last updated: 25th June 2024**

**Review date: Annual (September 2025) or in any alteration to statutory guidance and/or Ofsted advice.**

**Introduction**

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

High quality careers education and guidance in school or college is critical to young people’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.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications as well as the proposed ABS.

**Student Entitlement**

Sapientia Education Trust fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies and careers/PSHE days as updated in the annual offer that can be viewed in our CAIEG statement which details the in and out of school careers and advice offer in detail. In addition, providers attending careers events at school or at each Trust schoolform a vital element of our PAL offer.

All pupils in years 7 -11 are entitled to:

* Develop knowledge and awareness 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;
* hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events before making crucial choices about their future options;
* understand how to make applications for the full range of academic and technical courses and apprenticeships.

**Management of provider access requests Procedure**

A provider wishing to request access should contact:

Laura Bentley Careers Lead

[l.benley@obhs.org.uk](mailto:l.benley@obhs.org.uk)

**Grounds for granting requests for access**

Access will be given for providers to attend during school assemblies, timetabled Careers or PSHE lessons, and Careers or Raising Aspirations events that the Trust arranging solely or in conjunction with others, such as the Anglia Careers Hub which has recently been incorporated into NCC. Students may also travel to visit another provider/s as part of the trip, subject to the usual school policies and procedures concerning trips and visits.

The Trust will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

**Live/Virtual encounters**

The Trust will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

**Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

**Management**

The Careers Leader coordinates all provider requests and is responsible to his/her senior management line manager (please see contacts, above)

**Complaints Procedure**

Any complaints about this policy should be raised to the Head of School.

**Monitoring review and evaluation**

The Policy is monitored and evaluated annually via the Central Education Team, where the Central Trust Leader on careers and PAL is Kirsty Bray.

**Providers who have been invited into** Old Buckenham High Shool **in the 23-34 academic year:**

* **Hazel Tampin – Police assemblies**

**Workshops:**

* **Army**
* **RAF**
* **Royal Navy Chefs**
* **Royal Marines**
* **NHS**
* **Jo Knox – Midwifr**
* **ARD Construction Engineering**
* **Ask apprenticeships**
* **Midwich**
* **Smith-Pinching – Finance**

**Education providers: Assemblies and events**

* **West Suffolk College**
* **Abbeygate**
* **UTCN**
* **Access Creative College**
* **City College**
* **Easton College**
* **CCN Higher education**
* **Ask apprenticeships**
* **City of Norwich School**
* **Attleborough Academy**
* **Thorpe High School**
* **University of Suffolk**
* **Sir Isaac Newton**
* **Wymondham High Academy**
* **Diss High School**

**Employers: Assemblies and events**

* **ARD Construction Engineering**
* **Army**
* **RAF**
* **Royal Navy Chefs**
* **Ask**
* **Ben Burgess**
* **Big C**
* **Breckland Council**
* **East of England local government association**
* **First intuition**
* **Flagship group**
* **Glazing Vision**
* **Larking Gowen**
* **Midwich**
* **NHS Careers**
* **Norfolk Construction training group**
* **Nova training**
* **Saffron housing**
* **ST services**
* **Police – Amy Stanton – Ex pupil**

**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.

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 Resource Centre (IF YOU HAVE ONE – suitable alternative if not) which is managed by XXXXXXX. The Resource Centre is available to all students.

**Guidance for new Careers Leads in the schools (and Heads)**

**Spring term Careers: Information for Heads and in-school careers leads**

**WHAT YOU NEED TO KNOW ABOUT CAREERS – full briefing!**

The below isn’t intended as a tick list, but it covers information and actions that each school needs to be aware of, be working towards and able to evidence as part of its commitment to careers and will help complete the ‘key questions document ‘ for your Heads’ Report, which is due on April 19th.

Careers is an area that Trustees are keen to find out more about – they want to know what happens in each of our schools in terms of careers and how it links to the wider ‘personal development’ agenda.

Each term, the in-school careers leads meet via teams. Head: Please ensure that your CL is there and you give them time off to attend the meeting, which generally lasts 60-90 mins. Some of our Careers Advisers attend, too. Just to clarify: the CA is the person who is L6 qualfied and who does the 1-2-1s with students – the CL is the ‘school contact’ who tracks progress against the GATSBY benchmarks and who leads/co-ordinates your careers strategy.

Of immediate priority to the CL from the chats and TEAMS group:

1. A ‘careers place’ – a ‘go to’ place in the school as a source of information where the CL and the CA can work/interview/store pertinent materials.
2. Work experience: how best to meet the requirements and admin of this. This links to:
3. UNIFROG: the possibility of a Trust-wide contract for unifrog, which is basically a one-stop careers shop from primary onwards: pathways/opportunities/recording what students have done/draft applications/making applications.
4. Meeting PAL (see overview)
5. Getting meaningful careers content across the curriculum. Some subjects/schools are better at this than others – but it goes beyond PHSE links.
6. Ensuring that careers ‘happens’ at KS3 – in a lot of schools there is evidence of KS4 activities drawn into a strategy, but at KS3 the programme is thinner and/or less impactful and obvious: it should build cumulatively. Students often can’t link ‘careers’ activities as distinct from PHSE/subject careers without the entire careers journey of the school being sold effectively to them.
7. Ensuring that your CL and CA have some training time with the whole staff, so all staff know what the careers strategy is and their part in it.
8. Working relationships in schools: meetings with PHSE leads; getting into assemblies to talk about careers; time with ML HoDs to discuss PAL and careers in the subjects’ curriculum.

Please note that I am liaising with the local careers hub which can help schools meet PAL and subject links – as well as work experience. All information will be shared with careers leads. My next meeting with them is next week.

**Overview:**

In January 2023, new statutory guidance was issued to the delivery of a ‘clear, shared and structured careers programme’ that incorporated opportunities for PAL (Provider Access Legislation). This basically means that students at you school should have access to information and guidance from a range of providers for 6th form etc – even if you have a 6th form of your own. By a ‘careers programme’ we’re looking for a clear and structured ‘golden thread’ across all year groups you teach and that the plethora of careers activities you might offer (from work experience to speakers, to 1-2-1 sessions to fairs etc) form part of a strategy: each Careers Lead in the school should be able to articulate what their strategy is and what the vision is that site behind it.

In short: think of a ‘careers curriculum’ in the same way as a subject curriculum – it needs a cumulative plan from year 7 onwards in secondaries, and primary schools should also engage with careers (though often in a more soft skill way).

Across the Trust, each school must have a PAL document on their website as well as their careers policy and, ideally, a ‘careers journey’ for each year group in the same way you have a curriculum for other subjects. Can you show what you do, when you do it, how it’s cumulative and how careers links with personal development and other subject areas?

Your web site for careers should have the name of your careers lead and your careers adviser and if you want more information (and your CL will know about this already!) then access the link to the January 2023 guidance: [Careers guidance and access for education and training providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/63b69f3fe90e077246c83323/Careers_guidance_and_access_for_education_and_training_providers_.pdf)

Overall, there should be a golden thread from Primary through to the end of Secondary, where students are able to articulate what they have done to engage in a activities that the school has packaged as a structured and cumulative package of support and opportunities that prepare them for their next steps and longer-term futures. Here’s a link to Ofsted and careers: [Independent review of careers guidance in schools and further education and skills providers - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers) and it’s well worth a read as it shows what schools excel at – and what they find difficult to achieve.

Schools should use the 8 Gatsby benchmarks to measure their careers offer. It can be tracked on (free) compass + - a programme your Careers Lead should be using. It’s very simple to use: for each standard it asks you some questions about what you do, and then gives you a % of ‘compliance’ for each. *But be warned: it is not a QA tool – it only gives you a % based on your information, not the quality of that information*. So a key question for careers leads is “can you evidence each of your GATSBY judgements?” An inspector might ask what evidence sits behind that percentage – a published careers calendar, student voice, newsletter update in communications home to parents, staff training etc – and the more specific you can be about it, the better (nice to give dates rather than “last year” sentence starters……

**In summary:**

Given the above, feedback from schools and Ofsted comments, the below offers some guidance that should enable you to consider where you’re at and what your priorities are to meet and exceed guidance in the short to medium term:

1. WEB: ideally, a vision/strategy statement; your policy; a pictorial representation of the golden thread and your PAL statement. Contact details etc are all on those documents. These should all be in the same place – so there shouldn’t be a separate part of the website for 6th form.
2. A calendar of careers events shared with stakeholders. Again, this can go on the website but should also be communicated home (through the newsletters/termly bulletins that Heads send) and also up in the careers office: which you now have! This means that we need to give that small space (the SET office off the library) a bit of TLC – and rope in Marianne to help with that.
3. Staff need to know more about careers and what goes on, so ensure that you get some staff briefing/INSET time to share what you’re doing and what your priorities are. This will also give you a chance to remind them of two areas that HoDs REALLY need to action: (a) getting relevant outside speakers into lessons and (b) ensuring that careers are flagged at pertinent points in the curriculum.
4. Get a semi-regular (termly) meeting between the CL and the Head of PHSE to ensure that careers skills and content complements what you do.
5. Remember the holy grail is that students can articulate the support they have had and what they’ve done when they meet with an Inspector, so remind them in assemblies etc – have their offer pinned to the careers room door! This is where unifrog is invaluable: it basically builds up a complete and personalized careers profile for the student.

The GATSBY benchmarks are below. Have a scan and ask yourself and your CL lead if you can evidence them:

G1:

* 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.

G2:

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

* By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
* Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

G3:

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

* A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
* Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.
* Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.

G4:

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

* 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.

G5:

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

* Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.

*\* A ‘meaningful’ encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

G6:

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

* By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
* By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

G7:

* By the age of 16, every pupil should have had a meaningful encounter\* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
* By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

*\* A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it’s like to learn in that environment.*

G8:

Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

* 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.
* I’d add to G8 that vulnerable and SEND students might need more support and it could be appropriate to invite a parent/guardian to that interview, too.

Many thanks

*Kirsty Bray*

*Director of Professional Standards*

*Appendix 4: Heads’ checklist for first QA based on the ‘relative weaknesses’ from the LA audit and term 1 CL meetings held by Kirsty Bray.*

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|  |  | Response |
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| 1. Staffing | Outline you careers strategy and how you share it with stakeholders. Is there a ‘golden thread’ in the delivery of careers across all year groups?  How do you share your careers strategy with stakeholders? |  |
| 1. In-curriculum careers | GATSBY 4 focuses on linking curriculum learning with careers. How do your subject leaders weave careers meaningfully into the taught curriculum? |  |
| 1. PAL | How is the school meeting the PAL guidance issued in the January 2023 guidance? |  |
| 1. Work experience | How does the school meet its G6 obligations to ensure all students have first hand experience of workplaces? |  |
| 1. Tracking and progress against GATSBY | How do you track progress against GATSBY? If you use compass plus, how does the school ensure an appropriate body of evidence sits behind it to justify the % generated by compass +? |  |