

Careers Framework/Statement 2020/21

The Redhill Academy Trust will work to ensure that all statutory duties are met for the provision of Careers Education, Advice and Guidance (CEIAG) at The Bolsover School. Provision is mapped against Gatsby Benchmarks and completion of the Compass Tools shapes and improves the CEIAG offer.

Benchmark	Expectation	Provision	Actions for 2020/21	Compass Rating June 2020
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 teachers, parents, students, governors and employers.	Our policy and programme have full support from senior leaders and approved by governors, funding is allocated where necessary. CEIAG is delivered through a variety of activities: Enrichment Days, Tutor time, assemblies, trips, theatre performances, visits to employers, universities, colleges, training providers, The BIG Event, Personal Development Programme (PD), visiting speakers, workshops, parents evenings, National Careers Week, National Apprenticeships week and targeted activities such as workshops for more vulnerable students.	<p><i>Make full use of careers software across the whole school to provide high-quality, impartial careers guidance in school</i></p> <p><i>Conduct an audit of the Careers programme for staff and students.</i></p> <p><i>Develop an effective CEIAG reviewing, monitory and evaluation strategy.</i></p> <p><i>To embed Careers house champions into the Careers programme</i></p> <p><i>To secure Careers Mark accreditation by December 2020</i></p> <p><i>Link with, and use the resources and support from external providers and schemes to strengthen our programme.</i></p>	94%
2. Learning from career and labour market information (LMI)	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.	Students access LMI in several ways: School website LMI Widget, core lessons, guidance appointments, displays around school, Careers software-Xello, PD lessons, tutor time, assemblies, parents evenings, presentations from outside providers.	<p><i>Use external information and training from the Derbyshire Careers Hub to continue developing the Careers Programme</i></p> <p><i>Measure the impact of the tutorial CIEAG sessions. Students and staff.</i></p> <p><i>Include employer perspective in parents evenings.</i></p>	100%
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. The Careers Leader ensures that we	All 1:1 Careers guidance appointments are tracked and monitored. Students are prioritised based on need and RONI criteria. All students have access to the careers platform Xello, to tailor their career planning based on individual	<i>Using the reporting system in Xello to support advice and guidance meetings.</i>	90%

Date to be reviewed: June 2021

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	embed equality and diversity considerations throughout.	ideas. Targeted careers interventions, E.G HEPP, DANCOP, and SEND. The Careers Adviser and Careers Leader work closely with external agencies, SENCO and DCC to best support students with additional needs and students most likely to become NEET. Targeted careers activities arranged for most academically able students.	<p>Ensure Xello, Personal guidance and SIMS link to give a detailed picture of the student's aspirations for all staff to be able to support the student.</p> <p>Develop process for 3yr destination tracking with local authority.</p>	
4. Linking curriculum learning to careers	ALL teachers should link curriculum learning with careers. STEAM teachers should highlight relevance of STEAM subjects for a wide range of future career paths.	Some excellent practice in some curriculum areas, e.g. science, art, humanities. Careers trips to employer's and universities for MFL, Music Technology, Food Technology.	<p>Ensure all departments have displays linking their areas to Careers</p> <p>Complete an audit to identify strong and weak areas of the curriculum in regards to careers links</p> <p>Put a policy in place to ensure that Careers and aspirations are explicitly linked and featured regularly in the everyday curriculum</p> <p>Provide CPD and support for staff as and when required</p>	37%
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 world of work.	There are several opportunities for students to engage with employers: The BIG Event- Year 8, Year 10 Industry Day, STEAM Days, Assemblies and visiting speakers, Careers trips to employers. The school has been awarded a Chamber of Commerce award for actively engaging with business links.	<p>Increase activities around, enterprise/self-employment and entrepreneurship.</p> <p>Use the Alumni data to support in school activities.</p>	100%
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and or/ wok experience.		<p>Re-introduce a formal work experience program</p>	50%
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This should include academic, technical and vocational routes in to learning in schools, colleges, universities and the workplace.	Access arrangements are available on the school website. A range of providers are invited in to school, and students are also taken out on visits to several providers.	<p>Develop an evaluation process to measure the impact of encounters with HE and FE providers.</p>	100%
8. Personal Guidance	Every student should have the opportunity for a career guidance interview with an adviser who is trained to the appropriate level. Career guidance appointments should be made available a key stages in a students' educational journey.	A full time qualified careers adviser is employed by the school, The Bolsover also contracts with external providers to offer additional impartial careers guidance: Chesterfield College, Careerstorch.	<p>Secure funding for additional careers guidance offer (DANCOP)</p>	100%