

Careers Framework/Statement 2021/22

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 the April 2021 Career Development Framework, completion of the Compass PLUS Tool shapes and improves the CEIAG offer.

| Benchmark | Expectation | Provision | Actions for 2021/22 | Compass Rating July 2022 |
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| 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 has full support from senior leaders and is 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, Personal Development Programme (PD), visiting speakers, workshops, parents evenings, National Careers Week, National Apprenticeship 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>Develop an effective CEIAG reviewing, monitoring and evaluation strategy.</i></p> <p><i>To embed Careers house champions into the Careers programme</i></p> <p><i>Provide CPD opportunities for staff to attend using feedback from staff survey to inform this</i></p> | 82% |
| 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 CEIAG 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 embed equality and diversity considerations throughout. | 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 ideas. Targeted careers interventions, E.G HEPP, DANCOP, and SEND. The Careers Adviser and Careers Leader work closely with external | <p><i>Using the reporting system in Xello to support advice and guidance meetings.</i></p> <p><i>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.</i></p> | 100% |

Date to be reviewed: July 2022

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| | | 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. | <i>Develop process for 3yr destination tracking with local authority.</i> | |
| 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. | <i>Put a policy in place to ensure that Careers and aspirations are explicitly linked and featured regularly in the everyday curriculum</i> <i>Provide CPD and support for staff as and when required</i> <i>Review and monitor the impact of the introduction of Career Management skills into the whole school curriculum.</i> | 68% |
| 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: Year 10 Industry Day, STEAM Days, Assemblies and visiting speakers, Careers trips to employers. The school has established a new link with a new employer for 2021/22. | Increase activities around, enterprise/self-employment and entrepreneurship. Use the Alumni data to support in school activities | 100% |
| 6. Experiences of workplaces | Every student should have first-hand experiences of the workplace through work visits, work shadowing and or/ wok experience. | | Re-introduce a formal work experience program for Year 10 | 25% |
| 7. Encounters with further and higher education | All students should understand the full range of learning opportunities 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. | Microsoft Forms (student surveys) will be used to measure the impact of encounters with HE and FE providers. | 90% |
| 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 at key stages in a students' educational journey. | A full time careers adviser is employed by the school, who is working towards the Level 6 Career Guidance Qualification. All students will have had a 1:1 guidance appointment before they leave in Year 11. | | 100% |