

# All Saints' Catholic Voluntary Academy

## Policy Document

*'And we know that for those who love God all things work together for good, for those who are called according to his purpose'. Romans 8:28*

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**Policy:** Careers and Work Experience Policy including Provider Access Policy Statement  
**Prepared for:** All Saints' Catholic Voluntary Academy

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### Approval

Approved by	Approval date	Review Date
Governors	January 2022	January 2024
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## **1. Introduction**

All Saints' Catholic Voluntary Academy has high quality careers advice and guidance, to support our high achieving and ambitious students, always being supportive of their aspirations, strengths and skills. The focus of the support is linked to the Gatsby benchmarks and ensuring students have high aspirations. Within this policy, information is included regarding arrangements for managing the access of providers to pupils 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 Part VII of the 1997 Act encompassing Sections 43-46.

### **Aims and purpose**

- Prepare students for the transition to life beyond secondary school (higher education and the world of work).
- Support students in making informed decisions which are suitable and ambitious for them.
- Provide students with well-rounded experiences.
- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers.
- Inspire and motivate students to develop their aspirations.

## **2. Student entitlement**

The careers provision at All Saints' Catholic Voluntary Academy is in line with the statutory guidance developed by the Department for Education: [Careers guidance and access for education and training providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/careers-guidance-and-access-for-education-and-training-providers.pdf) and from the following document released in January 2023: **Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges.**

### Students in years 7-13 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.

The following range of activities are currently being provided to help All Saints' meet student entitlement:

- Impartial Careers Advice and Guidance through progress Careers ([Home | All Saints \(progress-education.org.uk\)](https://www.progress-education.org.uk))
- Work Experience Placements
- Visitors from Industry and Business
- STEM opportunities
- Mock Interviews with local business employers
- Individual Unifrog login details and directed activities
- CEIAG (Careers Education, Information, Advice and Guidance) is delivered through PSCE lessons (a minimum of 5 dedicated hours per year group)
- Careers Fair and café events – external providers are invited into school to share information and students are given the opportunity to ask questions and explore the key elements to a range of careers sectors.

## **3. Careers Provision at All Saints' Catholic Voluntary Academy**

### All students in Years 7-13 have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.
- Assemblies are delivered to all years about further and higher education to help student make informed decision about the next stage of their education.

- All students have access to the Unifrog ([Sign In - Unifrog](#)) - **Unifrog** will give you all the information you need to make important decisions about future careers and what subjects, courses and training you can do to reach your career destination) and careers section on the schools website.
- All students receive 1 x 4/5-week block through the PSCE programme, covering CEIAG (Careers Education, information advice and guidance). Guidance on content has been taken from **The KS3 and KS4 learning outcomes from CDI (Career Development Institute) framework** which are detailed below. We use a range of resources and interactive lessons through Unifrog. The specific lesson content is evaluated and adapted annually.

### Year 7 and 8

- **Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
- **Learning about careers and the world of work:** describe different explanations of what careers are and how they can be developed; give examples of different kinds of work and why people's satisfaction with their working lives can change; give examples of different business organisational structures.
- **Developing your career management and employability:** identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services; recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable; recognise when you are using qualities and skills that entrepreneurs demonstrate and show that you can be positive, flexible and well-prepared at transition points in your life.

### Year 9

- **Developing yourself through careers, employability and enterprise education:** describe yourself, your strengths and preferences; be able to focus on the positive aspects of your wellbeing, progress and achievements; explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences.
- **Learning about careers and the world of work:** be aware of what labour market information (LMI) is and how it can be useful to you; identify how to stand up to stereotyping and discrimination that is damaging to you and those around you and be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.
- **Developing your career management and employability:** show that you can manage your own budget and contribute to household and school budgets; know how to prepare and present yourself well when going through a selection process; show that you can be positive, flexible and well-prepared at transition points in your life.

### Year 10

- **Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
- **Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people's career satisfaction; explain different types of business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.
- **Developing your career management and employability:** build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services; show how you are developing the qualities and skills which will help you to improve your employability; show that you can be enterprising in the way you learn, work and manage your career; show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you;

### Year 11

- **Developing yourself through careers, employability and enterprise education:** recognise how you are changing, what you have to offer and what's important to you; explain how you manage your wellbeing, progress and achievements through telling your story in a positive way and review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
- **Learning about careers and the world of work:** discuss the skills involved in managing your own career; explain how work and working life is changing and how this may impact on your own and other people's career satisfaction; explain different types of

business organisational structures, how they operate and how they measure success; be able to find relevant labour market information (LMI) and know how to use it in your career planning; recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues and be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices.

- **Developing your career management and employability:** be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals; know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; know your rights and responsibilities in a selection process and strategies to use to improve your chances of success; review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.

## **Year 12**

- CV writing, application process and preparing for interviews: recognising your skill set, what you have to offer, reflect on your achievements to date. Learn the differing application processes including UCAS and apprenticeships; consider your own careers choices and future pathways; be able to research further education institutions and courses, apprenticeship providers. Prepare a written personal statement. Demonstrate the ability to verbally discuss individual strengths and knowledge of chosen subject area; mini interview stations may require varied responses.

## **Year 13**

- CV writing, application process and preparing for interviews: recognising your skill set, what you have to offer, reflect on your achievements to date. Learn the differing application processes including UCAS and apprenticeships; consider your own careers choices and future pathways; be able to research further education institutions and courses, apprenticeship providers. Prepare a written personal statement. Demonstrate the ability to verbally discuss individual strengths and knowledge of chosen subject area; mini interview stations may require varied responses.

### **4. Students with Special Educational Needs or Disabilities (SEND):**

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

### **5. Students in receipt of Pupil Premium funding**

- Students in year 9 and 10 attend sessions with Nottingham Trent University, as a part of their outreach programme, covering, your skills – your future and your future – your choice.
- Personalised support from the careers' advisor where appropriate.

### **6. Progress Careers (Progress careers microsite: ([Home | All Saints \(progress-education.org.uk\)](https://progress-education.org.uk)))**

- All Saints' Catholic Voluntary Academy work in partnership with Progress Careers, who work alongside the Year Progress Leader (YPL) with responsibility for careers. Progress Careers work with thousands of young people in the UK and deliver independent, impartial careers guidance.
- The advisers are Level 6 Registered Career Development Professionals and regularly update their training and knowledge with continuous professional development and training. The Careers Advisor will work with the YPL to develop a Careers Development Plan annually for the school.
- Every Year 11 student will receive at least 1 session. For students with Special Educational Needs or Disabilities (SEND) and/or are in receipt of Pupil Premium funding, where deemed necessary, they will receive additional meetings with the careers advisor through Year 9-11.

### **7. Work Experience and Mock Interview Provision at All Saints' Catholic Voluntary Academy**

At All Saints' we believe that Work Related Learning is defined as a planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work, and learning the skills for work. Both the work experience and mock interviews support with students overall Careers education, information, advice and guidance package.

- The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.
- All students in Year 10 and 12 are offered the opportunity to undertake a Work Experience placement for a minimum of 1 week.
- This is not a compulsory part of the curriculum, but is undertaken by the majority of students. The students receive extensive application support with key opportunities advertised and CV and covering letter writing workshops.

- Parents/carers are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.
- Unifrog is set up to allow for all stakeholders to make checks to ensure that the placement meets with the school requirements, the students will be treated fairly and they will undertake meaningful work.
- All students on placement are covered by the employers' insurance and places of work are asked to complete the appropriate documentation through Unifrog.
- Students in Year 10 undertake a mock interview with an external provider. The students receive extensive application support through a variety of tutor time activities.

**Specific work-related learning links to Updated Gatsby benchmark 6** ([Updates to Gatsby Benchmark 6 Explained | Gatsby Benchmarks](#)) – Experience in the workplaces advocates: Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks. The criteria for schools:

- a. By the age of 16, every pupil should have had the meaningful experiences of workplaces.
- b. By the age of 18, every pupil should have had at least one further meaningful encounter

A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and virtual, where appropriate.

Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with special educational needs and disabilities (SEND).

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person
- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace
- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace
- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

## **8. Process of review and evaluation**

The process of review and evaluation will take place termly, through the compass plus report, with recommendations being made to SLT (Senior Leadership Team) so that key areas for development can be incorporated into the School Development Plan with amendments being made to the policy as appropriate.

## **9. Partnerships**

We work in partnership with the following:

- Progress Careers
- East Midlands Combined County Authority (EMCCA) – Careers
- Local industry and businesses
- Further and Higher Education Institutions – exchange up to date information and advice.
- Mock Interviews – a range of local business employers support students by providing a 20- minute interview for every Y10 student.

## **10. Designated persons**

Assistant Head Teacher responsible for Careers: Helen Flint

Careers Lead: Jenn Webley

The school's nominated person responsible for work related learning: Assistant Head of Sixth Form

The Governor responsible for careers is Christopher Dwan.

## **11. Equal Opportunities**

All Careers education, advice and guidance will help to promote the school's policy on equal inclusion and equality by providing a range of resources, which match individual needs, helping students recognise the importance of inclusion and equality in working life.

# **Policy statement on provider access**

## **Introduction**

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

## **Pupil entitlement**

All pupils in years 8 to 13 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 events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

## **Meaningful provider encounters**

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils.

#### Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- Nottingham Trent University

#### Destinations of our pupils – September 2024, Key stage 4

	All Saints'
Number of Year 11 Students	187
Stayed on for the Sixth Form	81 43.3%
Went to a different Sixth Form	7 3.7%
College	82 43.9%
Employment	1 0.5%
Apprenticeship	11 5.9%
NEET	5 2.7%
Forces	0

#### Key stage 5

	All Saints'
Number of students in Y13	72
Students going to university	43 59.7%
% first place University choice	32 44.4%
Russell Group Universities	17 23.6%
None-Russell Group Universities	26 36.1%
College	0
Sustained employment	4 5.6%
Sustained apprenticeship	6 8.3%
Further Education	0
Gap Year	14 19.4%

Total Sustained education and employment or apprenticeship	52 72.2%
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## Management of provider access requests

### Procedure

A provider wishing to request access should contact:

*Helen Flint, Assistant Head Teacher, [flint.h@allsaints.notts.sch.uk](mailto:flint.h@allsaints.notts.sch.uk)*

*Jenn Webley, Year Progress Leader, [Webley.j@allsaints.notts.sch.uk](mailto:Webley.j@allsaints.notts.sch.uk)*

### Opportunities for access

The school offers the six provider encounters required by law (marked in bold text) and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

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

*See appendix 2 for Careers programme*

### Premises and facilities:

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, 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.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the careers lead. The Resource Centre is available to all pupils at lunch and break times.

### Complaints:

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

**The provider will be asked to complete – “PROTOCOL FOR EXTERNAL SPEAKERS “as set out by the Nottingham Roman Catholic Diocesan Education service (appendix 1).**

### Grounds for granting and refusing request for access:

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers.

**Appendix 1 sets out** a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker’s communications with pupils and parents/carers.



All Saints Catholic Voluntary Academy's policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

## **APPENDIX 1**

# **PROTOCOL FOR EXTERNAL SPEAKERS**

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards throughout their activities and this includes visits from external speakers. This is a checklist to be completed by the appropriate officer in your school prior to welcoming (and establishing collaborative relationships with) external speakers (and any organisation they represent) to ensure that the Catholic character of your school is preserved and developed in the external speaker's communications with pupils and parents/carers:

<b>Name of Speaker</b>		
<b>Question</b>	<b>Answer</b>	<b>Actions needed/comment</b>
Will the Speaker be supervised at all times during their visit?	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.
Have you carried out safeguarding checks (if appropriate) for the Speaker?  Please refer to CES guidance on: 1) DBS checks and 2) Disqualification	YES <input type="checkbox"/> NO <input type="checkbox"/> FURTHER COMMENT <input type="checkbox"/>	Click or tap here to enter text.

<p>Has the Speaker understood and confirmed that their communications in the school will:</p> <ul style="list-style-type: none"> <li>▪ Be respectful towards Catholic teachings and</li> <li>▪ Not be prejudicial or detrimental to the Catholic character of the school</li> </ul>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Have you reviewed the resources/training materials that will be used by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	
<p>Have school policies and procedures applicable to the speaker been explained to and understood by the Speaker?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>
<p>Are there any other outstanding issues or concerns with the Speaker and/or their suitability?</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p> <p>FURTHER COMMENT <input type="checkbox"/></p>	<p>Click or tap here to enter text.</p>

**If you have any concerns regarding the suitability of this Speaker, you should contact the Diocesan Education Service to seek further clarification.**

Signed \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 2

	PSCHE TASKS	Curriculum	Assemblies / Year group presentations	Tutor activities	Employer Engagement	Provider Engagement	Visits / Placements	Careers Guidance 1:1
Year 7	Unifrog:  Who am I? Exploring possibilities: dream jobs. What is a career? What is an entrepreneur? What is a work-life balance? Careers and the future.	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University – Moving on Up.  This assembly introduces the journey through secondary school to Higher Education. It will go through key aspects of higher education through an interactive quiz.  All Saints' 6 <sup>th</sup> form 'aspirations' assembly.  May 2024	National careers (incorporating Apprenticeship week)	Generic careers workshop <a href="#">Boneham and Turner   Drill Bushes   Dowel Pins   Locating UK</a> )  April 2025  Careers Fair – 27/11/2024	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.  Boneham and Turner - information on generic careers – ask the employer questions  Dates TBC  Careers Fair – November 2024.	NA	NA
YEAR 8	Unifrog:  What are my interests? Job applications: superhero CVs. Challenges and rewards of work.	Refer to subject personal development audit and	Year 8 options evening.  Nottingham Trent University – Myths	National careers (incorporating Apprenticeship week)	Careers Fair – 27/11/2024	Nottingham Trent University Outreach programme. Assembly for all and classroom	Nottingham Trent University campus tour (up to 6 students).	Options parents evening with progress careers advisor – 15

	Creating the life you want: making a vision board. What does success mean to me? Careers and the climate.	Careers in the Curriculum plan.	about Higher Education: This assembly focuses on some of the common myths that surround higher education and goes into more depth about the societies that we have on offer at NTU for students.  All Saints' 6th form 'aspirations' assembly.			workshops for PP students.  Careers Fair – November 2024.		minute optional meeting.
Year 9	Unifrog: What are my skills? What comes after school: the main learning pathways. Taking control of your career journey. Working and earning: managing your money. What is the labour market and why is it important?	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University assembly – 'Your skills, your future' - This assembly focuses on exploring educational choices post GCSEs. We introduce pupils to the skills needed for their future such as employment and higher education.  All Saints' 6th form 'aspirations' assembly.	National careers (incorporating Apprenticeship week)	Careers Fair – 27/11/2024	Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.  Careers Fair – November 2024.		LAC students.  Options parents evening with progress careers – date TBC.

YEAR 10	Mock interviews and work experience.	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University assembly – ‘Your future, your choice’ -  This assembly discusses further education options that are available to pupils. There will be added input from student case studies and reflective questions to support pupil decision making.  All Saints’ 6th form open evening. (June 2025)  Tutor time: Options / pathways – linked to destinations.	National careers (incorporating Apprenticeship week)	Mock Interview (March 2025 ) and 1-week Work Experience placement (July 2025).  Careers Fair – 27/11/2024  Think Big – 21.3.2025	Destinations survey.  Nottingham Trent University Outreach programme. Assembly for all and classroom workshops for PP students.  Careers Fair – November 2024.  West Notts College – Apprenticeships and T-Levels (WNC – January 2025 –	1 x hour session with Progress Careers.	LAC students.  1 x hour session with Progress Careers.  Options parents evening with progress careers advisor – 15 minute optional meeting.
	Unifrog: Reflecting on my career journey: past, present and future. Exploring employer profiles. What type of career is best for me? Preparing to go on work experience. Wellbeing in the workplace. In person, hybrid, and remote: what works best?							
YEAR 11	Post-16 options Apprenticeships Career matches  Unifrog: What are my employability skills? Post 16 – Choices, Choices. Decision	Refer to subject personal development audit and Careers in the Curriculum plan.	Nottingham Trent University assembly – Looking ahead: This assembly focuses on how GCSEs are the first step towards the future. We ask the pupils to reflect on their commitment to	National careers (incorporating Apprenticeship week)	Careers Fair – 27/11/2024	Nottingham Trent University Outreach programme. Assembly for all.  Careers Fair – November 2024.		1 x hour session with Progress Careers.  Options parents evening with progress careers advisor – 15

	<p>making: choosing your post-16 pathway. Researching volunteering and paid work. Money talks: apprenticeships vs. higher education. Is AI a threat to our jobs?</p> <p>121 session and review with careers advisor/tutor</p> <p>Talk to parents/guardian about plans</p>		<p>succeeding and offer tips to maximise their GCSE attainment. Content supports school messaging about the importance of GCSEs and encourages pupils to access support.</p>					minute optional meeting.
<b>Year 12/13</b>	<p>Unifrog for Y12: Preparing for a personal guidance one-to-one. Post 18 – Choices, Choices. Setting career goals. How to network and be enterprising. Wellbeing: balancing life, learning and work. What makes an employer 'good' to work for?</p> <p>Unifrog for Y13: Personal branding: your CV and online profile. The basics of interviews: in person and online. Confidently managing transitions. Preparing for an employer assessment day. Being self-employed and working freelance. Should all employers adopt a four-day week?</p>		<p>EXTERNAL VISITORS DELIVER TALKS (e.g. DANOP or universities)</p>	<p>Higher education PP every week</p>	<p>HE+ University of Cambridge. (see below*)</p> <p>Y12 Work experience</p>	<p>Y13 OPEN DAYS</p> <p>Y12 University/Open day trip</p> <p>Careers Fair – November 2024.</p>	<p>Y13 attend taster lectures (book themselves).</p> <p>Y12 students attend summer residential</p>	<p>Sessions With assistant head of 6th form</p>