Woodrush High School

An Academy for Students Aged 11-18

CAREERS STRATEGY & PROVIDER ACCESS POLICY

Last Review Date: January 2026

Next Review Date: January 2027

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Our Vision

Woodrush High School is an active member of the Worcestershire Careers Hub and supports the development of Worcestershire's Future Workforce through the Worcestershire Enterprise Adviser Network.

Our intent is to consistently support and engage every individual pupil to understand and develop their own future pathway, and to confidently raise and achieve their aspirations in an increasingly competitive and ever-changing world.

Woodrush High School is an active member of the Worcestershire Careers Hub and supports the development of Worcestershire's Future Workforce through the Worcestershire Enterprise Adviser Network.

Key partnership schemes:

THE CAREERS & ENTERPRISE COMPANY
ENTERPRISE ADVISER NETWORK WORCESTERSHIRE

Worcestershire Local Enterprise Partnership

INSPIRING WORCESTERSHIRE
CREATING OUR FUTURE WORKFORCE

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. At Woodrush High School, we have a vital role to play in preparing our pupils for the next stage of their education or training and beyond. Our pupils will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare pupils for these ever-changing opportunities, responsibilities, and experiences and to equip them with the skills to manage the choices, changes, and transitions ahead of them.

We have a whole school approach to careers education. This allows pupils to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy

Careers Education at Woodrush High School is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum.

Purpose and aims

Woodrush High School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

Woodrush High School has already established a range of effective careers guidance activities which we hope will guide support our pupils to achieve positive destinations such as A 'levels, Higher Education, Apprenticeships, Technical routes or Employment.

This careers strategy sets out Woodrush High School key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

The school will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all the mandatory requirements contained within the Department for Educations' careers strategy . These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA), Career Ready and a wide range of local employers.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

This strategy outlines our whole school approach to delivering careers guidance to all of our pupils throughout their journey through education. Careers activity will therefore take place across years 7 through to year 13 as part of the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

Strategic Careers Leader

As set out within the Department for Education's Careers Strategy Woodrush High School is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and continue to work towards achieving all eight of the Gatsby Benchmark.

Mrs S Carr (Assistant Headteacher – Curriculum) has agreed to undertake this role and will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Our Careers Team

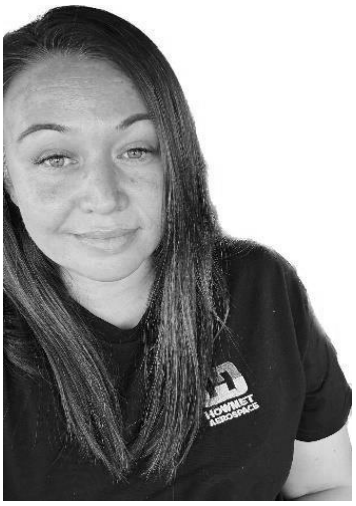
- **Mrs Carr and Mrs Bennett** will lead our team which will include the following staff members:

- **Mr I Cooper**
- **Mrs A Zaman**

Our Enterprise Adviser/s

Through the Worcestershire LEPs Enterprise Adviser Network Woodrush High School are delighted to have been assigned our own designated enterprise adviser.

Lucy Horsnet from Howmet will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6. May we introduce our assigned Enterprise Adviser, Lucy:



"Hi, I am Lucy, a former Student of Woodrush, leaving in the year of 2003. I know first-hand the struggle of being a school leaver and not knowing what my next move would be. I am keen to support both students and the school in accessing opportunities which will help grow existing passions and unlock students' awareness of careers within Engineering. As a mother myself, I have a strong passion and awareness of the importance of supporting the next Engineering workforce generation, highlighting opportunities for those who may struggle academically but would thrive in a hand on role. I am proud to work for a leading global aerospace manufacturer, with the support and encouragement to spend time on such a great initiative. I look forward to working with you.

Current Curriculum Offer at Woodrush High School

Pupils are currently receiving the following careers-related support or participating within the activities listed below during their journey through school:

Year 7 – An Introduction to the World of Careers

Students will start their careers education by looking at who they are, exploring possibilities and dream jobs and understanding what a career is. Unifrog is used for the first time during this year, where each student will have their own login and will start to build their profile. During this year we want students to purely be introduced to careers, with a view to build upon this over the next 5-7 years.

Lesson 1 – Who am I?

Lesson 2 – Exploring Possibilities: dream jobs

Lesson 3: What is a career?

Lesson 4: What is an entrepreneur?

Lesson 5: What is a work-life balance

Lesson 6: Careers and the future

Curriculum/Non-Curriculum Events we aim to run:

- South and City College Assembly
- Visit to Wythall Transport Museum (Forest School)
- Big Bang Fair Visit (NEC), Inspires the next generation into Science

Year 8 – Explore Possibilities

Following their introduction into the world of careers, Year 8 students will start to look at what their interests are and what jobs they may be interested in for the future. They will see CV's here for the first time, to prepare them for the writing of them in Year 11. They will continue to use UNIFROG and have form time sessions to start planning their future.

Lesson 1 – What are my interests?

Lesson 2 – Job Applications: superhero CV's

Lesson 3 – Challenges and rewards of work

Lesson 4 – Creating the life you want: making a vision board

Lesson 5 – What does success mean to me?

Lesson 6 – Careers and the climate

Curriculum/Non-Curriculum Events we aim to run:

- Network Rail visit into school (assembly/workshop)
- University visit into school for a STEM workshop
- South and City College Birmingham visit into school for a talk on T levels
- Visit to Wythall Transport Museum (Forest School)
- Big Health Quiz trip to University of Birmingham (Science)

Year 9 – Pathways to Success

Year 9 students will continue to work on their personal profiles on UNIFROG. They will begin to choose their GCSE subjects, and therefore explore the relevance of these to them for their future career choices. They will understand what the labour market is and why it is important; after exploring how to manage their money.

Lesson 1 – What are my skills?

Lesson 2 – What comes after school: the main learning pathways

Lesson 3 – Decision making: choosing what to study at KS4

Lesson 4 – Taking control of your careers journey

Lesson 5 – Working and earning: managing your money

Lesson 6 – What is the labour market and why is it important

Curriculum/Non-Curriculum Events we aim to run:

- Pathways Assemblies and futures talk
- One to one interview with a member of SLT regarding pathways and futures
- Worcester Skills show (trip to Sixways Worcester)
- Make UK assembly
- Workshops on career paths
- Network Rail visit into school (assembly/workshop)
- Big Physics Quiz at the University of Birmingham
- Network Rail visit into school (assembly/workshop)
- China trip for Mandarin Students

Year 10 – Experiences of the Workplace

This year will focus on our work experience placements. We will launch work experience during the first term and students will seek their own placement with the support and guidance from school. We will do form time sessions and assemblies to prepare them for their work placement and we encourage them to seek quality placements with employers. During Year 10 students will have Future's day where they will have the opportunity to talk to a variety of employers, colleges, Universities and apprenticeship providers. We will use UNIFROG to do some psychometric testing during the year, to again build upon their profiles.

Lesson 1 – Reflecting on my career journey: past, present and future

Lesson 2 – Exploring employer profiles

Lesson 3 – What type of careers is best for me

Lesson 4 – Preparing to go on work experience

Lesson 5 – Wellbeing in the workplace

Lesson 6 – In person, hybrid and remote working: what works best?

Curriculum/Non-Curriculum Events we aim to run:

- Assembly by Worcestershire Apprenticeships
- Future's day within school
- Oriel College- Oxford University taster day
- Trip to Stratford College
- Trip to Solihull College
- Big Biology Quiz at University of Birmingham
- Mandarin University Visit

Year 11 – The Bigger Picture

During this year our students will need to start applying to their Post-16 options, whether this be to Sixth Form, college, apprenticeship or traineeship. Assemblies, guidance meetings and PSHE lessons will provide students with the information, advice and support they need during this year. Year 11's will have a wealth of opportunities this year, alongside revising for the GCSE examinations, this is such an important year.

Lesson 1 – What are my employment skills

Lesson 2 – Post-16 – choices

Lesson 3 – Decision making: choosing your Post-16 pathway

Lesson 4 – Researching, volunteering and paid work

Lesson 5 – Money talks: Apprenticeships vs. Higher Education

Lesson 6 – Is A.I a threat to our jobs

Curriculum/Non-Curriculum Events we aim to run:

- Mock Interview Preparation morning
- Mock Interview Day within school (every student has a mock interview with external visitors)
- Access to our School Careers Fair
- Trip to the National College and School Leavers Festival
- Hanbury Hall Horticulture Trip
- Trip to Stratford College
- Trip to Solihull College
- Power-up Mentoring
- One-to-one careers interview
- South and City College Apprenticeships assembly
- Worcestershire Apprenticeship drop-in service

Year 12 and 13

- Visits to local universities
- Talks from Worcestershire Apprenticeships Workshops with local apprentices
- National College and School Leavers festival – NEC 1 to 1 meetings regarding post 18 options Involvement with the Career Ready programme UCAS workshops
- Attendance at UCAS conventions Year 12 work experience week Workshops on CVs and interview skills

Teaching staff contribute to the delivery of careers guidance through:

- Delivering sessions fitting in with our whole school careers strategy
- Form tutors support students with decisions regarding KS4 pathways, post 16 and 18 options
- Arranging subject specific careers focused visits to workplace

Local Employers contribute to the delivery of careers guidance through:

- Attending our annual careers fair
- Supporting Careers days and providing students with guidance and support Interviewing students as part of mock interviews
- Delivering talks to year groups as part of Careers Days

Parents contribute to the delivery of careers guidance through:

- Supporting arranging work experience placements
- Attending parents open evening, pathways evening and parents evening where advice and guidance is given

Partnership Arrangements and Employer Contacts

Woodrush High School has strong links with:

- Worcestershire Careers Hub.
- Worcestershire Local Enterprise Partnership
- Further Education providers
- The local business community
- The local community
- Alumni and Parents

Objectives for 2025 to 2026

Gatsby Benchmarks

In line with the Department for Educations' careers strategy, Woodrush High School aims to fulfill the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the school has formed a careers programme which falls in line with legal requirements. The following eight benchmarks are at the core of good careers and enterprise provision:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of pupils.
- To enable pupils to understand the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs wherever possible.
- To ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers, and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Compass Careers Dashboard tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

3. Addressing the Needs of the Pupil

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure pupils are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- To ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender.
- To ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the pupils' own aspirations, abilities and needs.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract pupils towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. e.g. Young Enterprise and Code Clubs.
- To ensure that careers related activities are built in throughout the school year and not just towards the end of any given topic / subject being delivered.
- Specific focus will initially be placed on linking curriculum to careers in English, Maths, Sciences and PHSE lessons

5. Encounters with Employers and Employees

- To ensure that pupils receive at least ONE meaningful encounter with an employer during every year they are at school.
- To increase the number of activities which are conducted within school with the support of local employers.
- To ensure that pupils have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.
- The school will also encourage pupils and parents to attend careers events such as the Worcestershire Skills Show held annually in March and the Worcestershire Apprenticeship show held annually in October.

6. Experiences of the Workplace

- To ensure that pupils receive at least ONE meaningful experience of the workplace by the end of year 11
- To ensure that pupils receive at least ONE further meaningful experience of the workplace during years 12 and 13.
- To increase the number of employer workplace visits which will take place to enable pupils to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

7. Encounters with Further and Higher Education

- To ensure all / overwhelming majority of pupils receives at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.
- To ensure all / overwhelming majority of pupils has been provided with information about the full range of apprenticeships including higher level apprenticeships through the Worcestershire Apprenticeships activity offer.
- To ensure all / overwhelming majority of pupils have experienced meaningful encounters with universities.

8. Personal Guidance

- Ensure all / overwhelming majority of pupils have had an interview with a professional and impartial careers adviser by the end of

year 11
- Ensure all / overwhelming majority of pupils has had at least TWO interviews with a professional career's adviser by the end of year 13.

Promotion of Careers related activities

Woodrush High School will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our school Twitter account and other social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the school's website. These will also be shared with the Worcestershire LEP to be used to promote best practice across ALL career's hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company (and demonstrate that the activity taking place within our school) meets the requirements set out within the Department of Education's Careers strategy.

Careers Programme and Provider Access Policy

Introduction

This policy statement sets out the arrangements for managing the access of providers to pupils 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.

Woodrush High School is committed to providing a personalised education package for all our pupils, and this is reflected by our careers programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Careers Action Plan outlines our generic careers offer from Year 7 to Year 13. For some pupils, a more personalised offer will be in place.
Our focus links directly to the requirements of the '*Gatsby Good Career Guidance'* report (2014) which became the basis for the statutory *'Career's guidance and access for education and training providers'* (2023).

Pupil entitlement

The statutory guidance is relevant to 'all pupils in years 7-13' and we will also consider young people's developmental ages when preparing appropriate careers activities at Woodrush High School ensuring that our pupils receive a careers programme which offers them opportunities to:

- find out about technical education qualifications and apprenticeship 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.

- understand how to make applications for the full range of academic and technical courses.

School's Careers Leader

Parents, teachers, and employers may gain further information about our careers programme by contacting:

S. Carr — Assistant Headteacher
I. Cooper — Sixth Form CEIAG

scarr@woodrush.org icooper@woodrush.org

Z. Bennett A. Zaman
CEIAG Co-ordinatorCEIAG Co-ordinator
zbennett@woodrush.org azaman@woodrush.org

Measuring and Assessment of the impact of the careers programme on pupils.

Evaluation of our careers programme is designed to enable us to examine what we do; consider how we can improve it and provide stakeholders with a summary of this.
This will include gathering information from the pupils about how they feel about their experiences in relation to the careers programme.
Pupil progress in Careers lessons will be evaluated each term as part of our ongoing Pupil Tracking process.
It is our aim to provide pupils with both experiences of the workplace and / or encounters with employers. These encounters and experiences will take place as part of curriculum lessons / workplace visits / assemblies / attending Careers Fairs and Events.

Application for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils 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.

Pupil entitlement

All pupils 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 events, assemblies and group discussions and taster events.

 to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs S. Carr, Mrs Z. Bennett or Mrs A.

Zaman.

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

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

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader/Advisor or a member of their team.

All requests will be given due consideration by Woodrush High School and Senior Leadership link and requests will be refused if:

- They impinge on pupils' preparation for public or internal exams
- They clash with other school events such as visits, other speakers, well-being days, school photographs, sports days, public or internal exams, parents' communication events etc.
- The school is unable to provide staff to support the presentation or talk due to previous commitments
- Rooming for the talk or event is unable to be found due to timetabling clashes

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.

Feedback

Woodrush High School welcomes parental and employer participation within our careers related activities. Should you wish to support our activity or provide feedback on our Careers Strategy then please contact our Strategic Careers Lead directly.

Provider Access Legislation

The provider access legislation is new guidance that came into force from January 2023. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters 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.

In the context of the provider access legislation, a provider is an organisation that offers approved technical education qualifications or their representative, for example an FE college or training provider.

A provider, to whom access is given, must deliver an encounter that includes the following:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

The full statutory guidance from DfE can be found here:

Careers guidance and access for education and training providers – GOV.UK (www.gov.uk)

Useful links / Resources

The Careers Enterprise Company	https://www.careersandenterprise.co.uk/
The Careers and Enterprise Company Resource Directory	https://resources.careersandenterprise.co.uk/
Gatsby Foundation	http://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Post 16 Skills Plan	https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education
Skills For Worcestershire	http://www.skills4worcestershire.co.uk/
Government Careers Strategy December 2017	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/ attachment_data/file/664319/Careers_strategy.pdf
Government Careers Guidance and Access for Education and Training Providers (Jan 2023 update)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/ attachment_data/file/1127489/Careers_guidance_and_access_for_education _and_training_providers_.pdf
National Careers Service	https://nationalcareersservice.direct.gov.uk/
UCAS (Universities and Colleges Admissions Service)	https://www.ucas.com/
Worcestershire Local Enterprise Partnership	http://www.wlep.co.uk/
Worcestershire Apprenticeships	http://worcsapprenticeships.org.uk/
HOW College	http://www.howcollege.ac.uk/
Solihull College	https://www.solihull.ac.uk/
Stratford College	https://www.stratford.ac.uk/
South and City College Birmingham	https://www.sccb.ac.uk/
Kidderminster College	http://kidderminster.ac.uk/
Warwickshire College Group	https://wcg.ac.uk/page/1/home
Worcester University	https://www.worcester.ac.uk/

Appendix

Example objectives for 2024-2025

1. To ensure that pupils fully understand and consider the different routes available at post-16 and post-18, particularly apprenticeship and other vocational routes.
2. To ensure that all Y10 and Y12 students receive a full week of meaningful work experience in the summer term and that they are able to reflect and learn from this invaluable opportunity.
3. To ensure our careers work is fully aligned to – and complements - the school's personal development and wellbeing agenda, so that students receive all-round support.
4. To further raise the profile of careers across the whole school.
5. To ensure that School has a concise plan of engagement in Careers Guidance for all students to ensure that they work hard and strive to be the best they can be.
6. To continue to strive towards meeting the eight Gatsby Benchmarks for good career guidance as recommended by the Department of Education.
7. To gain the 'Quality in Careers Standard' accreditation, the nationally recognised award for Careers Guidance in English Secondary Schools.
8. To provide effective and impartial information, advice, and guidance to prepare students for life in the wider world, making them aware of roles and responsibilities.
9. To raise aspirations by ensuring all students have knowledge of routes into further education, higher education, and apprenticeships (of all levels).
10. To ensure every student is offered careers personal guidance to meet their needs at the different stages through their school journey. This will reflect the school's equality and diversity policy to ensure that every student is treated fairly.
11. To ensure students are introduced to the concept of stereotypical thinking and the challenges it brings and can discuss its impact on career decisions and choices.
12. To engage with local employers and training providers to provide multiple learning opportunities about the world of work and skills required. Both academic and vocational routes are explored and are available to students regardless of career choices.
13. To make available Labour Market Information and Intelligence to ensure students (and parents) are aware of local and national opportunities as well as trends, to ensure they are informed to make the best decisions.
14. To ensure all staff at the school have an awareness of linking curriculum learning to careers and are able to demonstrate the relevance of subjects to students when considering a future career. Particularly relevant is that STEM subject staff should highlight the increasing need for STEM subjects to access a wide range of future career paths, making sure the information does not stereotype in any way.
15. To ensure all students are aware that the attainment of English and Maths GCSEs are crucial elements of any future study programme they may undertake and an expectation from all employers.
16. To continuously strive to improve NEET (Not in Education Employment or

Training) figures by providing an effective careers programme.

17. To actively track the progress of Pupil Premium and students from disadvantaged backgrounds to ensure that they access all of the career's information, advice and guidance to enable them to make the relevant decisions to their career goals.
18. To tailor information, advice, and guidance as necessary to meet the needs of any vulnerable students and offer appropriate alternatives as deemed necessary.