



## Careers Education Information Advice Guidance

*"If you are what you should be you will set the world on fire" St, Catherine of Siena*

<b>Approved by:</b>	<b>Executive Head Teacher</b>	<b>Date:</b>	<b>12<sup>th</sup> January 2023</b>
<b>Last reviewed on:</b>	<b>January 2023</b> (Following DfE Statutory Guidance issued Jan 2023 – highlighted in yellow)		
<b>Next review due by:</b>	<b>January 2024</b>		



---

St John Bosco Multi Academy Company

# Contents

Background .....	3
Vision.....	4
Strategic Observation.....	4 - 5
Current State.....	5
Action Plan.....	6 - 7
Monitoring and Evaluation Plan.....	7-8

# Appendices

Appendix 1 - Current State Bishop Milner.....	8 - 9
Appendix 2 – Current State Stuart Bathurst .....	10 - 11
Appendix 3 - Careers Programme .....	12 - 18
Appendix 4 - Cross Phase Work .....	19 - 21
Appendix 5 - Roles & Responsibilities .....	22 - 23
Appendix 6 - Monitoring & Evaluation Plan.....	23 - 24

---

# Background

## Dudley:

There are currently (Nov 2022) around 7,000 unemployed people in Dudley, of which 2,100 are young people aged 16-24. This equates to a youth unemployment rate of 13.2%, which is around three percentage points higher than the national average (10.5%). Worklessness in Dudley is also impaired by both the participation levels of residents and those seeking working and claiming benefits.

Almost one-in-five of the working-age population (16-64) in Dudley is inactive (20.1%); which compares favourably to the England average of 21.2%. However, for those aged 16-19 inactivity increases to 65.4% or 9,600 young people compared to 59.4% nationally. In addition, there are a further 1,695 (September 2022) young people claiming benefits and seeking work (5.3% of those aged 16-24), above both the total claimant rate in Dudley (4.8%) and notably higher than the England average of 3.6%. This is further heightened in some Wards where youth claimant rates are more than double the national average: St Thomas's at 9.0%, Coseley East at 8.8% and Brierley Hill at 7.6% being the top 3.

Lack of qualifications is also an issue in Dudley, with 9.4% of young people aged 16-24 with 'No Qualifications' compared to 8.3% nationally. This is further exacerbated at the other end of the spectrum where just 17.9% have a NVQ4+ qualification compared to the England average of 33.5%. Dudley also has a higher proportion of young people NEET than the national average (5.7% compared to 5.5%).

## Sandwell:

There are currently (Nov 2022) over 9,000 unemployed people in Sandwell, of which 3,600 are young people aged 16-24. This equates to a youth unemployment rate of 23.0%, which is double the national average (10.5%). Worklessness in Sandwell is also impaired by both the participation levels of residents and those seeking working and claiming benefits.

Almost a third of the working-age population (16-64) in Sandwell is inactive (30.3%) compared to just 21.2% across England. For those aged 16-19 inactivity increases significantly to 82.0% or 12,600 young people compared to 59.4% nationally. In addition, there are a further 2,435 (September 2022) young people claiming benefits and seeking work (6.9% of those aged 16-24), above both the total claimant rate in Sandwell (6.6%) and almost double the England average of 3.6%. This is further heightened in some Wards where youth claimant rates are heading towards three-times the national average: Princes End at 9.6%, Tipton Green at 9.2% and West Bromwich Central at 9.0% being the top 3.

Lack of qualifications is also an issue in Sandwell, with 15.4% of young people aged 16-19 with 'No Qualifications' compared to 14.6% nationally. This is further exacerbated at the other end of the spectrum where 26.0% have a NVQ4+ qualification compared to the England average of 33.5%.

Sandwell however, performs well in relation to those NEET, which is almost half the national average (2.9% compared to 5.5%).

In summary, we need to be mindful that students in both of our schools could be faced with the challenge of living in households that do not work, have parents or guardians who themselves have low aspiration or lack the knowledge and skills required to support young people to successfully navigate their way onto and through the careers pathways.

---

We have to provide an alternative vision one that is motivating, inspirational and aspirational as well as providing young people with the skills and knowledge that they will need to navigate this transition successfully – and we have to do this for ALL of our young people in a way that it not only well received but is impactful and sustainable.

## Vision

**All students will achieve their next best steps and be fully prepared for their transition into the everchanging world of work.**

The intent of our Careers Curriculum across the St John Bosco Academy Trust is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop employability skills and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

St John Bosco Academy Trust has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks by 2023.

## Strategic Objectives

**Objective 1 - Promote and increase careers education in the curriculum across all year groups.**

**Benchmarks: 2, 3, 4, 5 and 6**

- All faculties to incorporate careers and LMI into schemes of work by September 2023.
- Promote and increase encounters and experiences of the work place across the curriculum and across all year groups
- Create opportunities for all students to receive employer encounters in each year group from year 7 – 13.
- To ensure all young people have the opportunity to experience the work place during their time at the academy.
- Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving school.

**Objective 2 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.**

**Benchmarks: 3, 4, 5, 6, 7**

- Develop an ALUMNI of support.

- Continue to develop links with organisations and build on existing relationships
- Ensure all students receive encounters with independent training providers and colleges in compliance with PAL.
- All students have a good understanding of apprenticeships, Technical pathways and Advanced technical qualifications and to provide 6 encounters with a range of education and training providers to inform them about approved technical education qualifications and apprenticeships.

## Current State

Staffing includes one full time member of staff who has overall responsibility as Careers Leader for the two-secondary schools. Contract with local Connexions services to provide CEIAG. Both schools work collaboratively with Aspire to HE and the black country careers hub.

SLT fully support the development of CEIAG which aims to raise the aspirations of ALL students.

Bishop Milner Catholic Academy consistently conforms well against the eight Gatsby benchmarks and has done since 2016, Stuart Bathurst Catholic High School have struggled to meet the eight Gatsby benchmarks and achieved an average of two out of the 8 benchmarks. To address this inconsistency a new role of Senior Career lead working across both secondary schools was introduced in September 2022.

To enhance this new curriculum we will re-introduce Uni Frog across both schools.

# Action Plan

<p style="text-align: center;"><b>Strategic Objective 1</b></p> <p style="text-align: center;"><b>Objective 1 - Promote and increase careers education in the curriculum across all year groups.</b></p> <p style="text-align: center;"><b>Benchmarks: 1, 2, 3, 4, 5</b></p>		
	Targets	Actions
<b>Year One</b>	All faculties to incorporate careers and LMI into schemes of work by September 2023.	Planning to incorporate careers into the curriculum
<b>2022 - 2023</b>	<p>Promote and increase encounters and experiences of the work place across the curriculum and across all year groups</p> <p>Create opportunities for all students to receive employer encounters in each year group from year 7 – 13.</p> <p>To ensure all young people have the opportunity to experience the work place during their time at the academy.</p> <p>Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving school.</p> <p>Develop an ALUMNI of support.</p> <p>Continue to develop links with organisations and build on existing relationships</p> <p>Ensure all students receive encounters with independent training providers and colleges in compliance with PAL.</p>	<p>Staff receive CPD on CEIAG and LMI</p> <p>Staff are talking about careers in lessons.</p> <p>Links with business employers embedded and projects ongoing.</p> <p>Create CEIAG newsletter.</p> <p>Careers and LMI promoted at Parents Evenings.</p> <p>School websites to be updated with LMI</p> <p>Create alumni information</p> <p>Match up ALUMNI with facilities relating to experiences and interests.</p> <p>Maintain current external relationships with providers and employers.</p> <p>Year 9/10 Careers programme of lessons focussing on LMI and future planning.</p>

	All students have a good understanding of apprenticeships, Technical pathways and Advanced technical qualifications.	Create a time table of activities that meet the PAL (Provider Access Legislation)  Set up social media account to attract/contact former students
--	--	---

## Monitoring & Evaluation Plan

The careers programme at St John Bosco Multi Academy Company is delivered through a variety of activities including; timetabled lessons, as part of the SAINTS programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities are:

- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole college careers tracking
- Work scrutiny
- Compass Plus Tool Kit
- Connexions
- Aspire to HE Questioners
- Future Skills Questionnaire

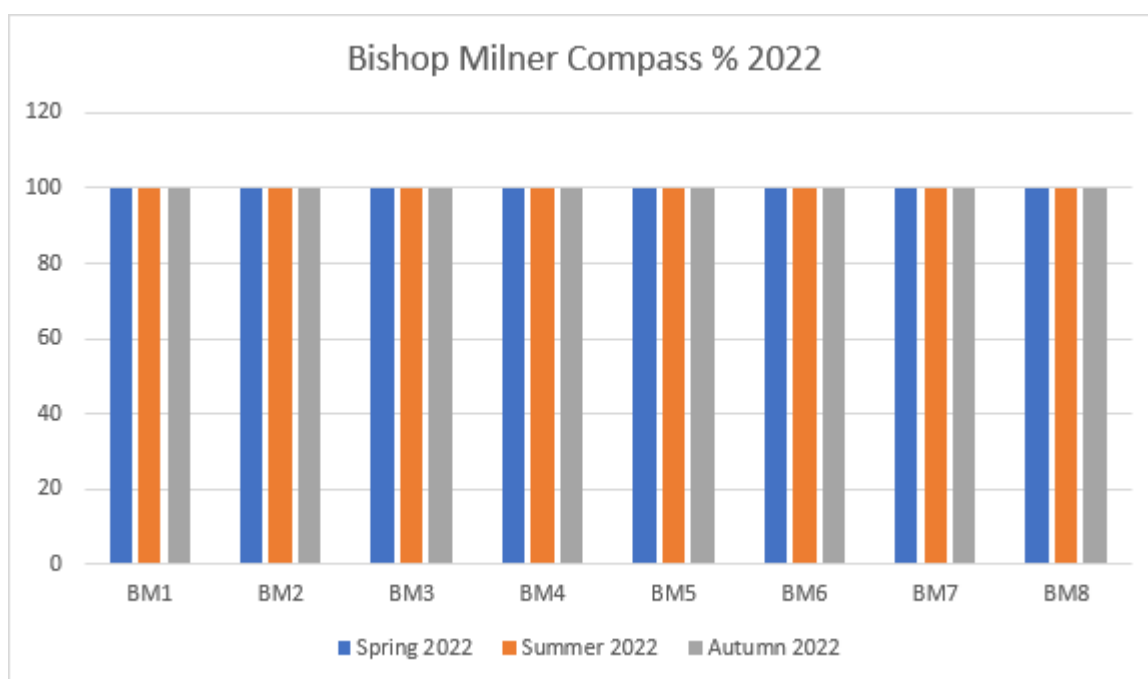
Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

# Appendix 1 - Current State (Bishop Milner - December 2022)

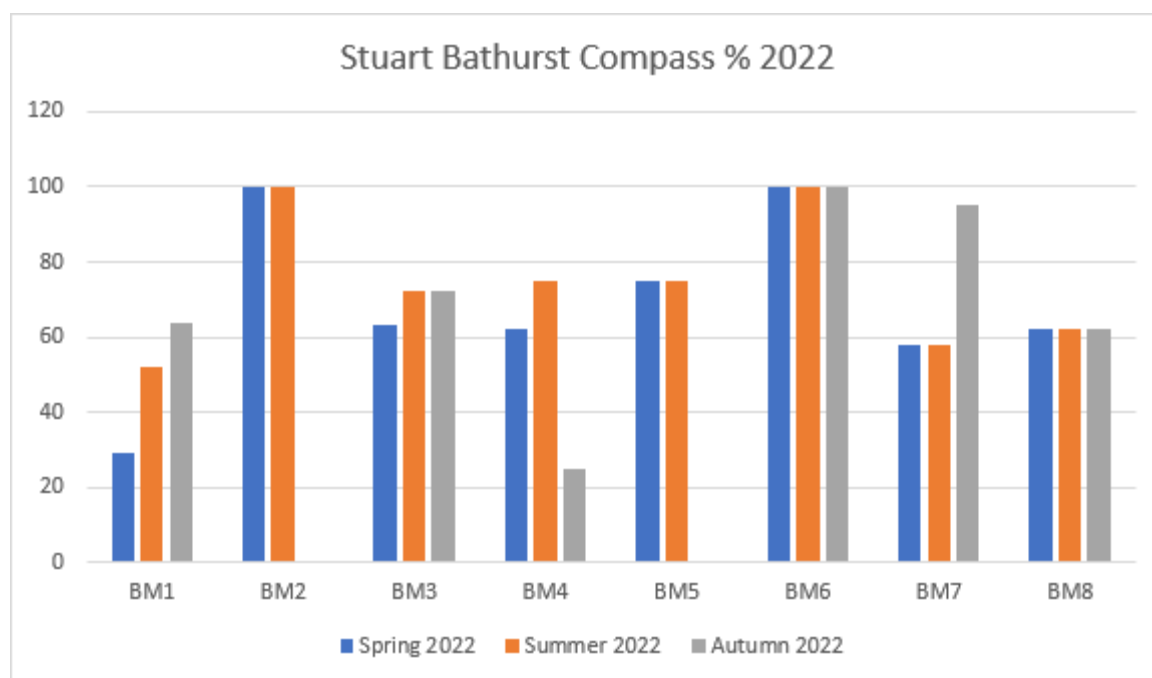


Benchmark	%	Areas to be addressed
1 A stable careers programme	100	Continue to update and review programme. Improve parental understanding Improve staff understanding Up to date Information published on website
2 Learning from career and labour market information	100	Encourage parents and carers and staff to use careers path and LMI to help inform study/career decisions Attendance at Parents' Evening Parents to use and understand LMI on website Develop displays around school Improve staff understanding of LMI to help integrate into curriculum



<p>3 Addressing the needs of each pupil</p>	<p>100</p>	<p>Introduce Unifrog across whole school Continue to input Compass + Destination data to be shared on face book 100% of all year 11's to have one to one impartial advice and guidance Work with local Authority to identify and support Year 9 – 13 SEND students with moving on programmes.</p>
<p>4 Linking curriculum learning to careers</p>	<p>100</p>	<p>Staff Audit Staff Voice Staff CPD Medium term plan to incorporate careers within the curriculum</p>
<p>5 Encounters with employers and employees</p>	<p>100</p>	<p>Increase meaningful and memorable encounters with employers from year 7-11. Evaluate impact Careers fair</p>
<p>6 Experience of workplaces</p>	<p>100</p>	<p>Year 10 work experience launch Year 12 work experience launch Work closely with EA's to link with a local company to explore local industry</p>
<p>7 Encounters with further and higher education</p>	<p>100</p>	<p>Introduce student to HE in year 9 via partnership with Aspire to HE Introduce year 9 to apprenticeships and training providers through careers fair. 2 Visits to universities to meet staff and students</p>
<p>8 Personal guidance</p>	<p>100</p>	<p>Traded service with Connexions All feedback forms will be given with Autumn mock interview results.</p>

## Appendix 2 - Current State (Stuart Bathurst-December 2022)



Benchmark	%	Areas to be addressed
1 A stable careers programme	64	Update and review programme. Improve parental understanding Information published on website Create a framework for careers that is robust and comprehensive
2 Learning from career and labour market information	0	Encourage parents and carers to use careers path and LMI to help inform study/career decisions Attendance at Parents' Evening Parents to use and understand LMI on website Develop displays around school Track student destination to understand where students are going and whether they feel prepared for the world of work

3 Addressing the needs of each pupil	72	Destination data – ensure governors, leaders, staff and students are aware of destination data and are able to talk confidently about how the school prepares young people for the next stage Challenge stereotype thinking and raise aspirations from year 7
4 Linking curriculum learning to careers	25	Staff Audit Staff Voice Staff CPD Medium term plan to incorporate careers within the curriculum
5 Encounters with employers and employees	0	Increase meaningful and memorable encounters with employers from year 7-11. Evaluate impact Careers fair Introduce future Fridays
6 Experience of workplaces	100	Year 10 work experience launch Year 12 work experience launch Work closely with EA's to link with a local company to explore local industry
7 Encounters with further and higher education	95	Introduce student to HE in year 9 via partnership with Aspire to HE Introduce year 9 to apprenticeships and training providers through careers fair. 2 Visits to universities to meet staff and students
8 Personal guidance	62	Traded service with Connexions All feedback forms will be given out after each interview

---

# Appendix 3 - Careers Programme

## Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

## Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at secondary school.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance;
- Actively promoting equality and challenging gender stereotypes.

## Methods

The methods by which the Careers Manager will accomplish these goals are: Providing a range of opportunities that enhance the curriculum;

- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community;
- Relating skills, attitudes and knowledge learned in the Academy to the wider world;
- Developing students' personal and social skills to relate to the world of work;

- Providing informed and impartial guidance;
- Enabling students' to make considered decisions in regard to future choices;
- Maintaining and developing effective links with key partners, including Connexions, Careers and E, Business in the Community. ASK and work experience providers;
- To prepare students for transition to Further Education or employment with training.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- The Academy websites;
- Careers lessons in years 7-10;
- SAINTS programme;
- Planned delivery of year group/transition specific activities
- University Links;
- Aspire to HE
- Industry specific talks and presentations;
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships)
- Display boards including, careers posters.

## Management

CEIAG is currently led and managed by the Careers Leader who is responsible for:

The management and co-ordination of the various aspects of CEIAG;

- The activities at each Key Stage;
- Monitoring/evaluation;
- Liaison with SLT and Governing Body;
- Regular meeting with the School Enterprise Adviser and LEP Co-ordinator;
- Consulting with Heads of Faculties;
- Sharing good practice as lead hub for Dudley at termly Careers Leaders meetings;
- Attendance at the Black Country Career Guidance Network;
- Careers CPD.

## Overview of the minimum careers calendar and main activities (subject to change).

17 Areas of Learning for Careers, Employability and Enterprise Education (CDI, 2015)	The eight Gatsby benchmarks of Good Career Guidance
1. Self-awareness	1. A stable careers programme
2. Self-determination	2. Learning from career and labour market information
3. Self-improvement as a learner	3. Addressing the needs of each pupil
4. Exploring careers and career development	4. Linking curriculum learning to careers
5. Investigating work and working life	5. Encounters with employers and employees
6. Understanding business and industry	6. Experiences of workplaces
7. Investigating jobs and labour market information (LMI)	7. Encounters with further and higher education
8. Valuing equality, diversity and inclusion	8. Personal guidance
9. Learning about safe working practices and environments	
10. Making the most of careers information, advice and guidance (CEIAG)	
11. Preparing for employability	
12. Showing initiative and enterprise	
13. Developing personal financial capability	
14. Identifying choices and opportunities	
15. Planning and deciding	
16. Handling applications and interviews	
17. Managing changes and transitions	

### Year 7

Content	Impact	Gatsby Benchmark / Benchmarks Covered
1. Why is getting employment important? 2. How have jobs changed over time / Future jobs. 3. Understanding pay / NI 4. Apprenticeships 5. Stereotyping 6. Local labour market (LMI)	<b>By the end of year 7, students will have evidence of:</b> <ul style="list-style-type: none"> <li>• Being able to identify a diverse range of careers from different fields</li> <li>• Being able to describe a variety of means of working</li> <li>• Have an idea of future career choices</li> <li>• The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> </ul>	1,3,7

7. Employer pathways talks 8. Careers Convention 9. Alumni Talks	<ul style="list-style-type: none"> <li>World of Work Wednesday s and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about their career pathways</li> <li>Alumni pathway talks in specific subject areas</li> </ul>	
--	---	--

## Year 8

Content	Impact	Gatsby Benchmark / Benchmarks Covered
1.What is stereotyping in the world of work? Legal rights (Employment law) 2. What GCSE subjects links to career path ways.(Options) 3. Employer expectations 4. Start to match individual skills to careers 5. Lesson in the power of social media and employment. 6. Local UTC event 7. Employer Pathways talks 8. Labour Market (LMI) 9. Careers Convention 10. Alumni Talks	<b>By the end of year 8, students will have evidence of:</b> <ul style="list-style-type: none"> <li>Developing their understanding of employment in its widest sense.</li> <li>Exploring and challenge stereotyping in the work place</li> <li>Being able to explore how social media can enhance and also decrease employment prospects.</li> <li>To know what specific career paths are available through subjects.</li> <li>Department for work and pensions (DWP) – assemblies on pathways and opportunities</li> <li>The opportunity to participate in a UTC project with local technical college.</li> <li>The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>World of Work Wednesday s and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about there career pathways</li> <li>Alumni pathway talks in specific subject areas</li> </ul>	1,2,3,4,5

## Year 9

Content	Impact	Gatsby Benchmark / Benchmarks Covered
1.What work skills can I obtain from my subjects in school?	<b>By the end of year 9, students will have evidence of:</b>	1,2,3,4,5,6

<p>2. Understanding STEM 3. GCSE Pathways 4. What subjects are needed for my chosen career pathway. 5. DofE Launch 6. Unifrog Launch 7. University Visit 8. Public speaking 9. Employer pathways talks 10. Labour market (LMI) 11. Careers Convention 12. Alumni Talks</p>	<ul style="list-style-type: none"> <li>• Evaluate their subject choices with a focus clearly on future career aspirations.</li> <li>• Explore STEM subjects and link these to different careers sectors through lessons and additional activities.</li> <li>• Identify the factors that may influence career choices and decisions.</li> <li>• Using local LMI information to see the present and future employment trends locally.</li> <li>• The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>• Being involved in a series of assemblies designed to explore different subjects and future opportunities</li> <li>• ICT take over to launch Uni Frog</li> <li>• Aspire to HE launches</li> <li>• Speakers Trust Public speaking competition</li> <li>• World of Work Wednesday s and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about their career pathways</li> <li>• Alumni pathway talks in specific subject areas</li> </ul>	
--	---	--

## Year 10

Content	Impact	Gatsby Benchmark / Benchmarks Covered
<p>1.What are the employment opportunities in the Black Country 2. How do I write a CV? 3. How do I make an application? 4. Mock Interviews 5. Mock job assessment day 6. Preparing for an interview 7. Work experience 8. Employer pathways talks 9. Labour Market (LMI) 10. Apprenticeship support and knowledge 11. Brilliant Club – Scholars Programme</p>	<p><b>By the end of year 10, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Fully aware of the range of local, regional and national options for Post 16 &amp; Post 18 destinations including apprenticeships and non-academic pathways.</li> <li>• Draft CV &amp; Personal statement contextualised through key employability, education and competency-based skills.</li> <li>• Knowing a range of employability skills such as team work, leadership, listening and self-presenting</li> <li>• Draft an application form for an apprenticeship or post 16 providers</li> <li>• Experience a practical one to one interview with a local employer.</li> <li>• Attend one-week work experience</li> </ul>	<p>1,3,4,5,6,7</p>



<p>12. Technical FE Careers morning 13. Careers Convention 14. Alumni Talks</p>	<ul style="list-style-type: none"> <li>• The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>• World of Work Wednesday and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about their career pathways</li> <li>• Brilliant Club scholars programme for small groups of students to help develop knowledge, skills and confidence in securing a place at a competitive university.</li> <li>• ASK programme for both pupils and parents re apprenticeships and T level opportunities</li> <li>• FE Careers morning for identified students for post 16 technical education and apprenticeship provision.</li> <li>• Skills show</li> <li>• Alumni pathway talks in specific subject areas</li> </ul>	
---	---	--

## Year 11

Content	Impact	Gatsby Benchmark / Benchmarks Covered
<p>1.Next steps one to one interview 2. University Visits 3. Sixth Form / College taster Day 4. Labour Market (LMI) 5. Employer pathways talks 6. Careers Convention 7. Alumni Talks</p>	<p><b>By the end of year 11, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Having at least 1 1:1 interview with an impartial career's advisor to confirm individual career path and personal action plan.</li> <li>• All students have an opportunity to experience Sixth form / college</li> <li>• The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>• World of Work Wednesday and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about their career pathways</li> <li>• Alumni pathway talks in specific subject areas</li> </ul>	<p>1,3,4,6,7,8</p>

## Year 12

Content	Impact	Gatsby Benchmark / Benchmarks Covered
1. University Visit 2. Unifrog re visit 3. Work Experience 4. Personal Statement Clinic 5. Student Finance 6. Employer pathways talks 7. Labour Market (LMI) 8. Apprenticeship provider information 9. Work Ready 10. Careers Convention 11. Alumni Talks	<b>By the end of year 12, students will have evidence of:</b> <ul style="list-style-type: none"> <li>Aspire to HE programmes</li> <li>Unifrog re visited to look at how to create a personal statement</li> <li>World of Work Wednesday and Future Fridays Employers, Students have the opportunity to hear from Alumni and local employers all about their career pathways</li> <li>The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>DWP provide a day's work shop on interview techniques and Assessment centres (do's and don'ts)</li> <li>World of work carousel – Topics in rotation including apprenticeships, CV's, work experience and transferable skills.</li> <li>Alumni pathway talks in specific subject areas</li> </ul>	1,3,4,6,7,8

## Year 13

Content	Impact	Gatsby Benchmark / Benchmarks Covered
1. Unifrog 2. Alumni 3. Careers Convention 4. Student Finance 5. A2B Scheme 6. Social Mobility	<b>By the end of year 13, students will have evidence of:</b> <ul style="list-style-type: none"> <li>Engaging with Unifrog on a daily basis alongside tutors to complete personal statements</li> <li>Alumni talks in specific subjects</li> <li>Birmingham University talk on A2B scheme and student finance</li> <li>Social Mobility Foundation information</li> <li>Personal statement clinic</li> <li>The opportunity to attend a careers Fair with a range of employers, higher education, further education, training and apprenticeship providers.</li> <li>World of Work Wednesday and Future Fridays Employers, Students have the opportunity to hear</li> </ul>	1,3,4,6,7,8

	from Alumni and local employers all about their career pathways	
--	---	--

## Appendix 3 - Cross Phase Work

Activity	Details	Impact	Gatsby Benchmark / Benchmarks Covered
<b>Displays</b>	<p>Career based displays are placed around college, with subject specific career related displays in key areas</p> <p>College Careers Base Poster in all Tutor Rooms / Around College</p>	Increased awareness and profile of careers at Bishop Milner Catholic College	2, 4
<b>Visiting Speakers</b>	<p>Careers focused visiting speakers throughout the course of the academic year. Some sessions for whole year groups (assembly slots, off timetable lessons) whilst others take place during Future Fridays events every Friday incorporating Alumni.</p> <p><b>Topics covered include :</b></p> <p><b>Media</b>            Gap Years            Apprenticeships            T Levels            Medicine            Engineering            Forces            Local Labour market            The Benefits of University            CV Writing            Interview Skills</p>	Students have an improved awareness of the variety of jobs and careers available. They also have gained knowledge of the skills and qualifications required and the realities of the current labour market	2, 3, 4, 5, 6, 7, 8

<p><b>Aspiration</b></p>	<p><b>Widening Participation Experiences</b></p> <p>Year 7: Explore the store /</p> <p>Year 8 : National Science Week visit</p> <p>Year 9 : Enterprise Challenge Workshop</p> <p>Year 10 : Cambridge University Visit (More Able). Enterprise Challenge Workshop.</p> <p>Skills show visit (whole year group)</p> <p>Brilliant Club : Oxford / Cambridge more able students</p> <p>Year 11 : Access 2 Birmingham, Benefits of HE presentation. Aspire To HE Day (University of Wolverhampton)</p> <p>Year 12 Range of presentations (Access 2 Birmingham, Benefits of HE, etc)</p> <p>Year 13 : Range of presentations (Access 2 Birmingham, Benefits of HE, Student Finance, UCAS Apply)</p>	<p>The Brilliant Club exists to increase the number of pupils from under-represented backgrounds progressing to highly selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.</p>	<p>2, 3, 4, 5, 6, 7, 8</p>
<p><b>Student Voice</b></p>	<p>Student voice (formal and informal) used to gather views and understanding of careers.</p>	<p>College aware of the strengths and areas for development which can then be used to inform future planning</p>	
<p><b>Career Fairs</b></p>	<p>Future Friday – business breakfast talks</p> <p>College Careers Convention</p> <p>Annual STEM Fair</p>	<p>Increased student awareness of variety of careers available within the local area, nationally and within key areas</p>	<p>1,2, 3, 4, 5, 6, 7, 8</p>

	Application drop in sessions from November		
<b>Careers Base</b>	Creation and development of a careers base within the college.  Development of 'Futures Room'	Increased student awareness of variety of careers available within the local area, nationally and within key areas. Students also aware of their entitlement to CEIAG at Bishop Milner Catholic College.	2, 8
<b>Parental Engagement</b>	Engagement via meetings, new college website, newsletters at key points throughout the academic year	Increased parental awareness of the variety of careers available within the local area, nationally and within key areas	2, 5, 7

## Parental Engagement:

- Attendance at parents evening – all partners could be represented at parents evening where appropriate.
- Work Experience Launch
- Student Finance Talk with Guest University
- Year 11 Revision Talk

# Appendix 4 - Roles & Responsibilities

Job Title	Name	Responsibility
Executive Head Teacher	Richard May	Responsible for strategic support and challenge of career leader decisions.
Head of School for Bishop Milner	Siobhan Foster	Responsible for line management of Careers Leader in regards to careers provision at BM
Head of School for Stuart Bathurst	Henryk Koryl	Responsible for line management of Careers Leader in regards to careers provision at SB
Careers Leader	Sarah Wilkins	Responsible for planning and setting the strategic direction of careers provision for the John Bosco Catholic Academy Responsible for community engagement. And Duke of Edinburgh
Governor responsible for Careers	Amman Ahmed	Responsible for strategic support and challenge of careers strategy at governor level.
Enterprise Advisor	Mr David Rogers BM Mrs Reena Devi SB	Responsible for advising Careers Leader on strategic decision and developing the school's provision to meet all Gatsby Benchmarks bridging the gap between education and the world of work.
Careers Advisor for the Black country Consortium	Mrs Angela Moore	Responsible for advising Careers Leader on strategic decision and developing the school's provision to meet all Gatsby Benchmarks

Careers Adviser	Karl Hamilton BM Emma Dixon-Reid SB	Responsible for providing support to identified at risk of NEET students.
Careers Advisor	Connexions Sandwell	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews.

## E Appendix 6 - Monitoring & valuation Plan

### Monitoring Strategy

Monitoring of the careers provision is carried out by SLT to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice and work scrutiny

Mac wide tracking is completed by the Careers Leader to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Careers Leader. At all events there will be at least one member of staff employed by St John Bosco Academy Trust to comply with equality and safeguarding regulations.

### Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	Careers Leader & Senior Leader with responsibility of CEIAG	Ongoing during each carousel of teaching	Lesson observations Learning walks Student voice Work scrutiny

Careers in the Curriculum	SLT Faculty link	During departmental reviews and during the College observation cycles	Lesson observations Learning walks Student voice Work scrutiny
Careers event/activity in College	Careers Leader SLT School staff supervision	During the event/activity	Staff presence at event/activity Student voice
			Feedback questionnaires
Careers event/activity outside of College	Careers Leader School staff attending event	During the event/activity	Staff presence at event/activity Student voice Feedback questionnaires

## Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Walker Riverside Academy. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students.

Questionnaires and student / staff voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms and we receive feedback from them where appropriate.

Feedback is provided for SLT and Governors on a termly basis by the Career Leader and information is shared with parents and carers through the College website and newsletters.