

**Career Benchmarks:  
Audit of Practice**



<b>Name of School / College:</b>	Croft Community School
<b>Designation:</b>	Special School
<b>Age Range Covered:</b>	4-16
<b>Address and Contact Details:</b>	Croft Community School
<b>Local Authority Area:</b>	Durham
<b>Total Number of Pupils on Roll:</b>	134
<b>Number of Pupils on Roll Pre-16:</b>	134
<b>Number of Pupils on Roll Post-16:</b>	0
<b>Most Recent Ofsted Grade (and date):</b>	Requires Improvement (December 2017)
<b>Name of Headteacher / Principal:</b>	Mrs Andrea English
<b>Name of School / College Lead for Pilot:</b>	Mr Lee Davis
<b>Email address of School Lead for Pilot:</b>	<a href="mailto:l.davis102@durhamlearning.net">l.davis102@durhamlearning.net</a>

## Benchmark 1: A Stable Careers Programme

*Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.*

	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / college has a structured careers programme that is written down?				The CEIAG Policy is updated annually and reflects the ethos and beliefs of the school and the Federation. It reflects the aims of the school and the objectives of the school in best supporting our young people to have a personalized curriculum. The policy reflects the new CEIAG guidelines and reflects the organizations aims. The policy reflects the Code of Practice and statutory guidance. This policy is available to all staff and has been disseminated to staff via the school internal messaging centre. Our CEIAG curriculum is robust and appropriate for our learners. All students in Key Stage Four have a careers lessons which is accredited through the ASDAN and AQA awarding bodies. Students complete this award at a level that is appropriate to the level that they are working at. This will be either Entry Level 3, Level 1 or Level 2 qualifications. Students will have a set of learning outcomes for each unit that is created and these will be in the front of the student's files. Students will also have designated levels of work provided to them which is very much dependent upon the level that they are working at. Students at Key Stage Three complete units based around the ASDAN PSHCE schemes of work which enables students to begin the process of developing their skills and qualities and addressing their aspirations. Students are also asked to consider barriers to them attaining their aspirations and addressing how these can be overcome.
The careers programme is published on the school / college website?				See above although overviews of schemes of work are available. Overviews are available on the school website. This programme of study forms part of the ASDAN PSHCE curriculum and CEIAG is delivered as part of this process. Policy and access policy is also available on the school website which is reviewed annually. Next steps are to create a more detailed scheme or work that reflects the individual needs of learners pertinent to CEIAG.
An appropriately trained and qualified person has responsibility for the coordination of the careers programme?				There is a member of the SLT responsible for the coordination of careers within school. All staff who teach CEIAG are fully qualified teachers or HLTA's.

Commented [LD1]:

<b>A senior leadership team link has responsibility for Careers?</b>				As above
<b>The school / college leadership team regularly evaluate the effectiveness of the school's careers programme (at least every three years)?</b>				The policy and CEIAG provision is reviewed annually as part of performance management cycle and changes implemented as and when necessary. As the school moves towards achieving the Gatsby Benchmarks the evaluation will form part of the forthcoming year's action plan.
<b>As part of this process schools / colleges seek systematic feedback on the careers programme from students?</b>				This is an area for the school to develop. As a school I feel that we do not monitor our CEIAG enough nor take on board the views of others especially the views of our young people and their parents and carers.
<b>As part of this process schools / colleges seek systematic feedback on the careers programme from teachers?</b>				This forms part of the Performance Management cycle within school and teachers provide feedback within their department about the schemes and learning outcomes we are delivering. Staff also take part in the consultation process with regard to the qualifications and outcomes that are being delivered in school.
<b>As part of this process schools / colleges seek systematic feedback on the careers programme from parents?</b>				Area for development.
<b>As part of this process schools / colleges seek systematic feedback on the careers programme from employers?</b>				Area for development.

## Benchmark 2: Learning from Career and Labour Market Information

*Every pupil and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / college provide access to independent and impartial careers guidance for pupils in Years 8-13?				Students receive impartial careers advice from designated careers teachers. All opportunities and available courses are passed onto students CEIAG policy is examined yearly and an annual action plan created that demonstrates progressions and areas for development. 1:1 guidance is provided to students at times during CEIAG lessons to support advice that is given. Students are presented with various options and support is given to support ideas and aspirations that students have about next steps. This system is in the process of being reviewed. Students also receive three 1:1 meetings with the Improving Progression Team at key points during the year. This occurs at Year 9 and during Year 10 and Year 11 as well as annual meeting to ensure learning outcomes are directed towards supporting students to meet their aspirations. Students are directed towards the careers board in school which features advice and guidance that is impartial and relevant.
By the end of year 9, <b>all</b> students have accessed and used information about career paths to inform their own decisions on study options. (if not all, then what proportion?)				All students in school receive impartial and unbiased careers advice.. As part of this process students receive a review of their EHC plan to gauge whether their aspirations and career goals have changed. If this is the case learning outcomes are re-written to meet the intended goals and aspirations of the individual student. Students receive advice and guidance regarding further education establishments, and about other possible destinations. This includes advice and guidance about traineeships and apprenticeships. During all curriculum lessons staff are able to describe linked careers and support students to make informed choices about the options that they can take. Students also attend a Year 9 options evening with carers and parents to support the opportunities that are available to them. This is attended by all staff so that relevant pathways can be identified and supported.
By the end of year 9, <b>all</b> students have accessed and used labour market information to inform their own decisions on study options. (if not all, then what proportion?)				Area for development.

<p>Parents are encouraged to access and use information about</p> <ul style="list-style-type: none"> <li>a) labour markets</li> <li>b) future study options</li> </ul> <p>to inform their support to their children</p>				<p>Parents and carers work alongside a range of agencies that are based in school and outside agencies as well. All parents and carers are invited to the EHC review alongside external agencies such as the Improving Progression team. Parents are directed to a number of different websites during the review, during parents evening and transitions events, the most important and useful of these being the Durham Local Offer. Parents are also provided with letters detailing information about the various colleges and the open events they have. The school works alongside the Improving Progression team to plan home visits to enable students to complete relevant documentation and to engage and empower students and parents/Carers to be the drivers in the decision-making process.</p>
<p>The school / college keeps systematic records of the individual advice given to each student and subsequent agreed actions?</p>				<p>Students are supported throughout their time in school to ensure that they are given the best possible support in order to meet their aspirations. This occurs during all lessons of the school and also during non-curriculum time such as enrichment afternoon, and RRS lesson (Rights Respecting school lessons). Parents and Carers are given frequent feedback regarding their son/daughters progress via school reports and annual review of EHC plan review meetings. Parents are invited to attend transition evenings in school. Aspects of advice are recorded on individual outcomes and aspirations which are delivered via the EHC plan following the review and meeting with school and the Improving Progression Team. There is not currently a record of advice given other than outcomes recorded during the EHCP review process.</p>
<p>These records are shared with parents.</p>				
<p>Students have access to these records whenever they need them.</p>				<p>All students attend their EHC review. Young people in school also attend their Year 9 career transition event in which they are assisted to make their key stage four option choices. Students have a review every year in which students are given a report which discusses progress they are making towards their targets. Students are shown the progress they have made in respect of their learning outcomes and also where new outcomes are set in terms of helping students to meet their aspirations. Students have regular meetings with their subject teachers. Students also have access to their 'EHCP outcomes and Action Plan' where they can examine their intended learning outcomes and the progress that has been made towards them. These are examined fortnightly so students can record the progress that they have made towards these EHCP and preparing for Adulthood outcomes.</p>
<p>Students use these records to support their career development</p>				<p>Students, in our school due the nature of their learning difficulties can struggle to envisage the link between their education and achieving their aspirations. Students need more refined advice and guidance in order to ascertain how to</p>

			use records to help them achieve their learning aims. This has been created for the 2019-2020 academic year where students will be able to use these records during their pastoral programme on a weekly basis.
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### Benchmark 3: Addressing the Needs of Each Pupil

*Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school / colleges careers programme actively seeks to raise its student's aspirations.				The vast majority of our students can recognise and can be creative to achieve the goals that they want to achieve. These are often reasonable and appropriate goals and they are willing to take advice and guidance on board in order to achieve these goals. Students throughout their lives can recognise the barriers that can stop them achieving. These are included on the students EHC and action plan. Students often take the lead in recognising what these barriers are and what strategies can be used to overcome them. Often students will recognise outcomes that need to be achieved in order to overcome barriers. Staff in school will endeavor to help students to overcome these barriers and raise their aspirations. As a special school, we offer students a fantastic and varied curriculum that they can participate in. This helps them to raise their aspirations and to fully participate in the curriculum.
The school / colleges careers programme actively seeks to challenge stereotypical thinking.				The CEIAG policy will take account of diversity and equality and the CEIAG policy should be read in conjunction with this policy. The CEIAG provision within school aims to take account of student's aspiration and aims to embolden and support students to meet their aspirations. Students are supported throughout their time at Croft in order to achieve and be the best that they can be. Students who have made huge progress both socially and academically are encouraged to return to school as role models to set a good example to other students across the school.
The school / college keeps systematic records of the individual advice given to each student and subsequent agreed actions.				Students are supported throughout their time in school to ensure that they are given the best possible support in order to meet their aspirations. This occurs during all lessons of the school and also during non-curriculum time such as enrichment afternoon, and RRS lesson (Rights Respecting school lessons).

				<p>Parents and Carers are given frequent feedback regarding their son/daughters progress via school reports and annual review of EHC plan review meetings. Parents are invited to attend transition evenings in school. Aspects of advice are recorded on individual outcomes and aspirations which are delivered via the EHC plan following the review and meeting with school and the Improving Progression Team. There is not currently a record of advice given other than outcomes recorded during the EHCP review process.</p>
These records shared with parents.				
Students have access to these records whenever they need them.				<p>All students attend their EHC review. Young people in school also attend their Year 9 career transition event in which they are assisted to make their key stage four option choices. Students have a review every year in which students are given a report which discusses progress they are making towards their targets. Students are shown the progress they have made in respect of their learning outcomes and also where new outcomes are set in terms of helping students to meet their aspirations. Students have regular meetings with their subject teachers.</p>
Students use these records to support their career development.				<p>Students, in our school due the nature of their learning difficulties can struggle to envisage the link between their education and achieving their aspirations. Students need more refined advice and guidance in order to ascertain how to use records to help them achieve their learning aims.</p>
The school / college collects and maintains accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.				<p>School collects data from each cohort and maintains this for a year. There is also a tracking system in place for after this year but again this something the school wishes to develop. Destination data is sent to the school in the first year and then this is recorded within school records. This is then published on the school website with percentages recorded and destination data also recorded in terms of college placement data, traineeships and other relevant data such as the level of courses that have been enrolled on.</p>

## Benchmark 4: Linking Curriculum Learning to Careers

*All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
All teachers link curriculum learning with Careers; Subject teachers highlight careers education within their subject.				To be added to action plan. All evidence of this is anecdotal, as part of the action plan staff coordinators will add this information to scheme of works and display it within the classroom in visual formats.
Science subject teachers highlight the relevance of science for a wide range of future career paths.				This evidence is anecdotal and will follow the same procedures as laid out in the action plan.
Maths subject teachers highlight the relevance of maths for a wide range of future career paths.				As above- although students were provided with a document which highlighted areas that Maths will apply to. This document came from the Institute of Mathematics which details where Maths is applicable in terms of employability skills.
Non science and maths subject teachers highlight the relevance of their subjects for a wide range of future career paths.				As above
By the end of Y9 <u>every</u> pupil has had the opportunity to learn how different STEM subjects help people gain entry to (and be more effective workers within)a wide range of careers. (if not every pupil, then what proportion?)				Students have taken part in STEM activities in Key Stage Three. Students have taken part in activities to develop and create speaker systems. This is still an area for development in order for students to fully understand the links between the subjects and also the career opportunities available. As part of the action plan students in Key Stage Three will be taking part in planned STEM activities.

## Benchmark 5: Encounters with Employers and Employees

*Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every pupil in Key Stage 3 has multiple opportunities to learn from employers.				To be included in Action Plan.
Every pupil in Key Stage 4 has multiple opportunities to learn from employers.				To be included in Action Plan
Every pupil in Key Stage 5 has multiple opportunities to learn from employers.				To be included in Action Plan
Encounters with self-employed people form part of the careers programme				To be included in Action Plan
Every year, from age 11, pupils participate in at least one meaningful encounter with an employer				Students are engaged with employers when they go on Work Experience. This does not take place until Year Eleven when students have a week on work experiences placement with an employer or career aspiration that they are interested in. This meaningful experience takes place over the week or two weeks that they are on placement for. Some students will also take an extended work experience placement where they will go on work experience for a day a week for a sustained period of time.

\*A 'meaningful' encounter is one in which an the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace

## Benchmark 6: Experiences of Workplaces

*Every pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the age of 16 <b>every</b> student has had at least one direct experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				All students who are able to attend work experience placements will do so. For those students who haven't attended there are usually medical reasons or other reasons concerned with their learning difficulties that have hampered their attendance.
Sixth Forms / Colleges: In Years 12 and Year 13 or by the age of 18, <b>every</b> student has had one further experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				Not applicable.
Schools / Colleges ensure these are positive experiences for <ul style="list-style-type: none"> <li>a) Students</li> <li>b) Employers</li> </ul>				I feel that for those students that attend work experience placements , that these are positive experiences as students are carefully selected for the work experience placement dependent upon their interests, ambitions and future career destinations. I feel that we have built up a good network of local employers who frequently engage with us on a regular basis. Students, when, they are on work experience are fully supported by staff who visit regularly and have built up close working relationships with the employers. There are also frequent phone calls in order to ensure that the work experience placement is working well.

## Benchmark 7: Encounters with Further and Higher Education

*All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
All students understand the full range of learning opportunities that are available to them (including academic and vocational routes and learning in schools, colleges, universities and the work place).				Careers advice impartial, unbiased and all students are given a broad and succinct approach to CEIAG. Students are presented with all opportunities which includes all courses that are relevant to them and that are available. This refers to not just further education establishments but also non-educational providers. Staff regularly disseminate information to students about latest developments to present our young people with as many opportunities as possible. For example, possible changes to Apprenticeships and the relaxation of English and Mathematics has already been discussed with our students as this is one of the biggest stumbling blocks that they encounter. Students are encouraged to seek out and engage with opportunities for future progression that may not be apparent at their inception and when they begin their journey onto their next educational or career stepping stone. Students are given a variety of options relating to their career choices and also the future qualifications that may be available to them. These qualifications are explained to students during careers lessons, informal interviews with staff, formal EHC plan reviews and also during transition evening via various providers that are invited into school. Students also attend visits to various further educational institutes where students are given the various options open to them in terms of pursuing their aspiration. Students are also provided with opportunities to attend alternative provisions placements and further education visits to local colleges. This is still an area to develop so students will be able to attend open evenings, and other events at local colleges.

By the age of 16 (or end of Y11) <b>every</b> student should have had at least one meaningful encounter with a sixth form. This includes opportunities to meet staff and students. * (if not every pupil, then what proportion?)				Students for whom it is appropriate in terms of the levels that they are working at are given opportunities to visit and attend local 6 <sup>th</sup> forms if appropriate. For many of our students who all have SEN and an EHC plan this is not always appropriate. These students all have a meaning experience of visiting the local colleges and the courses on offer. All student by this age will have visited at least four further educational establishments.
By the age of 16 (or end of Y11) <b>every</b> student should have had at least one meaningful encounter with a college (if not every pupil, then what proportion?)				See above
By the age of 16 (or end of Y11) <b>every</b> student should have had at least one meaningful encounter with an apprenticeship provider. This includes opportunities to meet staff and students. (if not every pupil, then what proportion?)				Students within school for whom apprenticeships are viable are given the opportunities to meet with apprenticeship providers. Only a small amount of each cohort will be able to access Apprenticeship courses. As an alternative to this students are provided with advice about supported internships, and supported internships if this is an area that they wish to advance too.
By the age of 18, <b>all</b> students who are considering applying for university have had at least two visits to universities to meet staff and students.	NA			NA - no 6 <sup>th</sup> form provision exists at school.

\*A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment.

## Benchmark 8: Personal Guidance

***Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.***

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
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Every pupil has opportunities for guidance interviews with a professional careers adviser * (if not every pupil, then what proportion?)				We work alongside a range of staff within school and also with other agencies. We also work alongside the Improving Progression team in order to create a personalised route in order for the student to meet their aspiration. Improving Progression Team give students three individual interviews and also support the review of the EHC plan. These interviews occur yearly and then Improving Progression team work alongside school and further education providers to ensure that there is a smooth transition to the next destination. These occur at key points during the year, Year 9 prior to options, during year ten and during year 11 prior to leaving school.
Every pupil has had at least one guidance interview with a professional careers adviser by the age of 16.				See above
Sixth Form / College: Every pupil has had at least one guidance interview with a professional careers adviser by the age of 18. (if not every pupil, then what proportion?)				NA
Guidance interviews are timed to meet the individual needs of learners.				See above.

\*By professional we mean advisers that are professionally qualified to give careers guidance



		<p>order to engage employer.</p> <p>Costs of promotional materials.</p> <p>Costing for outside agency to organise employer fayre and most interviews.</p>				
Every pupil in Key Stage 4 has multiple opportunities to learn from employers.	As above	As above	As above	As above	As above	As above
Encounters with self-employed people form part of the careers programme	As above	As above	As above	As above	As above	As above

<p><b>The careers programme is published on the school / college website</b></p>	<p>Schemes of work created which details programs of study across the key stages. Scheme of work to follow Croft School format.</p>	<p>None</p>	<p>L. Davis N.Beckham</p>	<p>By December 2019</p>	<p>Website will feature all schemes of work.  Policy will be updated on an annual basis.</p>	<p>Schemes of work available on school website.  Documents will be created and updated on a yearly cycle.</p>
<p><b>Create a scheme of work that reflects the ASDAN PSHCE programme at Key Stage 3 and the AQA PSHCE certificate.</b></p>	<p>Scheme of work created that encompasses correct sections of the ASDAN Scheme of work and the relevance to CEIAG.</p>	<p>None</p>	<p>L. Davis N.Beckham</p>	<p>By December 2019</p>	<p>Website will feature all schemes of work.</p>	<p>Overview Schemes of work available on school website.  Documents will be created and updated on a yearly cycle.</p>
<p><b>As part of this process schools / colleges seek systematic feedback on the careers programme from students?</b></p>	<p>Create feedback and evidence form for young people to evaluate CEIAG within school.  Parents and carers also given annual questionnaire to complete and this is used to inform planning for the following year.  Improving Progression. Future destination colleges and providers also given feedback form to complete regarding transition information.</p>	<p>Time to prepare form.  Form created  Time for young people to complete form within school framework and timetable. Timetabled lesson Questionnaire created  Results collated on spreadsheet</p>	<p>Careers Coordinator  Assistant Headteacher N.Beckham  Head of School (LD)</p>	<p>By June 2020  Completed annually at the end of the project.  End of year (June 2020) reviewed annually.  By June 2020</p>	<p>All students within school will have completed a feedback form regarding CEIAG within school. Views collated and used to inform planning for next year as demonstrated on action plan.  Parental responses will be recorded and data used to inform planning for subsequent years. Partner organisations and further destination providers will use form to inform school of information required and this will impact on EHC plans and information that is</p>	<p>Reviewed annually and incorporated onto school action plan for CEIAG.  (June 2020)  Reviewed annually  First questionnaire completed by May 2020 and data entered ready for subsequent years.  Data will be collated during July 2020 and this will be an ongoing process. This system will be used annually in order to inform EHC plans, inform</p>

		<p>in terms of responses.</p> <p>Meeting time with Improving Progression Team</p> <p>Feedback form created and used to inform information to be included on EHC plans.</p> <p>Information on EHC plans to be examined to see if information will meet requirements of future placements and destinations.</p>			<p>included on them including Learning Outcomes and future aspirations.</p>	<p>learning outcomes and also provide information regarding future aspirations towards achievements in the Preparing for adulthood pathways.</p> <p>(Data collected June 2020 and used to inform EHC plans from September 2020)</p>
<p><b>As part of this process schools / colleges seek systematic feedback on the careers programme from parents?</b></p>	As above	As above	As above	As above	As above	As above

<p>By the end of year 9, <b>all</b> students have accessed and used labour market information to inform their own decisions on study options.</p> <p>(if not all, then what proportion?)</p>	<p>Students complete labour market research as part of careers lessons. As part of lessons students directed towards Labour market information on a regular basis, this information is to be recorded in students files.</p>	<p>Labour information identified.</p> <p>Format recorded and created for students to record information on. This needs to be differentiated in order to make it accessible for students.</p>	<p>N.Beckham (Careers Coordinator)</p>	<p>By June 2020</p>	<p>Students will be able to access information to record Labour information and will be able to use this to inform their choices.</p>	<p>Reviewed annually to ensure that Labour market information is still current.</p>
<p>Parents are encouraged to access and use information about</p> <p>a) labour markets</p> <p>b) future study options</p> <p>to inform their support to their children</p>	<p>Parents invited into school as part of programme.</p> <p>Parents directed towards Labour market information and where to access this information.</p> <p>Parents/carers continue to be invited into school careers fayre as well as monitor website for open days and evenings.</p> <p>Parents/ Carers continue to be encouraged to attend EHC review meetings in order develop understanding of future study options.</p>	<p>Cost of buying in technology in order to access Labour Markets.</p> <p>Costs and time implications of running the school careers fayre and attending a variety of conventions and careers fayres.</p>	<p>LD Assistant (Headteacher)</p> <p>LD Assistant (Headteacher)</p> <p>LD Assistant (Headteacher)</p>	<p>By March 2020</p> <p>By April 2020</p> <p>By April 2020</p> <p>Ongoing</p>	<p>Parents will have a good understanding of the Labour Market and the impact this has on the career options of their children.</p> <p>Parents will have a good developed understanding of the courses available and the options available to the young people.</p> <p>Parents/Carers will attend careers fayres and conventions on a regular annual basis to develop knowledge of opportunities available to the students.</p>	<p>Reviewed annually as part of EHC reviews.</p>
<p>All teachers link curriculum learning with Careers; Subject teachers</p>	<p>All subject coordinators will add potential careers to their subject schemes of work and programmes of study to enable students to appreciate</p>	<p>Time costs of all staff editing their schemes of work.</p>	<p>All subject coordinators</p>	<p>By September 2020</p>	<p>All schemes of work and programmes of study will feature career and potential employer links to that particular topic.</p>	<p>Reviewed annually to ensure that the subject relates directly to career aspirations.</p>

highlight careers education within their subject.	the relevance of the topics that they are engaged in. subject coordinators should also include PFA outcomes and how their subject relates specifically to PFA outcomes.					
Science subject teachers highlight the relevance of science for a wide range of future career paths.	All subject coordinators will add potential careers to their subject schemes of work and programmes of study to enable students to appreciate the relevance of the topics that they are engaged in.	Time costs of all staff editing their schemes of work.	All subject coordinators	By September 2020	All schemes of work and programmes of study will feature career and potential employer links to that particular topic.	Reviewed annually to ensure that the subject relates directly to career aspirations.
Maths subject teachers highlight the relevance of maths for a wide range of future career paths.	All subject coordinators will add potential careers to their subject schemes of work and programmes of study to enable students to appreciate the relevance of the topics that they are engaged in.	Time costs of all staff editing their schemes of work.	All subject coordinators	By September 2020	All schemes of work and programmes of study will feature career and potential employer links to that particular topic.	Reviewed annually to ensure that the subject relates directly to career aspirations.
Non science and maths subject teachers highlight the relevance of their subjects for a wide range of future career paths.	All subject coordinators will add potential careers to their subject schemes of work and programmes of study to enable students to appreciate the relevance of the topics that they are engaged in.	Time costs of all staff editing their schemes of work.	All subject coordinators	By September 2020	All schemes of work and programmes of study will feature career and potential employer links to that particular topic.	Reviewed annually to ensure that the subject relates directly to career aspirations.
By the end of Y9 <u>every</u> pupil has had the opportunity to learn how different STEM subjects help people gain entry to (and be more effective workers within)a wide range of careers.	The school will endeavor to create a range of STEM activities.  Timetable will be closed down and STEM activities planned for all students in Key Stage Three. This will take place on a termly timetable. The first STEM event is planned for the Autumn term and will feature all students in Key Stage Three	Time to plan events.  Costings of different materials that may be required for STEM activities.	Staff who are involved in the delivery of STEM subjects.	By July 2020	STEM activities will take place on a termly basis.  Students will have engaged in a range of activities related to STEM and will have developed their knowledge of how the skills gained in these subjects can help contribute to their employment opportunities.	STEM activities reviewed annually in order to ascertain the success and impact of how the students perceive these subjects.

(if not every pupil, then what proportion?)						
Every pupil in Key Stage 3 has multiple opportunities to learn from employers.	Employers invited into school on a more regular basis. Employers will take part in presentations during assembly We will hold employer days where employers are invited into school to describe the different jobs that are available in the industry.	Cost to employers. Organizational time in order to get employers into school.  Time to organize employer engagement.	All staff within the school and via L. Davis and N.Beckham.	Ongoing	Students will have had the opportunity to attend employer fayres, take part in workshops and have assemblies to become involved with employers and also with workers from different routes to employment.	Reviewed annually to ascertain the impact having so many employers in school could have on the young people. Sometimes too much choice can be very confusing for some of the students who attend the school.
Every pupil in Key Stage 4 has multiple opportunities to learn from employers.	Employers invited into school on a more regular basis. Employers will take part in presentations during assembly We will hold employer days where employers are invited into school to describe the different jobs that are available in the industry.	Cost to employers. Organizational time in order to get employers into school.  Time to organize employer engagement.	All staff within the school via L. Davis,staff and N.Beckham.	Ongoing	Students will have had the opportunity to attend employer fayres, take part in workshops and have assemblies to become involved with employers and also with workers from different routes to employment.	Reviewed annually to ascertain the impact having so many employers in school could have on the young people. Sometimes too much choice can be very confusing for some of the students who attend the school.
Encounters with self-employed people form part of the careers programme	Employers invited into school on a more regular basis. Employers will take part in presentations during assembly We will hold employer days where employers are invited into school to describe the different jobs that are available in the industry.	Cost to employers. Organizational time in order to get employers into school.  Time to organize employer engagement.	All staff within the school via L. Davis and rest of staff at Croft.	Ongoing	Students will have had the opportunity to attend employer fayres, take part in workshops and have assemblies to become involved with employers and also with workers from different routes to employment.	Reviewed annually to ascertain the impact having so many employers in school could have on the young people. Sometimes too much choice can be very confusing for some of the students who attend the school.

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