



Careers Education

Careers Education Information Advice and Guidance (CEIAG)

2021-2022



Careers Team

Senior Management Team link-Mr Martin Tinkler

Careers and Employability Manager-Miss Sarah Trezona

Next Step South-West Coordinator- Mrs Kate Gannon

STEAM Coordinator- Kerry Heseltine

STEAM Assistant Coordinator-Samantha Mac Donald

Enterprise Adviser-Richard Blackmore, Engagement, Diversity & Inclusion Manager, Babcock

Additionally

All teaching staff link curriculum areas to careers

Support the development of employability skills

Promote progression routes within their curriculum area

Develop external links to support CEIAG within curriculum areas

Feedback specific student needs (or opportunities) to the CEIAG team

Signpost students to appropriate CEIAG advice and information

Due to Covid-19 there will be changes to how the careers programme will be delivered this year.

1. Rational	Pg 2
2. Purpose	Pg 4
3. Commitment	Pg 4
4. Management	Pg 4
5. Curriculum provision	Pg 5
6. Parents and Carers	Pg 12
7. Employers, guest speakers and alumni	Pg 13
8. Evaluation and review	Pg 13
9. Resources	Pg 14
10. Partnership	Pg 14

11. Approvals and review	Pg 15
12. Mapping against the Gatsby standards	Pg 16

1. Rationale

Careers education information advice and guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences they will encounter at school, further education and working life. It aims to help all students make a successful transition to adulthood by:

- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Supports inclusion by promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic well-being throughout their lives
- Promote participation and learning
- Careers activities are linked to the government's industry strategy which sets out 'The Grand Challenge', focused on the global trends which will transform our future:
 - Artificial Intelligence and Big Data
 - Ageing Society
 - Clean Growth
 - Future of Mobility

The CEIAG programme at Stoke Damerel Community College follows The Gatsby Benchmarks for good careers guidance which sets out a framework for good practice.

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 Students, parents, teachers, governors and employers.

Benchmark 2: Learning from Career and Labour Market Information

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

Benchmark 3: Addressing the Needs of Each Student

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

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.

Benchmark 5: Encounters with Employers and Employees

Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in

the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experiences of Workplaces

Every Student 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.

Benchmark 7: Encounters with Further and Higher Education

All Students 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.

Benchmark 8: Personal Guidance

Every Student 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 Students but should be timed to meet their individual needs.

2. Purpose

Stoke Damerel is committed to careers, employability and enterprise learning and development and it intends to fulfil its statutory obligations by providing a best practice career service. It supports the school's overall vision and is included in the school improvement plan.

Governors and senior leaders have a key role in developing and improving the policy and the strategic plan and this process ensures Careers retains a high profile within CEIAG within the school curriculum.

This policy supports and is underpinned by key school policies including curriculum, special educational needs, SMSC and equality and diversity.

3. Commitment

Stoke Damerel Community College is committed to providing a planned programme of careers education activities for all year groups, with opportunities at key transition points to access impartial information and expert independent advice and guidance.

It is also committed to maximise the benefits of students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and Further Education and Higher Education establishments. (Covid restrictions dependent).

4. Management

A senior leader has strategic responsibility for the CEIAG and oversight of the careers and employability lead. The senior leader and careers and employability lead will review and evaluate the provision with all stakeholders including young people and external IAG providers, taking into account the school destination measures.

5. Curriculum provision

There is a planned programme of learning experience as part of students' entitlement to CEIAG, which is mapped against the Gatsby Benchmarks for year 7 to year 13. This enables young people to:

- Develop themselves through careers education-***Self Development***
- Learn about careers in the world of work-***Career Exploration***

- Develop career management and employability skills-**Career Management**

It will be delivered through a range of experiences and activities:

Year 7

Careers education will be delivered as part of the PSHE programme. The completion of a personal quiz students to identify achievements, recognise their own skills and abilities and begin to understand the labour market and jobs.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education.
- Assemblies showcasing the careers and education pathways linked to the government's industry strategy which sets out the 'The Grand Challenge'
- Encounters with employers through linking the world of work to curriculum learning and identifying the skills that employers require (Covid restrictions dependent).
- Encounters with employers during assemblies linked to 'The Grand Challenge' (Covid restrictions dependent).
- Collapse curriculum event for each year group solely on careers and employability
- Visit to a University so students can see what it would be like to be studying in that environment. (Covid restrictions dependent).
- STEAM events
- Completion of an online careers programme evaluation form to enable the refining of the careers programme.

- Electronic evaluation of the careers programme by parents to influence the design of the careers programme

Year 8

Careers education will be delivered as part of the PSHE programme. The completion of a personal quiz students to identify achievements, recognise their own skills and abilities and begin to understand the labour market and jobs.

Identifying skills linked to different jobs, where to look for jobs, activities to link curriculum subjects to careers, students will know where to find information about the skills that are required for different jobs, choosing options and problem solving.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education.
(Covid restrictions dependent).
- Assemblies showcasing the careers and education pathways linked to the government's industry strategy which sets out the 'The Grand Challenge'
- Encounters with employers through linking the world of work to curriculum learning and identifying the skills that employers require
- Collapse curriculum event for each year group solely on careers and employability

- STEAM events **(Covid restrictions dependent).**
- Completion of an online careers programme evaluation form to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design of the careers programme
- STEAM events **(Covid restrictions dependent).**

- KS4 options evening event to support with subject choices
- Support for parents at parents events (Covid restrictions dependent).
- Labour market information at parents events (Covid restrictions dependent)
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme

Year 9

Careers education will be delivered as part of the PSHE programme. Students learn about the different levels of qualifications and the progression routes open to them having completed those qualifications. Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education.
- Careers Fair with local further education colleges, apprenticeship training providers, local employers, Babcock Enterprise Ambassador, NHS, Higher Education providers, representatives from the Armed Forces. (Covid restrictions dependent).
- Collapse curriculum event focusing solely on careers and employability
- STEAM events (Covid restrictions dependent).
- Completion of an online careers programme evaluation form to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme

Year 10

Careers education will be delivered through the Unifrog platform. Identifying appropriate work experience and linking work experience to the world of work and securing employment. Students learn how to get the most out of work experience. How to write a CV, preparing for an interview and/or assessment centre.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education
- Careers Fair with local further education colleges, apprenticeship training providers, local employers, Babcock Enterprise Ambassador, NHS, Higher Education providers, representatives from the Armed Forces. (Covid restrictions dependent)
- One week's work experience (Covid restrictions dependent) or virtual work experience
- In person or virtual encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require (Covid restrictions dependent)
- Collapse curriculum event focusing solely on careers and employability
- STEAM events
- Next Steps South West project for targeted students incorporating mentoring
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme.

Year 11

Careers education will be delivered through the Unifrog platform.

This will include information on progression routes to both further and higher education, apprenticeships, writing CV's and covering letters. Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require. (Covid restrictions dependent).

Differentiated activities for those students with SEND, including a careers fair specifically for students with an EHCP.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, T Levels, further education and higher education
- Careers Fair with local further education colleges, apprenticeship training providers, local employers, Babcock Enterprise Ambassador, NHS, Higher Education providers, representatives from the Armed Forces. (Covid restrictions dependent)
- Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require (Covid restrictions dependent)
- Collapse curriculum event focusing on meeting employers (Covid restrictions dependent)
- 1:1 careers advice and guidance interview
- Careers Google classroom highlighting college open days, apprenticeship opportunities, occupational area focus information
- STEAM events (Covid restrictions dependent)
- Next Steps South West project for targeted students choosing the right level 3 options, STEAM events, Royal Marines recruitment day, revision school at Marjon, inhouse revision sessions and study skills. (Covid restrictions dependent).
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme

- Intended destination information collected to inform the careers programme.

Year 12

Careers education will be delivered as part of the wider curriculum programme. This will include information on progression routes to both further and higher education, apprenticeships, writing CV's and covering letters. Preparation for interviews and mock interviews

Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require.

Differentiated activities for those students with SEND.

In addition:

- Careers Fair with local further education colleges, apprenticeship training providers, local employers, Babcock Enterprise Ambassador, NHS, Higher Education providers, representatives from the Armed Forces. (Covid restrictions dependent)
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- 1:1 careers advice and guidance interviews offered to 6th form students who are making a transition
- Careers Google classroom highlighting local University open days, apprenticeship opportunities, occupational area focus information
- Wider Curriculum – range of activities exploring career ideas, the completion of personal quizzes for students to identify achievements, recognise their own skills and abilities, links to researching key websites to make sense of options in HE, and support to research and find Higher and Degree Level Apprenticeships. This will largely be delivered through the Unifrog platform
- Encounters with Alumni to discuss career routes, gap years, life at university etc. (Covid restrictions dependent)

- Enterprise Adviser from Babcock, Richard Balckmore, various talks, activities and assemblies. (Covid restrictions dependent)
- Intensive support for students deciding on University choices and personal statements for the UCAS process
- Visits from the armed forces highlighting technical and officer entry pathways
- Work experience for year 12 students. (Covid restrictions dependent).
- Next Step South West project for targeted students:
E-Me online mentoring, travel card funding, parent and carers evening, finance and funding in relation to Higher Education, 6th form trip to the UCAS event in Exeter, media master class at City College Plymouth, (Covid restrictions dependent)
- STEAM events (Covid restrictions dependent)
- Intended destination information collected to inform the careers programme.

Year 13

Careers education will be delivered as part of the wider curriculum programme. This will include information on progression routes to both further and higher education, apprenticeships, writing CV's and covering letters.

Differentiated activities for those students with SEND.

In addition:

- Careers Fair with local further education colleges, apprenticeship training providers, local employers, Babcock Enterprise Ambassador, NHS, Higher Education providers, representatives from the Armed Forces. (Covid restrictions dependent)
- Wider Curriculum – a range of activities exploring career ideas, the completion of personal quizzes for students to identify achievements, recognising their own skills and abilities, support to research key websites to make sense of options in HE. In addition support to research and find Higher and Degree Level Apprenticeships. This will

be delivered through the Unifrog platform, group sessions and 1:1 support. Visits from the armed forces highlighting technical and officer entry pathways

- Next Step South West progression into HE, travel card funding, parent and carers evening. (Covid restrictions dependent)
- Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require. (Covid restrictions dependent)
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- Offer to students of 1:1 careers advice and guidance interviews offered to 6th form students
- Careers Google classroom highlighting local University open days, apprenticeship opportunities, occupational area focus information
- Encounters with Alumni to discuss career routes, gap years, life at university etc. (Covid restrictions dependent)
- Intensive support around the UCAS process
- STEAM events (Covid restrictions dependent)
- Intended destination information collected to inform the careers programme.

6. Parents and carers

Parents and carers remain the biggest influence on our students in terms of student's progression. Parents and carers are informed and supported to help the students to explore and research their options, make decisions and manage their career development.

This will be achieved by:

- The careers, employability and enterprise designated section on the school website includes information about education and training opportunities available to the students

-
- Regular updates in the school newsletter, school tweets, school website news
 - The careers and employability manager will be available at parents evenings, open evenings, meetings arranged through the Heads of Year and contact through the school email. (Covid restrictions dependent)
 - The careers programme will be evaluated through an electronic questionnaire where feedback will help to shape the careers programme moving forward
 - Parents and carers will also have the opportunity to meet with the Enterprise Adviser and other employers at various times throughout the student's time at Stoke Damerel. (Covid restrictions dependent)
 - National Careers Service careers advisers available at parents evenings to provide careers advice for parents to support them in their aspirations. (Covid restrictions dependent).

7. Employers, guest speakers and alumni visitors- (Covid restrictions dependent)

This is key to the success of the careers programme ensuring that students get the opportunity to meet ex students, employers and employees from a variety of backgrounds to inspire and widen students' understanding of the world of work.

This will be achieved by:

- The careers and employability manager will ensure that visitors to the school are aware why they are visiting and how their visit fits into the careers programme (Covid restrictions dependent)
- Visitors will be asked to complete an evaluation at the end of their visit so that we can effectively use our visitors to inspire our young people

-
- Employers will be asked for their input into our careers programme so that we can ensure that students leaving have the skills that employers are seeking

8. Evaluation and review of the careers programme

The SLT link and the Careers and Employability Manager will review the careers programme using feedback from all stakeholders and adapt the programme to meet the needs of the students. The careers programme will also be mapped to the Gatsby standards using the compass tool from the Careers and Enterprise Company.

In addition:

- Students will complete the electronic questionnaires at the end of each academic year so that the information can shape the following year's careers programme
- Parents will be asked to complete an electronic questionnaire at the end of each academic year
- Employers will be asked to complete an electronic questionnaire to help shape the careers programme
- Teachers will be asked to reflect on how to further embed careers into the curriculum and further develop employer links.

9. Resources

Stoke Damerel Community College will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD training opportunities and commissioning of external sources
- Adequate staffing
- Student and staff access to information both electronic and hardcopy
- Designated space for individuals, groups and research sessions

10. Partnership

The policy recognises the range of partners that support the CEIAG offer within Stoke Damerel Community College.

Which include:

- External providers commissioned by the LEA to carry out transition support for students with additional needs
- Next steps south-west to work to raise aspirations, achievement and awareness of higher-level apprenticeships in higher education delivered through targeted program
- Work with the careers and enterprise company to support engagements with employers
- The Enterprise Adviser from Babcock
- Liaison with post-16 providers and higher education institutions
- Local authority, employers and training providers
- Parents and carers

11. Approvals and review

This policy is reviewed annually in discussion with staff and external partners and key priorities for action will be identified and included in the school improvement plan.

12. Mapping against the Gatsby Standards

Activity	Year Groups	Who delivers	When	Gatsby Standard
Next Steps South West Assembly's and workshops highlighting HE and Apprenticeship routes	Year 9,10,11,12,13.	Next Step South West- Guest speakers from FE and HE.	Throughout the year	1,3,7
Assembly - who the careers team are, their roles.	Year 7 , 8, 9, 19, 11, 12,13.	Careers & Employability Manager.	Autumn term	1
Unifrog- introduction to the web pages	Year 7 , 8, 9, 10, 11,	Assemblies- Careers & Employability manager.	Autumn Term	1, 4
Employees/employers including ex students- visit the school to discuss their career path. Format to include 30 mins-1 hour sessions with small groups, assemblies, etc. (Covid restrictions dependent)	Year 7 , 8, 9, 10, 11,12	Careers & Employability manager to organise the speakers. Tutors to identify appropriate students to attend the sessions.	Throughout the year.	2, 4, 5

<p>Employers/ employees to work with subject teacher to integrate real life situations into the subject learning.</p> <p>(Covid restrictions dependent)</p>	<p>Year 7 , 8, 9, 19, 11,</p>	<p>Careers & Employability manager to organise the speakers. Subject teachers to work with identified employees/ employers to embed</p>	<p>Throughout the year</p>	<p>2, 4, 5</p>

		careers into the curriculum.		
<p>Careers in PSHE to include:</p> <ul style="list-style-type: none"> -Strengths, interests, skills and qualities. Yr 7, -Learning and work options. -Types of work. -Personal qualities employers see as important. -Job applications, CV's and covering letters. -Choosing options. -Identifying entry requirements for specific jobs. 	<p>Year 7, 8, 9, 10, 11</p> <p>(Students will cover different career lessons according to their year group).</p>	<p>Teachers with the support of the Careers and Employability Manager.</p>	<p>Spring term</p>	<p>1, 3</p>
<p>Evaluation questionnaire at the end of each academic year asking for student suggestions to improve the careers programme.</p>	<p>Years 7, 8, 9, 10, 11, 12.</p>	<p>Careers and Employability Manager.</p>	<p>End of summer term</p>	<p>1, 3</p>

Evaluation questionnaires for young people teaching staff, employers, visitors, parents.	Years 7, 8, 9, 10, 11, 12.	Careers and Employability Manager.	Throughout the year as and when students participate in the sessions.	1, 3
Work experience (Covid restrictions dependent)	Years 10 and 12.	Careers and Employability Team.	Summer term	1, 3, 5, 6
Opportunities for one to one impartial careers guidance at points of transition. (All students in year 11).	Year 8, 11, 12 or 13	Careers & Employability Manager.	Autumn Term	3,8
Build Plymouth-Pop up Job shop at Plymouth Guildhall on Wednesdays and Fridays 10-12 to meet local employers and approved trainers who are looking to recruit young people for apprenticeships. (Covid restrictions dependent)	Years 11, 12, 13	Careers and Employability Manager tutors and HOY to support in identifying appropriate students.	Autumn term and Summer term	2, 5, 7

<p>Careers Fair Employers, Approved Trainers, FE colleges, UTC, Scott College</p> <p>(Covid restrictions dependent)</p>	Years 10, 11, 12	Careers and Employability Manager/ training providers and employers.	Spring term	1, 2, 7,
<p>Guest speakers during assemblies from Approved Trainers about local companies who offer apprenticeships.</p> <p>(Covid restrictions dependent)</p>	Year 10, 11, 12	Careers and Employability Manager	Winter term, Spring term	2,5,7
<p>Group sessions for students interested in apprenticeships in particular occupational areas.</p> <p>(Covid restrictions dependent)</p>	Years 11, 12	Careers and employability manager, guest speakers, employers, approved trainers.	Spring term	1, 2, 3, 5, 7
<p>Group sessions with identified students. How to complete an application form and covering letter.</p>	Year 11, 12	Careers and Employability Manager supported by Tutors who correctly identification students	Autumn term	4,

(Covid restrictions dependent)		applying for work or an apprenticeships		
Mock interviews, students identify key skills that employers are looking for. (Covid restrictions dependent)	Years 11, 12, 13	Careers and Employability Manager and employers. With the support of the sixth form staff to coordinate student attendance.	Spring term As required	1, 5
Mock interviews-students are interviewed by employers. (Covid restrictions dependent)	Year 11, 12, 13	Careers and Employability Manager and employers. With the support of the sixth form staff to coordinate student attendance.	As required	1, 5
Labour market information- how this information can be used in career decision making.	Year 7, 8, 9,10,11,12,13	Google classroom	Spring term	1, 2
Choosing your options	Year 8	PSHE delivered by tutors, supported by the Careers and Employability Manager Google Classroom	Spring term	1, 3, 4

Year 8 options assembly- how to select subjects for options.	Year 8	HOY during assembly,	Spring term	1
Year 8 options evening- parents and students are able to talk to subject teams about the GCSE/BTEC course that is provided. (Covid restrictions dependent)	Year 8	HOY, teaching staff, Careers and Employability Manager.	Spring Term	1, 4
Talk by Director of Sixth Form	Year 8, 9, 10, 11	Talk by Director of Sixth Form during assembly covering: Choices at KS4 and how these affect Level 3 options choices and University.	Spring term	1, 3, 4
Options discussion with SEND students and their parents during their Annual Review meeting, at points of transition. (Covid restrictions dependent)	Year 8, 9, 10, 11, 12, 13	Careers and Employability Manager working closely with the LA and their representatives on the transitions contract. (Covid restrictions dependent)	Throughout the year	1, 2, 4, 8

<p>Big Bang preparation-workshop to highlight what will be happening at the Big Bang Fair.</p> <p>(Covid restrictions dependent)</p>	Year 9	STEAM cocordinator	Summer term	5
<p>Big Bang Event-Science, technology fair. Student have the opportunity to explore STEAM in different ways.</p> <p>(Covid restrictions dependent)</p>	Year 9	STEAM cocordinator, Tutors and Gifted and talented coordinator , subject teachers. Targeted students- those who have a particular interest in STEAM subjects and those who are gifted and talented in the STEAM subjects.	Summer term	3, 5, 7
<p>Visits to Universities and or from Universities</p> <p>(Covid restrictions dependent)</p>	Year 8, 11, 12	Tutors to arrange consent. Events organised by Careers and Employability Manager . All of year 8, those who are considering University in year 11 and students in year 12.	Summer term	7

<p>Careers fair with representatives from Approved Trainers, Scott College, UTC, FE Colleges etc - Baker Cause</p> <p>(Covid restrictions dependent)</p>	Year 8, 9, 10, 11, 12, 13	Careers and Employability Manager to organise	Spring term	2,3,7
<p>Visit to the the Skills Show (Covid restrictions dependent)</p>	Year 11 and 12	HOY/Tutor/Careers and Employability Manager	Spring term	2, 3, 5
<p>UCAS time scales and calendar</p>	Year 12/13	Wider Curriculum HOY/Tutor/Careers and Employability Manager	Autumn term	1, 3,7
<p>Speaker from Plymouth University/ Marjons applying to University</p> <p>(Covid restrictions dependent)</p>	Year 12/13	HOY/Tutor/ Neat Steps South West Coordinator Careers and Employability Manager	Autumn term	1, 3, 7
<p>Employment after A levels- Apprenticeship talk-BAKER CLAUSE</p>	Year 12/13	Careers and Employability Manager and Approved Trainer/ Approved Trainers supported by 6th form tutors	Autumn term	7

(Covid restrictions dependent)				
Opportunities within the Public Sector- speaker from Plymouth City Council (Covid restrictions dependent)	Years 12/13	Careers and Employability Manager supported by the sixth form tutors	Autumn term	4,5
Talks by role models- ALUMNI (Covid restrictions dependent)	Years 12/13	Careers and Employability Manager supported by the sixth form tutors	Autumn term	4,5
Talk by role models- Accountancy, Paralegal, Psychology, Interior design, fire service, police (Covid restrictions dependent)	Years 12/13	Careers and Employability Manager supported by the sixth form tutors	Autumn term	4, 5
Talk by Build Plymouth	Years 11, 12 /13	Careers and Employability Manager	Autumn term	2 ,4 ,5

(Covid restrictions dependent)		supported by the sixth form tutors		
Sponsorship and funding (Covid restrictions dependent)	Year 12	Careers and Employability Manager and outside speakers	Summer term	1,3
Gap year pros and cons- Alumni talk (Covid restrictions dependent)	Years 12 /13	Careers and Employability Manager supported by the sixth form tutors	Autumn term	2, 4, 5
SEND- Parents, carers events - coffee mornings to include, outside speakers CCP, PLUSS, Parent Partnership, Project Search, JobCentre Plus, parents who have children that had EHCP 's to talk about the young person's pathway and what they are doing now. (Covid restrictions dependent)	Years 7, 8, 9, 10, 11	SENCO and Provision team and speakers arranged by Careers and Employability Manager	Autumn term	1, 3, 5,7,
SEND students taster days at CCP, Duchy	Year 11	SENCO and Provision team and speakers arranged by Careers	Autumn term	3, 4, 7

College, Achievement Training, etc (Covid restrictions dependent)		and Employability Manager		
SEND students and parents and carers have the opportunity to attend the Quay Schools Partnership Careers Fair (Covid restrictions dependent)	Years 9, 10, 11, 12	Careers and Employability Manager, SENCO and the Support team	Spring term	3, 7
SEND students and parents, supported to identify appropriate work experience. (Covid restrictions dependent)	Year 10 and 12	Careers and Employability Manager, wider careers team, with support from the SEND team.	Spring/summer term	3,5,6
National Citizenship-speaker to come in and talk about the opportunities available. (Covid restrictions dependent)	Years 11, 12, 13	Careers and Employability Manager supported by the year teams	Spring/Summer term	3
Evaluation of the careers programme, feedback to SLT	Information from the evaluation forms.	Careers and Employability Manager, Mr Gill, careers team SLT	Summer term	1

		link		
Changes to careers programme to incorporate best practice and develop provision.		Careers and Employability Manager/SMT lead/ Mrs Gannon Next Steps/Mrs Brown	Summer term	1

Stoke Damerel Community College 2021-2022

To be reviewed annually.

Sarah Trezona Careers and Employability Manager.







