

RED ROSE SCHOOL – CAREERS EDUCATION & GUIDANCE POLICY

Section 5

5

and Provider Access Policy Statement

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Policy Statement

Careers provision at Red Rose School is committed to:

- Preparing pupils for life post-education.
- Developing an understanding of different career paths and challenge stereotypes.
- Developing an understanding of the differences between school and work, and instilling a healthy approach towards work.
- Inspiring pupils to pursue and achieve their dreams.
- Help pupils to access information on the range of post-16 education and training opportunities including support for pupils after leaving school.

1.Guidance and legal context

1.1. Relevant legislation and statutory guidance for this policy includes, but is not limited to, the following:

- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- DfE (2023) 'Careers guidance and access for education and training providers'

1.2. This policy operates with school policies including:

- Provider Access Policy Statement
- Child Protection and Safeguarding Policy
- Curriculum Policy

1.3. This policy also operates based on the Independent Schools Standards

This framework advises that independent schools should provide pupils with

- access to accurate, up-to-date careers guidance that–
 - (i) is presented in an impartial manner
 - (ii) enables them to make informed choices about a broad range of career options
 - (iii) helps to encourage them to fulfil their potential
 - (iv) is not stereotyped; and
 - (v) is effective in preparation of pupils for the opportunities, responsibilities and experiences of life in British society

2. Roles

The role of the Careers Coordinator at Red Rose School is to:

- Oversee the provision of careers guidance and information for registered pupils within our class groups.
- Liaise with the headteacher to develop the school's careers programme.
- Source and distribute careers activities to class and subject staff who are involved in delivering careers guidance.
- Develop links with employers, education and training providers, and careers organisations, so that pupils can learn in and out of the classroom about the range of provision (including approved technical education qualifications and apprenticeships), and:
- Ensure that there is no bias or favouritism towards a particular education or work option, and that guidance provided promotes the best interests of pupils.
- Support class teachers by providing initial information, advice and personalised career information so that pupils with SEND understand the different career pathways, skills, knowledge and experience they require to achieve their career goals.
- Review the resources for careers education, information, advice and guidance.
- Act as the link person for the school's Careers Advisor.
- Using the [Gatsby Benchmarks](#), assist the headteacher in evaluating the school's careers provision with an ultimate aim to meet all benchmarks.
- Assist the headteacher in providing details of the school's careers programme for the website.
- Advise and assist with visual displays of careers information and guidance, and online, hard copy literature in school.
- Organise workshops /presentations for pupils and promote the careers options.
- Alongside administrative staff, offer information and guidance to past pupils for up to a year after they have finished compulsory education.
- Coordinate with CEIAG services (LAC and previously LAC) as required to enable a joined-up approach in supporting pupils' career ambitions.

The role of teaching staff is to:

- Ensure careers education is planned into their lessons on a termly basis.
- Have regard to the 8 Gatsby benchmarks when embedding careers into their planning.
- Attend any relevant CPD, training or liaise with careers staff to maintain up-to-date with school's careers options /opportunities.
- Promote careers guidance through visual aids and class displays.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers programme

3.1. The school's careers programme has regard to the Gatsby Benchmarks:

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

3.2. Gatsby benchmark 1: A stable careers programme

The careers coordinator Mrs Helen Abbott coordinates careers. She works alongside the headteacher, and is assisted by the curriculum coordinator and class teachers in:

- Developing, advising and reporting on the school careers programme.
- Planning careers activities particularly for key Stages 4 and 5, and liaising with staff in delivering careers guidance where necessary.
- Coordinating staff from school and from outside providers in delivering careers guidance
- Networking to establish careers information, and develop links with employers, education and training providers and careers organisations.
- Evaluating the impact of the school careers programme.

3.3. The school will work towards the [Quality in Careers Standard](#) to support the development of its careers programme, ensuring the programme is in line with the required standards.

4. Using labour market information

4.1. Gatsby Benchmark 2: Learning from career and labour market information' as outlined in the DfE's '[Careers guidance and access for education and training providers](#)'.

4.2. Our pupils and their parents, have access to information about future study options and labour market opportunities through:

- ✓ The school website that has links to local providers for further study,
- ✓ emails that are sent to parents forwarding news of post-16 events, Open evenings and visits organised through school.
- ✓ 1-1 discussion through the annual review process of a pupil's EHC Plan.

4.3. The school supports pupils and their parents to realise the value of finding out about the labour market. Email, website information and the EHC Plan review process are

some ways that we share information with parents. Class teachers:

- ✓ support pupils in accessing this information, including job roles, pay and vacancies, to inform pupils about the opportunities in each industry.
- ✓ share information about a diverse range of progression pathways will be shared, including technical routes, to strengthen their capacity to make effective choices.

4.4. By the age of 14 (year 9), pupils have accessed and used information about career paths and the labour market to inform their study options.

- ✓ Class teachers will support pupils in accessing the necessary links and information for pupils to widen their knowledge and awareness.
- ✓ Parents will be encouraged to access and use information about labour markets and future study options to assist in supporting their children.

4.5. Local and online enterprise are used to provide pupils with presentations and workshops on the local labour market and employer expectations.

4.6. The school aims to raise pupils' aspirations and counteract gender stereotypes such as:

- ✓ pupils talking to employees who work in non-stereotypical jobs to see the range of careers that STEM qualifications lead to.
- ✓ Enabling our pupils to take an option that is not stereo-typical for their gender.

5. Addressing the needs of pupils

5.1. 'Benchmark 3: Addressing the needs of each pupil' is also outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

5.2. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to their individual SEND needs.

5.3. Our pupils will be informed of the range of opportunities available to them, and to aim high and make choices relevant to what they feel they can achieve.

5.4. Careers advice and guidance will be provided to ensure pupils of all genders, backgrounds and abilities can consider the possible range of careers.

5.5. Careers activities and guidance will tailor educational goals to the needs of each pupil, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.

5.5. Destinations data will be retained by the school for at least three years after a pupil has left school. However, this data will only be published on the school's website if numbers are sufficient to protect the identity of students.

5.6. Destinations data is also used to assess and review how well the careers programme is countering stereotypes and raising aspirations based on the results and areas of success or failure.

6. Providing targeted support

6.1. All our pupils are in need of targeted support and this is offered through their EHC Plans.

- ✓ Interests and strengths are developed and linked to prospective study as children progress through key stage 3
- ✓ Education or training providers are invited and encouraged to attend annual reviews by year 10. Local Authority SEND officers are invited to attend from Year 10 to Year 10 to advise of additional opportunities and support.
- ✓ 1-1 sessions are arranged for a pupil and parent with a prospective post-16 provider from the Year 11 review.
- ✓ Pupils who are LAC and PLAC, have additional support through CEIAG and the Virtual school who also liaise with school to inform about workshops or sessions available for pupils who are LAC, PLAC.

6.2. The school will work with the Enterprise Advisor Network for careers support and meaningful encounters with the world of work.

7. Supporting pupils with SEND

7.1. The careers guidance at Red Rose is differentiated, as appropriate, and based on high aspirations and a personalised approach. Annual reviews for a pupil's EHC plan informs the careers guidance.

7.2. A Careers Adviser will work with staff where possible to support pupils

- ✓ In understanding different career pathways and
- ✓ how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

7.3. The school develops good links with families of pupils to share what career options are available.

7.4. Through surveys, questionnaires and PSHE, individual pupils' aspirations direct the Careers guidance and experience. This tailored to pupils' needs based on their own aspirations and abilities.

7.5. Careers guidance will take account of the range of relevant education, training and employment opportunities.

- ✓ It will inform pupils about the ways employees with SEND are supported in the workplace.
- ✓ Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or F.E./H.E.

7.6. The school aims to partner with businesses and other employers, employment

services, and disability and other voluntary organisations.

- 7.7. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.8. Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their career pathways. This may include staff members or past pupils who can help to raise pupils realisation and motivation to achieve.
- 7.9. When arranging work experience for pupils, the school works with an employer to determine any additional support that will be needed during the work placement.

8. Linking curriculum learning to careers

- 8.1. 'Benchmark 4: Linking curriculum learning to careers' is also outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 8.2. Careers education and guidance is built into the topics and subjects studied across the curriculum to support the career awareness and development of young people.
- 8.3. Teachers with industry experience play a part in building careers guidance into the curriculum.
- 8.4. Pupils study core academic subjects, including English, Maths, Science and PSHE. Options of art and humanities are used to highlight their sound basis for many careers, as well as providing well-being for their lives and preparing them for adult life in general.
- 8.5. Careers, employability and enterprise are embedded into the PSHE curriculum throughout the school. They also form an integral part of the BTEC ICT programme that is a core subject for key stage 4.
- 8.6. By the age of 14, every pupil will have had the opportunity to learn how various STEM subjects aid entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study.
- 8.7. The school accesses the Careers and Enterprise Company (CEC) STEM Learning through its [STEM toolkits](#).

9. Enabling encounters with employers and alumni

- 9.1 'Benchmark 5: Encounters with employers and employees' is also outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

- 9.2. The school engages with local employers, businesses and professional networks, inviting visiting speakers, including past pupils to whom pupils can relate. Pupils will be exposed to the world of work by the age of 14.
- 9.3. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters include:
- ✓ Careers events such as careers talks and careers fairs.
 - ✓ Past-pupil activities.
 - ✓ Skills workshops such as CV workshops and mock interviews.
 - ✓ Employer-delivered employability talks or workshops.
 - ✓ Employer involvement in the curriculum or with a parent
 - ✓ Business and enterprise activities and games.
- 9.4. The school continues to develop good links with local, regional and national employers across the sectors as far as possible, to help give pupils information and interest in supported internship, apprenticeships and T-levels.
- 9.5. The careers programme will allow pupils to gain insights into a range of industries and sectors including:
- ✓ learning about the entrepreneurial skills needed for certain self-employment.
 - ✓ meeting with individuals who have followed a variety of pathways into employment.

10. Providing work experience

- 10.1. 'Benchmark 6: Experiences of workplaces' is also outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 10.2. The school aims that all pupils have had at least one first-hand experience of a workplace by the age of 16, this may be facilitated in ways appropriate to individual needs.
- 10.3. For pupils in Year 12, before the end of their programme of study at Red Rose, These pupils will have at least one further first-hand experience of a workplace.
- 10.4. Where appropriate for a pupil with SEND, virtual experiences of the workplace will be used to provide or complement the in-person experience. (N.B.T-level industry placements involve more long-term and immersive placements designed to lead to a particular type of employment.)
- 10.5. Pupils are encouraged to experience a wide variety of workplaces. They are supported to plan for, reflect upon, and learn from these experiences.
- 10.6. Work experience will be designed to meet the needs of our individual pupils with SEND.

- ✓ The school will carefully match the placement to each pupil's ability, needs and aspirations.
- ✓ The school will work with the employer, as required, to support with the work placement for pupils with additional needs and help prepare the pupil for the work placement. Workplace experiences by the time a pupil is aged 16 may include the following: Workplace visits, Job shadowing or Career-related volunteering.

10.7. By the time the student is aged 18 will include the following:

- ✓ Internships and holiday placements
- ✓ Term-time work experience and longer work placements.

11. Enabling encounters with further education (FE)

11.1. 'Benchmark 7: Encounters with further and higher education' is outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

11.2. pupils are aware through the EHCP review process and class discussion that they must remain in education or training until their 18th birthday. This can take the form of:

- ✓ Study full time in a school, college or with a training provider.
- ✓ Undertake an apprenticeship, traineeship, or supported internship.
- ✓ Work or volunteer 20 hours or more a week, combined with part-time accredited study.

11.3. We provide pupils throughout their school life with a range of information and opportunities to learn about the pathways for education, training, and career paths, aiming to prevent last minute decision-making.

FE is not presented more favourably than other technical routes, nor is the school's Year 12 promoted disproportionately over other options.

11.4. By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including colleges and sixth forms.

11.4. Pupils will be encouraged to use information tools that show careers opportunities. This includes websites and apps, such as the **National Careers Services'** [Find a Course](#). Education and training providers will have access to all pupils in Years 8 to 12 to inform them about approved technical education qualifications and apprenticeships.

11.5. There are opportunities for providers to visit the school and speak to pupils in Years 8 -12. The school's connections with providers of FE and apprenticeships are used to arrange regular visits, presentations and workshops, in addition to opportunities for visits to or from providers offering other options.

12. Providing personal guidance

- 12.1. 'Benchmark 8: Personal guidance' is also outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 12.2. Careers advice provided by the school will be unbiased and maintain the best interests of our individual pupils. Whilst the nature of pupils with SEND is to require additional support and advice, the guidance will not promote particular career or progression routes as better than others. However, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.
- 12.3. Careers advisers engaged by the school will meet the level 6 criteria. When working with our pupils with SEND they will use the outcome and aspirations in the EHC plan to focus discussions.
- 12.4. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. A named CEIAG adviser comes into school on a termly basis, and works to build a relationship with pupils to better understand their individual needs.

13. Sharing information

- 13.1. The school provides relevant information about all pupils to the LA support services including:
- ✓ Basic information, such as the pupil's name or address, and other information required by the LA to support the pupil to participate in education or track their training progress.
 - ✓ Pupils with SEND will have their data monitored by the LA up until the age of 25.
- 13.2. Pupils and their parents can ask for personal information not to be shared.
- 13.3. Through the pupil's EHC Plan and link with an LA SEND officer, LAs will be aware when a 16- or 17-year-old pupil leaves an education or training programme before completion.

14. Compliance with legal duties and statutory guidance

- 14.1. Pupils in Years 8 to 12 have access to providers of post-14, post-16 education and training. This provides pupils with additional information about approved technical qualifications and apprenticeships to build a picture of the kind of training that may suit them best.
- 14.2. Encounters aim to provide 2 sessions for years 8-9 and a further 2 sessions for Years 10-11.

- 14.3. In Year 12, sessions held by accredited providers will be optional for pupils to attend.
- 14.4. The school will ensure that providers provide the following information to pupils and parents:
- ✓ Information about the provider and the technical qualifications and apprenticeships that they offer.
 - ✓ Information about the potential careers to which those technical qualifications or apprenticeships might lead.
 - ✓ What learning and training with them is like
 - ✓ Any answers to questions that pupils and parents may have.
- 14.5. The school will ensure that provider visits are available to all pupils in the relevant year group.
- 14.6. The Provider Access policy statement sets out the circumstances in which Education and training providers will be given access to students. This policy statement includes:
- ✓ How the school will provide the encounters with providers for Year 8 -12.
 - ✓ Requirements for access, e.g. the main point of contact at the school.
 - ✓ Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
 - ✓ What will be provided to a person given access, e.g. rooms and resources.
 - ✓ How the school will work with each visiting provider.
 - ✓ Providers who have previously visited the school.
 - ✓ Destinations of previous pupils (if this will not breach data protection),
 - ✓ Details about live online encounters with providers.
 - ✓ Information on how a provider can raise a complaint and the procedure to go through.

15. Monitoring and review

The proprietor, headteacher and careers coordinator will review this policy annually including its success in supporting pupils in accessing post-16 education and training.

In conjunction with this, the Careers Programme is reviewed annually at the end of the academic year against the Gatsby Benchmarks of Good Practice in Careers Guidance, and updates and improvements are made as appropriate. Our evaluation always includes a review of the impact that activities within the programme have had on pupils.

ANNEX A

Red Rose School Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-14 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests Procedure

A provider wishing to request access should contact Mrs Helen Abbott, Careers Coordinator, via the school office: telephone: 01253 720570, Email: office@redroseschool.co.uk.

Opportunities for access

Providers have opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this Careers Policy. Please speak to our Careers Coordinator to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or meetings room available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Coordinator or a member of the administration team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Coordinator who will make this accessible to students, parents and staff within the library area.

Annex B

- **Careers guidance and access for education and training providers 2021, and**
- **Compass, Careers Guidance Tool**
<https://compass.careersandenterprise.co.uk/info>

Key Points

The Government careers strategy sets out that every school and academy providing secondary education should use the **Gatsby Charitable Foundation’s Benchmarks** to develop and improve their careers provision.

This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one.

The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the school website.

The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools.

Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

The Gatsby Benchmarks

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.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it • The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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 best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions • All pupils should have access to these records to support their career development • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
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 future career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*a 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Annex C

Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after school.

Name:		Date of birth:	
Year group:		Date:	

Careers

When will you complete your exams?	
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your exams.

Job role
What kind of job role interests you?
What support and qualifications, if any, do you think you need to achieve this career path?

sixth form or provider	
Which sixth form or provider?	
What would you like to study?	
What support and qualifications, if any, do you think you need to start your chosen programme of study?	

University	
Which university?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

College	
Which college?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

Apprenticeship	
Which sector?	
What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?	

Military	
Which branch?	
What support and qualifications, do you think you need to begin your chosen military course?	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?

Year 11 only

Have you arranged work experience for date to date ? (Please circle)	Yes/No
If 'yes', where will you be working?	
If 'no', how can the school help you to arrange work experience?	

Annex D

Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at Red Rose School. This survey will also support our school in providing evidence for how our current careers programme has impacted on past pupils. Please fill in the questions below and return the survey back to the school.

Name		Date of birth	
Year group		Date	
Address			

1: Study	
Are you applying for a place at a college? (Please circle – If ‘no’, please go to section 2)	Yes/No
Have you been offered a place at a college? (Please circle)	Yes/No
Which college(s) has /have offered a place?	
Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
Will you accept an offer? (Please circle)	Yes/No
If you answered ‘no’ to question F, why will you not be accepting an offer?	

What university or college would you like to be studying at?	
What is the title of the course you will be studying?	
Is the course full time?	Yes/No
What career path do you wish to pursue with your chosen programme of study?	

2: Employment	
Are there any job roles you wish to pursue? (Please circle)	Yes/No
If you answered 'yes' to question A, please give details of your desired job role.	
Have you secured a job role? (Please circle – if 'no', please don't answer question D, E or F)	Yes/No
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes/No

Annex E: Careers Audit

Employment related skill	Description	Was this included in my careers advice?
Self-management	Ability to take the responsibility for setting and achieving personal goals: <ul style="list-style-type: none"> • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life. 	Yes/No
Initiative and enterprise	Ability to seek and take advantage of opportunities: <ul style="list-style-type: none"> • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes. 	Yes/No
Learning	Ability to achieve new skills and/or knowledge: <ul style="list-style-type: none"> • I am open to new tasks and use knowledge to further my technical skills. • I can use different methods to learn new things. • I am able to access information on courses to further my learning. 	Yes/No
Communication	Ability to express and understand information: <ul style="list-style-type: none"> • I can speak to a group confidently • I can speak and write in another language. • I can follow spoken instructions. 	Yes/No
Teamwork	Ability to work effectively with others to get things done: <ul style="list-style-type: none"> • I can work with other people to sort out a problem. • I can work and collaborate with others on group tasks. • I am able to value the work of others and share resources. 	Yes/No
Planning and organisation	Ability to coordinate and prioritise tasks and resources: <ul style="list-style-type: none"> • I am able to make decisions. • I can manage my time and priorities. • I can collect, analyse and organise information using appropriate methods. • I am able to organise equipment and materials needed for a task. 	Yes/No