

Court Fields School - Career Policy & Strategic Plan

Date first adopted	June 2022
Review period	Every 3 years
Review date	June 2024

Appendix 1 - Summary of the Gatsby Benchmarks

Appendix 2 - Arrangements for Provider Access Inc. Opportunities for Access

Appendix 3 - Student Career Education Journey

Appendix 4 - Career Strategy Improvement Plan 2022/23

Appendix 4 - Careers Programme Timetable 2022/23 being planned

School Vision

High quality careers education, information, advice and guidance (CEIAG) in school is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations.

At Court Fields School we have a pivotal role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances may result in young people having several careers during their working life and potentially working in a career that does not currently exist. With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the knowledge and skills to manage the choices, changes and transitions ahead of them.

Our Aims & Values

Our aims are simple **Every Child Achieves. Every Child Belongs. Every Child Participates.** We want every child at Court Fields School to achieve their potential, participate in the school and the wider community, and enjoy a strong sense of belonging. Our foundations for this are high quality teaching and learning, a broad and balanced curriculum, and a safe environment. We support all of our students to be ambitious, and have a positive attitude towards every aspect of their school life. We are proud of our students. Our values demonstrate a commitment to developing them as individuals, leaders of others, team players and advocates for those who need support. Our school ethos is one of hard work and empathy, embodied by our values of: • Integrity • Respect • Kindness • Resilience • Responsibility

Futures Vision

To inspire and encourage students to explore their future pathways and make ambitious choices which lead to purposeful, successful lives.

Objective 1 – Provide high quality education about life choices and how students can make a valuable contribution to the wider community

Objective 2 – Raise aspirations and encourage ambition in all life goals as well as equipping students with the skills needed to realise these aims

Objective 3 – Provide support and guidance to inform important choices, and give them opportunities to have a range of employee encounter.

Entitlement:

Our career provision is in line with the most recent statutory careers guidance strategy from the Department of Education, and our careers programme supports the achievement of all eight Gatsby benchmarks. We have a whole school approach to careers education with every member of staff helping to facilitate quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Careers Education at Court Fields School strives to integrate into every area of the school and be woven into the school curriculum. Our aim is that learners understand how what they are being taught in school will link to their future pathways. We work closely with a network of careers leaders across the county, as well as the Careers Development Institute and The Careers and Enterprise Company. Every student has access to impartial one-to-one careers advice and guidance, with a qualified career adviser.

Main aims of the careers provision at Court Fields School:

- Develop and maintain an inclusive culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through Court Fields School and evaluate this engagement to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive wider world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Pupils with SEND: (Vicki to review and amend)

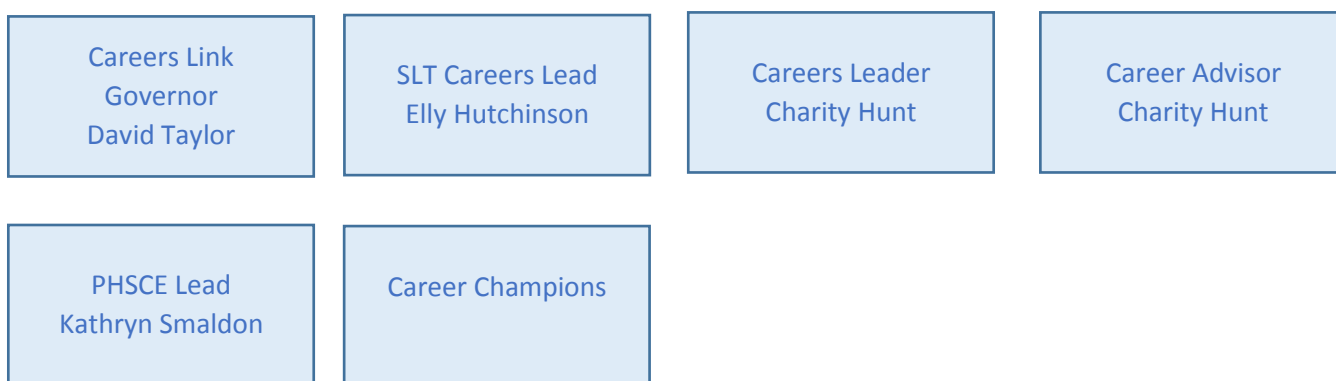
Court Fields School will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach. The careers leader will work closely with the SENCO and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

The school will work with families of learners to help them understand what career options are available. A discussion will be conducted to find out individual learners' aspirations. The results of the discussion will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.

It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience. Guidance will focus on a learner's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment, training or further education. The SEND local offer will be utilised; annual

reviews for a learner's EHCP will be informed by good careers guidance. Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. When arranging work experience for learners with SEND, the school will work with the employer to determine any additional support that will be needed during the work placement.

Court Fields School Careers Team



The Careers Team is responsible for:

- To review and evaluate Careers Education Information Advice and Guidance
- To prepare and implement a Career Strategy Improvement Plan with the Careers SLT Lead.
- To support tutors providing initial information and advice.
- To manage the provision of careers information.
- To liaise with the Personal, Social, Health, Careers and Economic Lead and Pastoral Lead to facilitate the effective provision of careers information and guidance within the Personal Development programme.
- To liaise with Special Educational Needs Coordinator, Heads Of Year and Senior Leadership Team to identify students needing guidance.
- To establish and develop links with employers.
- To establish and develop links with Further Education colleges, apprenticeship providers and universities.
- To manage links with the Local Enterprise Partnership and other external organisations, as directed by SLT Lead.
- To promote the ethos and values of Court Fields School and aims Every Child Achieves, Belongs and Participates.
- To challenge and raise the aspirations of young people and their parents/carers.
- To organise an on-going programme of careers visits and job talks to give young people an insight into careers opportunities.
- To provide specialist advice and guidance to support young people in preparing for applying to Further and Higher Education.
- To provide more intensive support/assertive mentoring to vulnerable students and disadvantaged students to enable them to progress into a positive outcome.
- To attend annual reviews and advise parents / carers and SEN students of college / work opportunities.
- To attend the Somerset Post-16 Transition Panels (or similar).
- To maintain an up-to-date knowledge of the labour market, the availability of funding and changes to legislation that may impact on practice.

- To work flexibly proactively and responsibly, including accurate recording, follow-up and tracking.
- To utilise knowledge and application of databases, information resources, guidance and career development software to record and evidence work.
- To work, develop and deliver innovative and interactive careers information, advice and guidance programmes.
- To celebrate and promote the achievements of young people, including contributing to any marketing or publicity material by the school.
- To be responsible for updating professional skills and knowledge including participation, reflective practice and achievement of accredited qualifications.
- To participate in an annual review and appraisal process.
- To report on the work of careers education and to its impact and contribute to any external review or inspection process.
- To safeguard the health and safety of students.
- To ensure the school policies for inclusion, equity, equality of opportunity and respect for diversity are followed.

The governing body is responsible for:

- Ensuring that all registered learners can access independent careers guidance from Year 7 to 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements, see Appendix 2.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

Teaching and support staff are responsible for:

- Being aware of our career policy and the importance of CEIAG in the education of students; CEIAG is not the sole responsibility of the Career Adviser.
- Ensuring careers education is planned into their lessons and is shown in lesson planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan. Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Ensuring transferable employability skills are highlighted within curriculum learning.
- Promoting all routes and pathways to careers without favouring higher education.

The Careers Leader will ensure that all staff are kept up to date with all relevant career related information.

This will include the following;

- A copy of the Careers Strategy and Policy annually.
- A copy of the CPD calendar showing all relevant training sessions.
- Emails to share updates about local and national initiatives such as National Careers Week.
- Termly email to share relevant local/national Labour Market Information (LMI) so that staff can have appropriate conversations with learners.
- Annual review of the careers programme to be sent to SLT and Link Governor but which can be made available to all staff.
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with.

Monitoring, Evaluation and Review

The Headteacher will ensure that the work of the Careers Advisor and CEIAG events are supported and monitored.

A member of the Senior Leadership Team (SLT) has an overview of CEIAG work and reports regularly back to the team.

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through a student and parent survey.
- Feedback from external visitors to the school such as employers or Ofsted.
- The number of students who are NEET in October having left school in the previous summer (this figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county).

The governors of Court Fields School will review this policy every three years.

Published destination data from Careers South West

Year	Cohort Number	Continuing in Education or Training	NEET	Destination Unknown
CSW published 10/2/20	143	96.5%	2.8%	0.7%
CSW published 24/2/21	171	96.5% .6% moved away	2.9%	0%
CSW published 23/2/22	136	94.1%	2.2%	3.7%

Compass+ Results 2022

COMPASS+

Court Fields School

Report generated on July 6th 2022 at 17:03

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	100%	100%
7-Encounters with further and higher education	100%	100%
8-Personal guidance	100%	100%

◆ Reached 1% - 99% ◆ Reached 100%

A
Gc

Strategic Objective 1: (Benchmarks 1, 2, 3, 4, 7 and 8)

Provide high quality education about life choices and how students can make a valuable contribution to the wider community

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none">• A careers programme of age-specific Careers Education is in place through the Personal Development programme to enable all learners to develop their own personal career pathway.• Student Voice Ambassadors are recruited and evaluations show that learners are excited about different jobs and can all name a range of careers and career pathways.• Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning.	<ul style="list-style-type: none">• Implement the Careers Programme into the whole-school PSHCE curriculum.• Monitor and Evaluate the programme by staff and students each term.• Career Pathways are referenced in each subject and they each have career displays.• Introduce Career Pilot in the school to develop career information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications.• Work closely with the SEND department, Pupil Premium lead to ensure all students' needs are met within career information, advice and guidance.• Update the CEIAG area of school website with stakeholder area's and evaluation forms plus the latest Careers, Enterprise and Employability links.• Recruit student career champions for monitoring and evaluating career education in school• Embed Skills Builder
Year Two (2023-2024)	<ul style="list-style-type: none">• A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme with clear KPIs and evidence of progression through the school• Learners are able to explain what the key employability skills are, and they can demonstrate how they can use these skills in their future pathways.	<ul style="list-style-type: none">• Key Performance Indicator document created for evaluation 2024-25• Career Pathways are referenced in curriculum schemes of learning for each subject.• Compass + audit on each subject department to identify areas of strength and development.• Introduce careers CPD training for staff Career Link Teachers• Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information.• Ensure all students are set up on Career Pilot.• Implement resources from Career Pilot to develop careers related learning in all year groups.• Build meaningful relationships with local employers/businesses.

Year Three (2024-2025)	<ul style="list-style-type: none"> Learners demonstrate employability skills and can explain in detail the different routes and careers available for different subjects. All learners can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. Engage with parents on child's progress in Careers Related Learning 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents via a parent bulletin and the careers fair. Targeted workshops to focus on key employability skills, including involving parents. Review practice with other school(s) to identify next steps. Comment on school report linking to career and personal development "Bob excelled within the employability skill of Presentation this term"
-------------------------------	--	---

Strategic Objective 2: (Benchmarks 1, 2, 3 and 8)

Raise aspirations and encourage ambition in all life goals as well and equipping students with the skills needed to realise these aims

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> All learners in Year 11 have a clear plan for post-16 & 18 and that all learners are in some form of education or employment at the end of their time in Court Fields School. There are NO learner's post-16 who are NEET. Leaving students have joined the School Alumni network and are invited to relevant events. Former learners are invited into school to inspire next generation. 	<ul style="list-style-type: none"> Development of tracking of student career journey by recording developing skills and staff CPD to show how to record and access the information. Termly LMI bulletin distributed to all staff. LMI is used to update the Careers Programme and website and students (and their parents) have access to the latest LMI to make decisions at key transition points in Year 9 and Year 11. Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor evaluated for effectiveness. All 1:1 session to be recorded on Edu key. Initial learner views on future careers to be collected at induction to the school and recorded in pupil files.
Year Two (2023-2024)	<ul style="list-style-type: none"> All learners in Years 10 and Year 11 have created a profile on a platform to record their career pathway experiences. A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme. All key stages have at least one staff member Careers Ambassador who will make relevant links with appropriate local employers. Learners are able to explain what the key employability skills are, and they can demonstrate how they can use these skills in their future pathways. 	<ul style="list-style-type: none"> Career Pathways are referenced in curriculum schemes of learning for each subject. Introduce termly careers CPD training for all staff, with a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information for careers. To continue implementing the Skills programme throughout all areas of teaching and learning. Build meaningful relationships with local employers/businesses.

Year Three (2024-2025)	<ul style="list-style-type: none"> All learners in Years 7 to 11 have created a profile on a platform (such as Unifrog) to record their career pathway experiences. Learners demonstrate employability skills and can explain in detail the different routes and careers available for different subjects. All learners can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents via a parent bulletin and the careers fair. Targeted workshops to focus on key employability skills, including involving parents. Review practice with other school(s) to identify next steps.
-------------------------------	---	--

Strategic Objective 3: (Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8)

Provide support and guidance to inform important choices, and give the opportunities to have a range of employee encounter

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invited relevant partners into school and into lessons to engage with learners. 	<ul style="list-style-type: none"> Start to network with local employers / businesses and develop a database of how each can support the school through talks, visits, careers fair, etc. In collaboration with our Enterprise Advisor, be linked with a local business and to begin collaborative work. The use of Alumni to be developed and regularly updated as required. Former learners/parents to be invited to careers related events.
Year Two (2023-2024)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> Build on networks to get employers onboard in support of careers in school. Build on Alumni network Employers who work with the school are asked to complete evaluations on the careers programme. Visits and virtual events with further education, universities, apprenticeship and training providers.

Year Three (2024-2025)

- Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery.
- Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need to be given time to engage with these businesses and to have time to plan collaborative links.
- Survey each curriculum area in order to establish what links have been created already and how successful these links have been.

Appendix 1 – Summary of the Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p><input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p> <p><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p>
<p>5. Encounters with employers and employees</p>	<p>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.</p>	<p><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or</p>

		what it takes to be successful in the workplace.
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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	<input type="checkbox"/> 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.

Appendix 2 - Arrangements for Provider Access Inc. Opportunities for Access



COURT FIELDS SCHOOL

CAREERS PROVIDER ACCESS POLICY

CEO, The Castle Partnership Trust: Sarah Watson
Head teacher, Court Fields School: Polly Matthews

Date: January 2023

Due for review: Spring Term 2023

Court Fields School: Provider Access Policy Statement (PAL)

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships

Updated January 2023

This policy statement sets out the arrangements for managing the access of providers to students 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 students in years 8 to 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- 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;
- understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

Year 8 or 9	two encounters for students that are mandatory for all to attend
Year 10 or 11	two encounters for students that are mandatory for all to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

As part of the The Castle School Trust, Court Fields School, defines an encounter as at least 25 min, during the school day.

The school days runs from 8.40 am until 3.15pm.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. Court Fields School will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, webinars within the curriculum, including live events, careers engagement events and parents evenings. Meaningful encounters may be planned using the [Making it meaningful checklist](#).

The quality and impact of careers provision at Court Fields School is monitored by our Senior Leadership Team and the Heart of the South West Careers Hub through Compass+ auditing. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

Premises and Facilities

Court Fields School has a range of facilities available for providers to use in support of our careers programme. This includes a school hall, classrooms, IT rooms, Year 11 Common Room, outdoor space and online conference platforms.

The school will also make available access to IT support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Learning Resource Centre and Year 11 Common Room which is managed by Careers Leader. The Learning Resource Centre is available to all pupils at lunch and break times.

Student Destinations

Destinations of our students

Last year our year 11 students moved to range of providers in the local area after school:

- FE Colleges **86%**
- Apprenticeships **5%**
- Other **9%** of that **3%** of students went to Work

These providers included:

- **Bridgwater and Taunton College**
- **Exeter College**
- **Richard Huish College**
- **THE SPACE**
- **Exeter Sports Academy**

Management of provider access requests

All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session. In the first instance, requests by providers should be sent to: -

Elly Hutchinson, Assistant Head teacher and Careers Lead, 01823 664201 email

ehutchinson@courtfields.net

Charity Hunt, Careers Leader/Advisor, 01823 664201 email charityhunt@courtfields.net

Granting Requests and Refusal of Requests

Once your request has been submitted, Courts Fields School, Careers Leader will respond to you within 10 working days. All requests will be given due consideration by the Careers Leader and Senior Leadership Team.

Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- Details of the opportunities you offer including technical education, courses and entry requirements

- What is learning like with your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of students who have completed their learning with you

Requests will be considered against: -

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the school's Safeguarding policy. For questions on this policy statement or the wider careers programme at Courts Fields School please do not hesitate to contact us.
- Courts Fields School will keep a log of all provider requests for access and the outcomes and record on Compass+ to support the delivery and evaluation of the careers programme.

Opportunities for access

Courts Fields School offers the four provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Year Group	Autumn Term	Spring Term	Summer Term
Year 8	Assembly opportunity	Assembly opportunity Employer encounters: <ul style="list-style-type: none"> • National Apprenticeship Week • National Careers Week 	Assembly opportunity Employer encounters: <ul style="list-style-type: none"> • Enrichment Week • Employer Speed Interview
Year 9	Assembly opportunity	Assembly opportunity Year 9 Options Evening – BTC, Exeter, Richard Huish, THE SPACE and PETROC colleges who are also apprenticeship providers attending to provide information & advise to students and parents Employer encounters: <ul style="list-style-type: none"> • National Apprenticeship Week • National Careers Week 	Assembly opportunity <i>No encounters – legislation requires encounters to take place by 28 February if in Year 9</i> Employer encounters: <ul style="list-style-type: none"> • Enrichment Week

<p>Year 10</p>	<p>Assembly opportunity</p> <p>Post-16 technical education options assembly with a Further Education College</p> <p>Life Skills – work experience, mock interviews and college experience days preparation sessions</p> <p>Attend Somerset Careers Fair</p>	<p>Assembly opportunity</p> <p>Employer encounters:</p> <ul style="list-style-type: none"> • National Apprenticeship Week • National Careers Week • Mock Interviews • Work Experience <p>Visit to University/ University Centre</p> <p>Attend National Apprenticeship Show</p>	<p>Assembly opportunity</p> <p>Technical/vocational tasters at local college/s, training providers. BTC & Richard Huish.</p> <p>Employer encounters:</p> <ul style="list-style-type: none"> • Enrichment Week
<p>Year 11</p>	<p>Post 16 provider open evenings</p> <p>Post 16 apprenticeships assembly</p> <p>Post 18 University / University Centre assembly</p> <p>Post-16 interviews/ meetings with Careers adviser</p> <p>Post-16 applications</p>	<p>Post-16 interviews/ meetings with Careers Adviser</p> <p>Employer encounters:</p> <ul style="list-style-type: none"> • National Apprenticeship Week • National Careers Week <p>NCS – Assembly and sign up</p>	<p><i>No encounters – legislation requires encounters to take place by 28 February if in Year 11</i></p> <p>Confirmation of post-16 education and training destinations for all pupils.</p>

Complaints

If a provider has reason to make a complaint in relation to this statement please email Mrs Polly Matthews, Head teacher, pmatthews@coutfields.net at Courts Fields School who will investigate further. Or subsequently you can contact [The Careers & Enterprise Company](https://www.the-careers-and-enterprise-company.com) on provideraccess@careersandenterprise.co.uk or [Heart of the South West Careers Hub](https://www.heartofthesouthwestcareers.com)

DATE OF APPROVAL: **January 2023**

DATE OF NEXT REVIEW: **January 2024**

Appendix 3 - Student Career Education Journey



Appendix 4 - Career Strategy Improvement Plan 2022/23

The vision of the Futures Programme is to:

Inspire and encourage students to explore their future pathways and make ambitious choices which lead to purposeful, successful lives.

With three Strategic Objectives:

Objective 1 – Provide high quality education about life choices and how students can make a valuable contribution to the wider community.

Objective 2 – Raise aspirations and encourage ambition in all life goals as well and equipping students with the skills needed to realise these aims.

Objective 3 – Provide support and guidance to inform important choices, and give them opportunities to have a range of employee encounter.

Key Objective	Improvement	By whom	By when	Resources needed	Gatsby BM
Provide high quality education about life choices and how students can make a valuable contribution to the wider community	Implement the Careers Programme into the whole-school PSHCE curriculum.	EH/CH/KS	July 2023	Career Pilot	1, 2, 4, 7, 8
	Monitor and Evaluate the programme by staff & students	EH/CH/Careers Champions	Dec 2022	Update website to include evaluation form Quality Assurance of sessions Student and Staff voice Destination Data	1,3
	Termly LMI bulletin distributed to all staff	CH	Dec 2022	Access to LEP time to engage with Local Careers Hub / Careers Forum	1,2,4
Raise aspirations and encourage ambition in all life goals as well and equipping students with the skills needed to realise these aims	Career Pathways are referenced in each subject and they each have career displays	Careers Champions	July 2023	Pathway and Subject Career posters / literature	1,2,4
	Introduce Career Pilot across the school	CH	July 2023	Computer rooms, time off timetable	1,2,3,4,8
	Update the CEIAG area of school website with	CH	Feb 2023	Time with I.T	1

	stakeholder area's and evaluation forms plus the latest Careers, Enterprise and Employability links				
	The use of Alumni to be developed and regularly updated as required. Former learners/parents to be invited to careers related events.	CH	March 2023		1,2, 5
	LMI is used to update the Careers Programme and website and that Year 9 and 11 students (and their parents) have access to the latest LMI to make decisions at key transition points. Start to network with local employers / businesses and develop a database of how each can support the school through talks, visits, careers fair, etc.	CH	July 2023	Time to network / meet employers / attend career fairs.	1,2
Provide support and guidance to inform important choices, and give the opportunities to have a range of employee encounter	Work closely with the SEND department and Pupil Premium lead to ensure all students needs are met within career information, advice and guidance.	CH	Feb 2023	Time with disadvantaged Lead & SENCO	1,3
	Recruit Career Champions	EH	Dec 2022	Time with Heads of Faculty	1,3
	Learners in Years 7 to 11 have created a profile on Career Pilot and are logging skills etc.	CH	July 2023	Student time off timetable	1,3
	Development of tracking of student career journey by recording developing skills etc, staff CPD to show how to record and access the	CH	July 2023	Career Pilot to provide school wide CPD	1

	information.				
	Initial learner views on future careers to be collected at induction to the school and recorded in students files.		September 2022		1,3

Appendix 4 - Careers Programme Timetable 2022/23 – Attached