



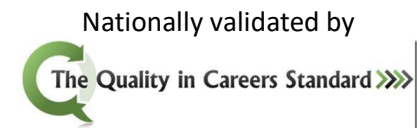
CRITERIA AND WORKBOOK

*(School and College Version **Mark2**)*

Name of Provider: Woodchurch High School – A Church of England Academy

Local Authority Area: Wirral

Diocese: Chester



Inspiring IAG has been designed to provide a good practice framework and recognition of high quality careers education, information, advice and guidance for organisations that are providing support services for young people, including schools, colleges and other learning providers.

It was originally developed by CEIAG specialists across the ten local authority areas of Greater Manchester in consultation with learning providers, employers and local authority representatives. It has been nationally validated by The Quality in Careers Standard (QiCS) which is the overarching national standard which endorses CEIAG quality awards which meet the national validation criteria. It was one of the first awards in the country to achieve this standard. The award is now well established in the Greater Manchester area and is the preferred CEIAG quality award choice of other areas.

The award provides a framework to ensure learning providers provide quality CEIAG, meet national statutory requirements, as well as supporting their own quality assurance processes. It provides excellent preparation for external inspections. In the Ofsted School Inspection Handbook for September 2014, there is guidance which relates to careers education, advice and guidance. The handbook states that inspectors should explore:

the extent to which the school has developed and implemented a strategy for ensuring that all pupils in Years 8 to 13 receive effective **careers guidance**

the impact of this guidance in helping young people to make informed choices about their next steps

how well the school meets the needs of all vulnerable groups of pupils, including reducing the numbers who do not continue to education, employment or training

how well the school works with families to support them in overcoming the cultural obstacles that often stand in the way of the most able pupils from deprived backgrounds attending university.

There is a three stage process in achieving the full **Inspiring IAG Gold Award** and there are different requirements at each stage, with each stage being assessed and/or validated. There are six themes (units) which run through the award, each with a set of criteria.

1. Management and Leadership	4. Information and Communication
2. Design and Delivery of CEIAG	5. Outcomes for Young People
3. Working with Partners	6. Involving Parents and Carers

Stage One– Self Assessment

The first step is to register for the award and:

- Send the commitment letter to the Project Manager, signed by a member of the senior management team
- Display the Inspiring IAG “Code of Practice”. You must be working towards meeting the statements and committed to ensuring young people receive high quality, up to date and impartial careers education, information, advice and guidance (CEIAG)
- Complete Stage One of the Inspiring IAG workbook, which involves carrying out a self assessment against all six units of the award. You will need to grade how well you meet the criteria using a RAG rating (see below). When self assessing you are asked to think about and note the evidence which you have that would help you meet the requirements of each criteria, although at this stage you are not required to produce a portfolio of evidence. The self assessment directly relates to the six units required for Stages Two and Three, so you may be able to use some of the collected information at a later stage. At this stage is not a requirement that you meet all the criteria, but that you are able to identify the areas that require development.
- Develop an action plan, see separate template, based on the outcomes of the self assessment. Criteria that have not been graded as green will require an action and you will also need to ensure that you include any actions emerging from, working towards the Code of Practice. The action plan will be an ongoing document used throughout the award process and will support you in moving forward to the next stage/s of the award.

Key to RAG Rating

Red – Not meeting the criteria at all **Amber** – Partially meeting the criteria **Green** – Fully meeting the criteria

Once ready to submit, your mentor will send the following, electronically, to the Project Manager:

- Your workbook, with Stage One completed
- Your action plan, on a separate template
- This will be checked and validated by the Project Manager within 10 working days. The Project Manager may send back comments/actions that need to be addressed before Stage One is confirmed. This is to ensure consistency across the documentation and to ensure all areas identified for improvement are included within the action plan. The Project Manager will notify you when Stage One is confirmed and you can then move on to Stage Two.

Stage Two– Under-pinning Evidence

Stage Two should be completed within one year of completing Stage One.

Stage Two requires the learning provider to have clear systems and processes in place. This will be evidenced by providing written documentation (a list of the required documents is provided), along with the completed *Stage Two Submission Form* (this is a separate form from this workbook). The provider agrees a deadline to provide the evidence and all the required paperwork is sent to the Project Manager. An assessor is allocated to review the evidence and will provide written feedback and the outcome of the Stage Two assessment. If necessary the assessor may contact the award lead at the school/college to clarify some points and in some instances may request certain actions are completed before Stage Two is confirmed.

Stage Three-Full Inspiring IAG Gold Award

Stage Three should be completed within one year of completing Stage Two.

This is the final stage to the Award, which involves an external assessment visit. All six units of the award will be assessed and it will build on the documentation provided for Stage Two, so it is important that the learning provider makes clear where there have been any significant changes, including changes to the documentation since the previous stage. The assessment will involve examination of written evidence (in addition to documents provided at Stage Two), as well as discussions with a range of people. This will include: careers lead; SMT lead; teaching staff; careers guidance staff; pupils from different key stages but including KS4; parents/carers; a range of external partners, including an employer.

Once ready to submit, your mentor will liaise with the Project Manager to organise an assessor and assessment date. You will then need to submit the following electronically to the Project Manager via your mentor:

- Your workbook, with Stages One, and Three completed
- Your action plan with all outstanding actions completed

The Project Manager will forward this documentation to your allocated assessor at **least 4 weeks** before the assessment date. This enables the assessor to look at the documents submitted, identify the evidence they would like to examine and make arrangements for the day with you.

NB: there is not a requirement to submit a portfolio of evidence. The assessor will contact you to say which evidence they would like to see (from the lists provided in the workbook) either before or during their visit.

Assessor visit – This will last a full day, during which time the assessor gathers evidence for all six units of the award. In addition to the evidence seen at Stage Two, the assessor will look for a range of evidence such as evaluations, student destinations, lesson plans etc, as well as gathering evidence by speaking to staff, external guidance provider/s and young people and viewing witness testimonies. A written report will then be produced and a validation panel will meet to discuss the findings and recommendations. The learning provider should get some feedback on the day of the assessment, but will be told officially in writing within one month of the visit taking place. There is an appeal process in place should an organisation disagree with a decision made by the assessor and/or validation panel.

The award remains valid for 36 months, during which the standards should be maintained, through review and continuing improvement. An annual review with your mentor should be carried out and any actions identified from the review will need to be completed to maintain the standards (separate guidance and paperwork is available) It will also provide evidence to contribute towards reaccreditation of the award. For more information on reaccreditation please refer to the separate guidance “Reassessment Award Guidelines” CEIAG Version.

Organisation Details

Name of organisation (as you would like it to appear on any correspondence/certification)	Woodchurch High School – A Church of England Academy		
Address	Carr Bridge Road, Wirral		
Post Code	CH49 7NG		
Tel	0151 677 5257		
Email	office@woodchurch-high.wirral.sch.uk		
Website	http://www.woodchurchhigh.com		
Headteacher or Manager	Ms Rebekah Phillips		
Email for Head teacher or Head teacher's PA	bennettsst@woodchurch-high.wirral.sch.uk		
Main Contact at School/college	Rev Lyndon Bannon (Assistant Head Teacher) Miss Lauren Quigley (Careers Co-ordinator)		
Direct tel	0151 641 8202 DDI		
Email	bannonlst@woodchurch-high.wirral.sch.uk		
Names of other key staff (e.g. SENCO; G&T; transition; WRL/Enterprise; staff development)	Rev Lyndon Bannon / Assistant Head Teacher bannonlst@woodchurch-high.wirral.sch.uk Miss Lauren Quigley (Careers Co-ordinator) quigleylst@woodchurch-high.wirral.sch.uk		
Description of the organisation- for example, include type of organisation, size, age range served, area served, any specialisms and any other relevant information.	Woodchurch High School is a highly successful, larger than average 11-16 comprehensive school, which is fully inclusive. Wirral is an Authority with selective education, in which there are Grammar Schools. School is consistently over-subscribed despite annually falling rolls overall for the Authority (e.g., for the 2015 entry, Woodchurch High School had more 1 st , 2 nd and 3 rd preferences than any other school in the Authority). Every child really does matter. As such, the school consistently seeks to build upon its previous best. Very few pupils come from each of the eleven ethnic minority backgrounds, although this figure is increasing: e.g. in 2006/07 1.8% were not White British, but in 2014/15 this had risen to 3.38%. Only 1.07% use English as an additional language. Woodchurch High School became a 'full' Church of England Academy (having previously been 'A School with a Church of England Trust') in April 2014		
Stages Completed		<i>Office use</i>	
Stage One- Mentor Name		<i>Date Awarded</i>	

Stage Two - Mentor Name		<i>Date Awarded</i>	
Stage Three- Mentor Name		<i>Date Awarded</i>	

Unit 1 - Management and Leadership

Complete for Stage One and Three

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	Evidence			Evidence
	Self Assessment rating	Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber, to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook		In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this. In this section provide a statement of how you feel you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.
1A. Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually	R A G	<p>We employ MPloy solutions for impartial, independent careers advice.</p> <p>We have a year on year increase on days offered, as well as an increasing programme offered to pupils.</p> <p>2013/14 50 days 2014/15 70 days 2015/16 70 days 2016/17 75 days</p> <p>MPloy advise all staff are required to be trained to having at least level 6 Careers Guidance Qualification -</p> <p>We also provide home visits to pupils who are educated off-site, assemblies where external providers come in to</p>		<p>Evidence from 2015-16, 16-17 and 17-18 given Nothing available prior on system</p> <p>Website screen print</p> <p>See New MPloy contract</p> <p>Various copies of sections of the agreement with MPloy Solutions, showing the increase in arrangements of days of provision, the arrangement for work experience provision and matrix accreditation.</p> <p>Old MPloy contact added</p> <p>Form visits added to directory</p>

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				<p>talk about the courses they offer, form time visits by independent careers counsellors.</p> <p>Additionally, under our direction MPloy offer focussed group work sessions on relevant topics such as Apprenticeships, A Levels and vocational courses.</p> <p>We have regular weekly drop ins at lunch times from Student Advisors at Wirral Met and other post-16 providers.</p>
				<p>Calendars in.</p> <p>JCP details added</p> <p>Mploy are Matrix Accredited are all advisors are trained to at least the relevant standards. See http://www.mploysolutions.com/blog.php?id=155 and http://www.mploysolutions.com/meettheteam.php</p> <p>Overview of CEIAG (internal provision) document</p> <p>See Partner Contribution form (3A)</p>

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	R	A	G	
				<p>See Impartiality Policy</p> <p>Assembly given at start of Year 11 for what support is available.</p>
1B There is a member of the senior leadership team (SLT) with responsibility for CEIAG (including commissioning) There are key staff who understand				<p>Rev Lyndon Bannon (Assistant Head Teacher) has day-to-day overview of all aspects of Work Related Learning.</p> <p>There is also a Careers-Coordinator employed by the school from January 2016, and a member of the</p> <p>Flow chart diagram added</p> <p>Rev Lyndon Bannon has oversight of CEIAG on a daily basis offering support and guidance to pupils.</p> <p>Mr Timothy Shelton assists with the coordination of</p>

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their roles and the roles of others in relation to CEIAG				<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a statement of how you feel you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
1C. There is an up to date written CEIAG Policy/Plan in place that reflects the				<p>Administration team who works directly with Work Related Learning on a full time basis, coordinating work experience visits, off-site provision in business training, coordination of the Careers convention and application and reference processing.</p> <p>Additionally a second member of the Admin team also does daily work for CEIAG such as coordinating the 1:1 self-referral careers interviews with MPloy, arranging the appointments and contacting pupils.</p> <p>CEIAG, arranging assemblies and drop ins, workshops for pupils and helps monitor the day to day running of the Mploy Solutions Careers team.</p> <p>Mrs Dianne Garrett offers administrative support for references and staff, and Mrs Allison Cashmore also helps with organising the careers interviews to maximise Mploy's time with pupils.</p> <p>We have two lead advisors from Mploy solutions – Mrs Louise Cairns and Mr Matt Paulson</p> <p>Wirral Audit</p> <p>Updated WHS Policy added, June 2016</p>

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organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff	R A G	<p>reviewed as part of the Local Authority audit in 2016, and MPLOY independent review of the services the school offer in 2014.</p> <p>Our most recent policy review was in 2016 in light of present IAG Code of Practices, and verified by school governors.</p> <p>As stated in our Careers Policy: The aims of Careers Education are: • self development; • career exploration; • career management. The further, non-statutory, aims of Careers Education and Guidance are: 'Through Careers Education and Guidance, pupils are able to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their career plans. They recognise the importance of equality of opportunity and of valuing difference and diversity between people.</p>		<p>Policy is available on the school website, along with other key documents at http://www.woodchurchhigh.com/careers.php</p>

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				<p>Careers Education and Guidance helps pupils to set goals, show initiative, use information and guidance, make plans and decisions, use self presentation and negotiation skills, and cope with transitions'. As such, the components of an effective Careers Education and Guidance programme are: • a planned programme of careers education within the curriculum; • information, both paper-based and ICT-based; • advice and guidance, including assistance with reviewing experiences and achievements and action planning; • experience of work.</p> <p>Our careers programme aims to help pupils understand the need to show endurance in the work that they do in all of their life at Woodchurch High School to help them have success in their future careers. We also encourage pupils to develop integrity in their meetings with people and work they produce so that this will be embedded for when they move onto Post 16 courses.</p>
1D. Staff access relevant CPD to fulfil their CEIAG				<p>Relevant school-staff have been on INSET this year to help stay up to date with the new CEIAG policy</p> <p>CPD log Mploy have provided evidence for this (1E)</p>

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	R	A	G	
responsibilities and there is a training needs analysis conducted at least annually.				
1E. There is a process in place through which staff demonstrate their competence in delivering CEIAG				

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1F. Arrangements are in place for data sharing protocols and processes, both internally with relevant staff and with external partners and which are reviewed annually	R	A	G	<p>LBA There may be something on data sharing in old contract (added). Please ensure that "Protocols are in place in line with the schools Data Protection requirements, as agreed with the Governors. This is now added to this section." Can be evidenced somewhere. Sue Rogers?? If this is in the document it is in IA</p> <p>WBC destination routes on file</p> <p>WHS destination on file</p> <p>Tracker screen shots on PowerPoint</p>

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			<p>version 2.9 with regular suggestions given by users which are then built into the system.</p> <p>The careers teams, relevant SLT, PPLs, APPLs and relevant staff are trained on how to use this and extract information.</p> <p>Information is also easily extractable to send to Wirral Council, inline with their procedures for continual tracking of pupils when they leave us to ensure NEET remains low.</p> <p>We keep all information in-house, other than what we are requested by Wirral LA. They provide us with pupils names and addresses, we only provide location</p>	

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	R	A	G	
1G. There is an annual report to the Governing Body or equivalent, on CEIAG provision, including young peoples' destinations				<p>of where pupils have applied to, subject to us knowing this information. This is to comply with the schools data protection policy, verified by Governors.</p> <p>We aim to glean this information from Post 16 providers however this is down to their data protection policies so need to the LA to follow up if we are not able to obtain this.</p> <p>Data passed to Wirral LA re their September Guarantee – also passed in June as provisional, so data is available easily. Information is also given to Governors each year and other stakeholders. It is available on the school website. The Governors also can request a presentation from</p> <p>See 1F re September guarantee</p> <p>Governor visit</p> <p>http://www.woodchurchhigh.com/careers.php shows information</p>

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	R	A	G	
				staff as needed. Action Plan This needs to be more formalised to improve this category.
1H. Suitable, confidential accommodation is available for individual IAG				Mploy Solutions have their own dedicated office which is used for interviews with pupils. They also have their own external phone line, access to our systems, computer and are able to chat to staff and pupils as needed. Other facilities are also made available for group work sessions with pupils.
1I. Young peoples' progression plans are tracked and their destinations help inform				Careers Tracker and Post-16 application database created by one of the careers coordinator's in line with the requirements of school. A second tracker was also created to ensure that Mploy staff would
				See presentation to Y11.pptx
				See 1F tracker and destinations Action plan example Action plan list example

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CEIAG provision	R A G	<p>have access to real-time application information from others in the team. Both systems have search facilitates programmed, queries for grouping pupils and relevant core information for pupils. Both also display the status of pupils regarding their post-16 applications and identify which pupils need ongoing support and intervention.</p> <p>The careers tracker designed for career interviews also means that from meeting to meeting, whichever advisor sees them a full history of meetings and action points can be retrieved. Also at the end of each interview an action plan is created, given to the pupil and stored electronically.</p>		<p>This is available for the September Guarantee for Wirral LA and is available here, showing the main destination routes of our pupils and those who have done A Levels at Sixth Form Colleges, School Sixth forms, Vocational courses or Apprenticeships.</p> <p>We have 9 NEET (one of whom left the area) which shows nearly 97% of our pupils successfully transitioned to Post-16 studies – an increase of 7% from data available in 2014. (https://www.compare-school-performance.service.gov.uk/school/138853)</p> <p>Destination Routes doc</p>

Unit 1 - Management and Leadership

Complete for Stage One and Three

	Date submitted:			Date submitted:
Criteria	Stage One			Stage Three
	Evidence			Evidence
	Self Assessment rating			
	R	A	G	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber, to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p> <p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a statement of how you feel you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
				<p>These are also followed up each academic year to ensure that pupils have made successful transitions (if Post-16 providers provide us this information).</p> <p>Data passed to Wirral LA re their September Guarantee – also passed in June as provisional, so data is available easily and interventions can be put in place.</p>
1J. Adequate financial resources are allocated to ensure comprehensive CEIAG provision for young people				<p>Each year the school allocates a budget for CEIAG which is above that needed to employ MPloy Solutions, leading to other resources being able to be purchased and made available for pupils to enhance provision.</p> <p>As a school we contract MPloy Solutions for £21245</p> <p>See 1A for full new (and old) contract.</p>

Unit 1 - Management and Leadership

Complete for Stage One and Three

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	R	A	G	
				each year. This consists of Work Experience of £10920.00 Enterprise days £950 Careers £9375
1K. There is a structured approach to evaluating CEIAG provision, using feedback from stakeholders, which informs future planning.				The main events which are run in school for CEIAG (ie Enterprise Days, Careers Convention, Aspirational Careers Workshop) feedback is given by pupils and attendees / businesses. Action Plan Formal feedback needs to be gained from pupil re 1:1 interviews from MPloy.
				Sample Pupil Survey of careers interviews for 1:1 interviews MPloy survey results attached Also surveys from Pupil Premium Careers Workshop Pupil Evaluation of Y11 Careers Workshop Results day parent feedback See School Council Minutes

Unit 1 - Management and Leadership

Complete for Stage One and Three

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	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; color: white; padding: 5px; text-align: center;">R</div> <div style="background-color: yellow; color: black; padding: 5px; text-align: center;">A</div> <div style="background-color: green; color: white; padding: 5px; text-align: center;">G</div> </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber, to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a statement of how you feel you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>

Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

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	Stage One		Stage Three
	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: orange; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
2A. All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards.		<p>All pupils (Y7-11) are able to sign up for career interviews or group work sessions on a self-referral basis.</p> <p>CIC/LAC pupils in Year 7-11 have all had a Careers Interview with Mploy Solutions in academic year 2015/16, and this is scheduled for ongoing years.</p> <p>We have employed MPlay Solutions for dedicated AEN(SEN/ASD) 8 days in 2016/17 – an increase from 7 days in 2015/16 and 5 in 2014/15. 2017/18 has 8 days as well.</p> <p>Careers Education has been audited externally by</p>	<p>Sign up sheets for self referral</p> <p>Schedule for CIC/LAC pupils</p> <p>DGA Pupils names need to be identified and put on sheet for CIC</p> <p>Schedule for AEN days on calendars</p> <p>MPlay audit (2D) and Wirral Audit (1C)</p> <p>See Partner Contribution Forms for G&T / PP days etc.</p> <p>Support booklet for Y11</p>

Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

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		<p>Wirral Local Authority and MPloy Solutions. A programme of study has been created to be delivered in each year group inline with current guidelines.</p> <p>Careers staff are also involved with Annual Reviews for AEN pupils and TAFs (when required).</p> <p>We also offer G&T and Pupil Premium visits to universities, a taster session at Weatherhead High School for pupils interested in A Levels and a Pupil Premium aspirational careers workshop with professionals from local Rotary Clubs, where</p>	<p>Evidence added for PP Careers Worskhop</p> <p>Various copies of sections of the agreement with MPloy Solutions, showing the increase in arrangements of days of provision, the arrangement for work experience provision and matrix accreditation.</p> <p>Mploy are Matrix Accredited are all advisors are trained to a relevant standards. See http://www.mploysolutions.com/bl and http://www.mploysolutions.com/meettheteam.php</p> <p>Overview of CEIAG (internal provision) document (see 1A)</p>


Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

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		<p>pupils get the chance to ask questions to Rotarians about their jobs in a small-group setting.</p> <p>All year groups also invited to an annual Careers Convention where over 63 employers and further education providers come to school and pupils can chat to them.</p> <p>Work with Job Centre Plus</p>	<p>Our offer is also shown in the school prospectus' and overviews are offered to parents in in Year 8 option evenings and Year 10 and 11 Parents evenings where staff are available.</p> <p>There is also a link to MPloy, our independent careers service</p> <p>See LJM U documentation for Y9-11</p> <p>See Junior University Summer Programme for Pupil Premium Pupils</p>
2B. CEIAG provision takes account of diversity and equality of opportunity ,		Pupil Premium pupils receive additional support through the Aspirational Careers Workshop, visits to universities and supported programmes	See 2A – Rotary Speed-dating and partner contribution form

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raises aspirations and promotes social mobility		<p>through their mentors.</p> <p>We ensure that every Pupil Premium pupil visits a university, some for over-night stays throughout their time with us.</p> <p>Pupil Premium pupils are also a focus group for the taster session at Weatherhead High School for pupils interested in A Levels and a Pupil</p> <p>We also run a dedicated Premium aspirational careers workshop with professionals from local Rotary Clubs, where pupils get the chance to ask questions to Rotarians about their jobs in a small-</p>	<p>Write up about John Moores university workshops in July 2017</p> <p>See 2A for LJMU documentation for Y9-11</p> <p>See 2A for Junior University Summer Programme for Pupil Premium Pupils</p> <p>Reaseheath trip and Colleg Cambria for PP pupils</p> <p>Dedicated Tracking section of the Tracker for applications</p> <p>Dedicated tracking section on Careers database to ensure all pupils have been seen</p>

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		group setting.	
2C. Careers education is impartial, accurate and current and includes all option choices and qualifications 		<p>This is generally provided by Mploy Solutions but additional advice is offered by Wirral Met each week through their student advisors. We also offer opportunities where pupils can experience A Levels through going to Weatherhead High School, ongoing work with the Rotary Club and the Careers Fair.</p> <p>We also have a number of online programmes that pupils can access which provide up to date option choices with qualification requirements.</p>	<p>See Partner Contributions (2A)</p> <p>Wirral Audit (1C)</p> <p>Pupils have access to</p> <ul style="list-style-type: none"> Animods Careers Explore Kudos U-Explore <p>Photograph of careers library</p>

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		<p>Our external audit by Wirral Council in March 2016 confirms this.</p> <p>Advice is offered as appropriate to pupils regarding Post16 College and University pathways, as well as different levels of Apprenticeships and other routes. Application forms are available and prospectus in the careers library and apprenticeships are advised via Form Tutors when they are available. We also subscribe to Mploy Youth – an apprenticeship seeking services which aims to match young people to an apprenticeship provider – if that is what they are after.</p>	<p>Post-16 routes handout</p>

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2D. There is a curriculum/learning framework in place for all learners, with a planned set of learning outcomes		<p>Careers Education has been audited externally and a programme of study has been created to be delivered in each year group.</p> <p>Action Plan</p> <p>This programme is to be reviewed for 2016/17 to ensure that pupils in Year 8 and 9 are given access to relevant impartial and independent careers guidance and as the delivery of PSHCEE is being restructured for 2016/17 this needs to be ensured it is built into curriculum.</p>	<p>Schemes of Work</p> <p>Overview of units and considerations behind them (see 2E)</p> <p>Mploy Audit</p>

Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

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<p>2E. The careers education programme includes:</p> <ul style="list-style-type: none"> ✓ Decision Making ✓ Self Awareness ✓ Career Exploration (including LMI) ✓ Employability Skills and Career Management <p>and which is reflected in the learning outcomes</p>		<p>The Careers programme flows through all of the work we do in Work Related Learning.</p> <p>The Enterprise Programme has a focus on Decision Making in all of its activities, and there is a decision making game in the Year 10 Scheme of Work.</p> <p>Pupils complete regular pupil voice surveys around throughout subjects about their learning. They also have 1:1 guidance interviews, and workshops which help them in self-reflection.</p> <p>Pupils explore the LMI through the careers board and online programmes.</p> <p>Pupils have a focus on transferable skills which is part of the teaching and learning policy of the school. These are employability skills such as personal learning and thinking skills, Enterprise Skills for Work etc.</p>	<p>Revised Y10 SOW to incorporate outside speakers. More relevant. (see 2D SOW)</p> <p>Evaluation of Year 8 SOW by pupils</p> <p>Survey after 1:1 interviews – also see 1K</p> <p>Cross Curricula links for PPTs</p> <p>Teaching and Learning Policy – page 4</p> <p>See LMI display example</p>

Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

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		<p>Additionally schemes of work for PSHCEE have also reflected these.</p> <p>Year 7 reflect on jobs in the marketplace, career paths and what pupils need to do to achieve their goals.</p> <p>Year 8 focus on LMI, discrimination and enterprising skills,</p> <p>Year 9 look at transitions and budgets,</p> <p>Year 10, LMI, Work Experience, Changes of jobs</p> <p>Year 11, CV writing, Mock interviews</p>	<p>See Year Group Careers Education document</p>

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2F. Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff		<p>Staff throughout the school see the value of Careers Education, the week's Work Experience, programmes of study in PSHCEE and events like the Careers Workshops and Enterprise Days, where pupils get to meet business leaders.</p> <p>Careers skills / Enterprise Skills for learning feature as an element of our transferable skills section of our teaching and learning policy, and staff are expected to make relevant use of these in lesson.</p> <p>With the focus of Personal Learning and Thinking skills often Careers has a focus on the purpose</p>	<p>See Cross Curricula</p> <p>See 1K – Student council minutes</p> <p>See Work Experience review</p> <p>Needs some extra evidence</p>

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		<p>for the activities we do in lesson.</p> <p>Staff have commented how Enterprise Days' support the learning in the classroom.</p> <p>We also aim to timetable the same staff each year for Careers teaching, so there is continuity in delivery. This also leads to cohesion in delivery.</p>	

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	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 100px; background-color: red;"></div> <div style="width: 20px; height: 100px; background-color: orange;"></div> <div style="width: 20px; height: 100px; background-color: green;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
2G. The careers education programme is differentiated to meet the needs of young people with additional needs		<p>On 1:1 interviews the Careers team have access to pupils AEN coding and support for this. CIC/LAC pupils in Year 7-11 have all had a Careers Interview with Mploy Solutions in academic year 2015/16, and this is scheduled for ongoing years. We have employed MPloy Solutions for dedicated AEN(SEN/ASD) 8 days in 2016/17 – an increase from 7 days in 2015/16 and 5 in 2014/15. Work experience visits are also appropriate to pupils needs, and support is offered to employers where necessary to ensure that placements are successful. Subject staff deliver work appropriate to the classes they teach in their PSCH EE lessons.</p>	<p>See days for AEN on calendars (2A)</p> <p>See list of work ex with AEN pupils</p>

Unit 2 - Design and Delivery of CEIAG - Complete for Stage One and Three

Criteria	Date submitted:		Date submitted:
	Stage One		Stage Three
	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 100px; background-color: red;"></div> <div style="width: 20px; height: 100px; background-color: orange;"></div> <div style="width: 20px; height: 100px; background-color: green;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You <i>must</i> produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
2H. Regular monitoring and evaluation processes sample the views of staff; young people, parents/carers; guidance professionals, external partners and inform the CEIAG provided		<p>We also have had our policy reviewed as part of Wirral Local Authority audit in 2016, and MPloy independent review of the services the school offer in 2014.</p> <p>All visitors are asked for formal or informal feedback so we can develop our programme effectively.</p> <p>We also hold the award 'Recognition of Quality Award for WRLEE and Work Experience'. Both Awarded by Compact.</p> <p>We also held the Connexions Career Education and Guidance Award.</p> <p>Action Plan</p> <p>Further Pupil Voice is needed at the of units taught in lesson.</p>	<p>Wirral Audit (1C)</p> <p>Mploy Review (2D)</p> <p>See Parent Feedback in (1K)</p> <p>See PP Careers conference feedback (1K)</p> <p>See JCP evaluation (2H)</p> <p>See school website for awards – http://www.woodchurchhigh.com</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: yellow; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed..</p>
3A. The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision		<p>We have regular work with MPloy Solutions, Birkenhead Rotary Club, various businesses represented at Year 10 Enterprise Days, Post-16 colleges and sixth forms, such as Weatherhead High School, Wirral Met and have many groups come for drop-ins at lunch times and assemblies.</p> <p>We have also worked with a number of local primary schools building up CEIAG provision with them.</p> <p>Additionally we have worked with the University of Chester, Hope University, John Moores</p>	<p>See partner contribution form 2A</p> <p>Popstars events for local Primary Schools</p> <ul style="list-style-type: none"> - Woodchurch Road Primary School - Higher Bebington - Woodchurch C of E - Dawpool - Bidston CE Primary - St Andrews CE Primary - Fender Primary - Overchurch - Prenton Primary <p>See calendar (1A)</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

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		University, and Liverpool University.	<p>See Form Visits (1A)</p> <p>See Partner Contribution form</p> <p>Sixth form partner list</p> <p>Careers Convention partner list</p>
3B. Internal staff and external partners understand their roles and there are agreed systems for assessment, referral and information sharing that are being used to		<p>Structures are set and the team works collaboratively to ensure that pupils achieve the best CEIAG guidance that they can.</p> <p>Work also takes place across schools as necessary, with Dual Registered Pupils receiving</p>	<p>See Flow Chart (1B)</p> <p>Email from Mosslands showing us following up potential NEETS who are on role, but educated at other schools.</p> <p>Email showing tracking of pupils offsite to try and</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

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ensure that young people receive appropriate support. These are monitored and reviewed at least annually		<p>independent interviews at their other schools, and feedback given to us.</p> <p>We also directed MPloy Solutions to provide home visits to pupils who are educated off-site having obtained this information from our tracker sheets to ensure that they had suitable independent career guidance.</p>	minimise NEETS with MPloy Solutions (See list of Offsite pupils as well)
3C. Appropriate systems are in place if a young person disengages or is at risk of disengaging from learning, to enable partners/agencies to work collaboratively to re-		<p>Our school tracking system has reduced the danger of NEETs, and there are dedicated days MPloy and our staff have for trying to reduce NEET figures at the end of this academic year.</p> <p>In 2015/16 only one pupil from 267 had not</p>	<p>See Destination Data (1F)</p> <p>We have also worked with JCP with Pupil Premium and LAC pupils in Year 11(2H)</p> <p>Additionally we have worked with two groups (one in</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

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engage young people to prevent long term disengagement		<p>applied, however there was a danger of this being 8.</p> <p>In 2016/17 there are two pupils we do not know about – one has refused any support and the other has moved to Southern England and we have no contact details for her.</p> <p>We offer alternative placements for pupils and have provided support for these pupils by directing Mploy Solutions to visit these pupils with our staff. That way independent career guidance was given.</p>	<p>Year 7 and one in Year 8) with an aspirational careers workshop of 10 weeks (x2) with Careers Connect.</p> <p>Targeted Careers guidance through 1:1 interviews See Offsite pupil list (3B)</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

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		<p>We have offered 1:1 post-16 destination routes visits with vulnerable pupils.</p> <p>We also directed MPloy Solutions to provide home visits to pupils who are educated off-site having obtained this information from our tracker sheets to ensure that they had suitable independent career guidance.</p>	
3D. The contribution of partners is evaluated and used to develop future provision		<p>The main events which are run in school for CEIAG (ie Enterprise Days, Careers Convention, Aspirational Careers Workshop) feedback is given by pupils and attendees / businesses. Informal feedback from pupils helps us move</p>	<p>See Evaluations in 1K</p> <p>LBA Have we got any notes about meetings with norma?</p>

Unit 3 - Working with Partners

Complete for Stage One and Three

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		<p>our 1:1 IAG forward each academic year.</p> <p>We have regular meetings with Mploy, both daily informal meetings with the advisors in, and at least half yearly meetings with Norma, their MD to discuss how things are going and what needs to be done to enhance the work done.</p>	

Unit 4 - Information and Communication

Complete for Stage One and Three

	Date submitted:		Date submitted
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Criteria	Self Assessment rating	Evidence	Evidence
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4A. All young people are informed of and have access to current, careers information resources in formats suitable to their needs and requirements, that is organised in a way that is easy to identify and locate		<p>The school has purchased the software</p> <ul style="list-style-type: none"> • Career Explore • Ani-mods • Kudos • U-Explore <p>Pupils also have regular assemblies from Post 16 providers, drop in's at lunch time and a well resourced Careers Library with application forms, prospectus' and market information available to pupils.</p>	<p>See 1H for presentation to pupils</p> <p>Also see Y10 Work Experience presentation</p> <p>See Work experience booklet</p> <p>See also calendars in 1A</p>
4B. All young people gain skills and knowledge to be able to access impartial up to		<p>MPloy solutions cascade relevant local labour market information and this information is passed onto forms.</p>	<p>Display in library</p> <p>See email about apprenticeships (sample)</p>

Unit 4 - Information and Communication

Complete for Stage One and Three

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date careers and labour market information resources at appropriate times		<p>Information is also passed from our Wirral Local Authority link and this is also passed on as relevant.</p> <p>We also circulate emails regarding apprenticeship and other opportunities to form tutors to advertise to pupils.</p> <p>Action Plan We need to develop a jobs board and ensure that pupils understand the Local Market Information.</p>	
4C. Guidance professionals		CPD is taken up from staff at WHS as necessary,	See CPD log in 1D

Unit 4 - Information and Communication

Complete for Stage One and Three

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can access appropriate resources to support their activities		<p>but MPloy also ensure that their staff have relevant resources and CPD. MPloy advise all staff are required to be trained to having at least level 6 Careers Guidance Qualification</p> <p>One of the careers coordinators at school has a Diploma in Careers Education.</p>	See MPloy Training 1A

Unit 4 - Information and Communication

Complete for Stage One and Three

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4D Information resources are managed, reviewed and evaluated (including feedback from users) and is updated as required		<p>We do explain to pupils use the resources on offer and demonstrate their use in PSHCEE lessons (especially with the ICT software) to help them make informed choices of what is available to them.</p> <p>We also regularly update the careers library and ensure that up to date application forms are available for all of our post-16 providers.</p> <p>Action Plan</p> <p>At the end of each unit of work for Careers Ed we need to complete a pupil voice and staff survey to ensure that the units objectives and outcomes have been understood and met.</p>	<p>See evaluations in 1K</p> <p>See pupil voice questionnaires 2E</p> <p>Pupil evaluations of Year 11 day</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 20px; height: 100px; background-color: red;"></div> <div style="width: 20px; height: 100px; background-color: yellow;"></div> <div style="width: 20px; height: 100px; background-color: green;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> R A G </div>	Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
5A. Young people understand the relevance of CEIAG and use this understanding to help manage their own personal and career development		Pupils speak very highly of the experiences they have with CEIAG and take up opportunities offered (ie visits to universities, colleges, 6 th form, Reeseheath etc.)	Interview with pupils will show this
5B. Young people are involved in individual reviews with teachers and tutors at key times which assist with their transition plans and continuing development needs.		<p>Action plans written after each careers interview and passed to pupils as well. Targets are also set to help pupils achieve what they discussed.</p> <p>We also complete half-termly target setting with pupils, helping ensure that they achieve their goals to achieve their required grades.</p>	<p>Action Plan sample</p> <p>See examples of reports</p> <p>Need examples of pledge books</p> <p>See newsletters about Year 8 options day</p> <p>School calendar re parents evening</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
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		<p>We have pledge books throughout the school which help focus pupils throughout their school lives about reaching relevant objectives which will help them towards the world of work.</p> <p>We have an options day in Year 8 where pupils and parents can chat to staff and MPloy Solutions about courses offered and how these may help them for future careers,</p> <p>Every pupil has three reports each year which go home and two parents evening.</p> <p>Pupil Progress Leaders and Assistant Pupil</p>	<p>DGA/LBA Print report schedule</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

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		Progress Leaders also monitor pupils progress and wellbeing through their time with us and intervene where best to help ensure all pupils achieve their potential.	
5C. Young people have clear, reasoned goals and can recognise barriers to achieving them		<p>Action plans written after each careers interview and passed to pupils as well.</p> <p>Mploy staff have dedicated days for AEN reviews in Year 11, and Year 10 where possible, where they often meeting with parents to discuss CEIAG.</p> <p>A large number of pupils who are Pupil Premium</p>	<p>See action plan sample (5B)</p> <p>See calendars (2A)</p> <p>Samples of Pupil Profiles, with pupils self-setting targets on file.</p> <p>See comment from Pupil Premium Team</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 100px; background-color: red;"></div> <div style="width: 20px; height: 100px; background-color: yellow;"></div> <div style="width: 20px; height: 100px; background-color: green;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
		<p>have agreed Pupil Profiles, where they set themselves targets, are assigned a mentor and then guided through whatever their targets are.</p> <p>Pupils with EHCP have agreed targets with their parents/carers, pupils and staff, and these are reviewed on at least an annual basis, with meetings with parents.</p> <p>Pupils set themselves targets each term as part of the Woodchurch Pledge which focus on all aspects of the pupil, from helping someone else through to attendance and academic targets. These are regularly reviewed with an awards</p>	<p>See EHCP email</p> <p>Get examples of pledge booklets (see 5B)</p> <p>Examples of full reports (5B)</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 20px; height: 100px; background-color: red; position: relative;"> R </div> <div style="width: 20px; height: 100px; background-color: yellow; position: relative;"> A </div> <div style="width: 20px; height: 100px; background-color: green; position: relative;"> G </div> </div>	Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
		<p>ceremony at the end of the year.</p> <p>All full reports also have clear targets on for all pupils which show how to improve.</p>	
5D. Young people are able to take responsibility for accessing impartial and independent IAG		<p>Pupils have a self-referral system for 1:1 IAG interviews, and are able to have as many interviews as they would like.</p> <p>Some pupils have also sought advice after MPloy have finished their annual work with us, and we have been able to get independent advice over the phone from MPloy.</p>	<p>Information booklet about offer to pupils (6A)</p> <p>ACA Information needed about the Vauxhall apprenticeship (Sept 2016)</p> <p>Sign up sheets (2A)</p>
5E. Young people are aware of financial implications of		While all the options are being discussed pupils are aware of alternatives ie Apprenticeships, as	See routes and finances pptx

Unit 5 - Outcomes for Young People Complete for Stage One and Three

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	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 20px; height: 100px; background-color: red;"></div> <div style="width: 20px; height: 100px; background-color: yellow;"></div> <div style="width: 20px; height: 100px; background-color: green;"></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> R A G </div>	Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
post 16 (including post 18) learning		well as having information about projected earnings through A Levels or University routes.	
5F. Young people are involved in the evaluation of CEIAG provision and feedback is used to inform future planning		<p>Informal feedback is positive from pupils however after Enterprise Days formal feedback is sought which si very positive.</p> <p>We have raised the amount of days provided by our service provider for careers education from 50 to 75 over four years in response to pupils desire for more provision and support. We also now provide more provision in May as pupils were saying that they needed this for last minute changes to courses.</p>	<p>See 4D and 1K for evaluation</p> <p>See calendars for increase in 1A</p> <p>See year 7 and Year 10 Enterprise evaluations</p>

Unit 5 - Outcomes for Young People Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	<div style="display: flex; flex-direction: column; align-items: center;"> <div>Self Assessment rating</div> <div style="display: flex; justify-content: space-around; width: 100px;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: yellow; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; width: 100px; margin-top: 5px;"> RAG </div> </div>	Evidence Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook	Evidence In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this. In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.
		Action Plan Formal feedback needs to be gained from pupil re 1:1 interviews from MPloy and then acted on.	

Unit 6 - Involving Parents and Carers

Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: yellow; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
6A. Parents and carers are informed of the range of careers information, advice and guidance support available for young people by the learning provider		<p>Parents and carers are invited to the Careers Convention to meet a wide range of post-16 providers, employers and MPlay. Some post-16 providers and Mplay are available at Year 11 parents evening.</p> <p>Some parents have also attended their pupils Careers interviews if the pupil and school have felt that that is helpful and appropriate.</p> <p>Information packs are also posted home to parents.</p> <p>These are also uploaded to our website for</p>	<p>DGA Careers booklet – see 2A</p> <p>Offer to Year 11</p> <p>Careers webpage from school website</p> <p>Newsletter</p>

Unit 6 - Involving Parents and Carers

Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: orange; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
		pupils and parents to access, and there are newsletter articles in our half termly newsletter when necessary.	
6B. Parents/carers receive information in a suitable formats, including information about pathways and progression routes for their son/daughter		Whilst most of this comes from post-16 providers in a variety of formats, the school does have a section on its website showing the options and highlighting the services we offer.	<p>DGA List of websites to providers</p> <p>See 6A for website</p>
6C. The learning provider helps parents and carers to support their children to implement career and learning decisions		Parents and carers are invited to the Careers Convention to meet a wide range of post-16 providers, employers and MPLOY. Some post-16 providers and MPLOY are available at Year 11	<p>See evaluations in 1K, 2E, 4D</p> <p>Careers fayre</p>

Unit 6 - Involving Parents and Carers

Complete for Stage One and Three

	Date submitted:		Date submitted
	Stage One		Stage Three
Criteria	Self Assessment rating	Evidence	Evidence
	<div style="display: flex; justify-content: space-around;"> <div style="background-color: red; width: 20px; height: 100px;"></div> <div style="background-color: yellow; width: 20px; height: 100px;"></div> <div style="background-color: green; width: 20px; height: 100px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> R A G </div>	<p>Provide details of the evidence you have which supports meeting each of the criteria and rate yourself against this You must produce an action/s if you have rated yourself (R) Red or (A) Amber to help you move to (G) Green. All actions must be detailed on the Inspiring IAG Action Plan at the end of this workbook</p>	<p>In order to submit for the Stage Three assessment for the full award, you must be satisfied that you are meeting each of the criterion and that where you rated your provision as amber or red that you have completed the actions you identified to address this.</p> <p>In this section provide a bulleted statement of how you meet the criteria and LIST the evidence which support this. If necessary refer to the evidence you recorded at stage one but it is important that you note if any changes have taken place since this was completed.</p>
		<p>parents evening.</p> <p>Some pupils have also attended their pupils Careers interviews if the pupil and school have felt that that is helpful and appropriate.</p> <p>Information packs are also posted home to parents.</p>	<p>Wirral Met and Weatherhead Sixth Form at school for Year 11 parents evenings and form tutor evening,</p> <p>Careers convention information</p> <p>Y11 offer (see 6A)</p>
6D. Parents and carers are given the opportunity to provide feedback on the learning provider's CEIAG provision		<p>This is true after large events (ie Careers Convention)</p> <p>Action Plan</p> <p>This needs to be reviewed at the end of each</p>	See 1K – results day parent feedback

Unit 6 - Involving Parents and Carers

Complete for Stage One and Three

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		year with the Year 11's leaving.	

