



The Quality in Careers Standard Annual Review (MARK 4)

Organisation: Woodchurch High School, Church of England Academy

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Present at the Review:

Mentor:

Date:

Unit 1 – Management & Leadership –
Gatsby Benchmark 1 – A stable careers programme

Unit 2 – Design and Delivery of CEIAG
Gatsby Benchmark 2 – Learning from careers and labour market information
Gatsby Benchmark 3 – Addressing the needs of each pupil
Gatsby Benchmark 4 – Linking curriculum learning to careers
Unit 3 - Working with Partners including Employers
Gatsby Benchmark 5 – Encounters with employers and employees
Gatsby Benchmark 6 – Experiences of workplaces

Gatsby Benchmark 7 – Encounters with further and higher education
Unit 4 – IAG (Information, Advice and Guidance)
Gatsby Benchmark 8 – Personal Guidance



The provides external assessment to consider the quality and evidence that you are making progress with / or meeting the benchmarks. The award also looks at elements that go BEYOND the benchmarks as part of a quality assurance process and assessment. The award will assess your evidence and as such COMPASS will be part of the evidence requirements.

The Quality in Careers Consortium who oversee the licensing arrangements have also mapped The Quality in Careers Standard against the Gatsby benchmarks. These are available on the website: <http://www.qualityincareers.org.uk>

The Quality in Careers Consortium explain the differences:

Please note that whilst the ‘Gatsby Benchmarks’ describe the components (Benchmarks 2-7) of a stable careers programme (Benchmark 1), the national licensing criteria for the Quality in Careers Standard define the organisational, professional and curriculum development and accountability processes that underpin quality (and thus must be externally assessed by Licensed Awarding Bodies).¹

Once assessing the final stage of the award achievement:

there will be 3 potential outcomes, two of which are positive

The Quality in Careers Standard – Making good progress (MGP) towards fully meeting the Standard (incorporating Gatsby Benchmarks)

The Quality in Careers Standard – Fully meets the Standard (FMS) - incorporating fully achieved all 8 of the Gatsby Benchmarks.

The Quality in Careers Standard - Making insufficient progress towards fully meeting the standard - in this case the award will not be issued. A development plan will be put in place that will be time bound to see if the standard can be met.

1 The Quality in Careers Standard: Good Career Guidance (The Gatsby Charitable Foundation, 2014) and how this relates to the Quality in Careers Standard, October 2017.

COMPASS REPORT (Gatsby Benchmarks)	How many Gatsby Benchmarks are fully being met according to the COMPASS report? (list the Benchmarks this applies to)	How many Gatsby Benchmarks are partially being met according to the COMPASS report? (list the Benchmarks this applies to)	How many Gatsby Benchmarks are NOT being met according to the COMPASS report? (list the Benchmarks this applies to)
COMPASS report Stage 1 – Date:	Stage 1, 2 & 3 were achieved prior to the Gatsby Benchmarks and Compass review. Please our attached sample of reports from: -8.2.18		
COMPASS report Stage 2 – Date:			
COMPASS Report Full Award – Date:			

	-11.7.18
	-12.3.20

Background information: Woodchurch High School Church of England academy

Type of school (Primary, Secondary):	SECONDARY 11-16	Number on roll:	1,440 approx.
Status (VA, VC, Foundation, Academy):	ACADEMY (CofE)	School's Unique reference number:	138853
Local Authority:	WIRRAL	Date of last Section 5 Inspection:	JULY 2012 (Graded: Good)
Diocese:	DIOCESE OF CHESTER	Date of last Section 8 Inspection:	April 2016 (Graded: Good)
		Date of last Section 48 Inspection:	July 2016 (Graded: Outstanding)

Woodchurch High School is a highly successful, larger than average fully inclusive 11-16 comprehensive school. Wirral is an Authority with selective education: four Grammar Schools and a further three schools with entrance examinations. School is consistently over-subscribed, ranked as the eighth most over-subscribed school in Merseyside (2018) and most over-subscribed school on the Wirral, despite annually falling rolls overall for the Authority (e.g., since 2015, school has had more 1st, 2nd and 3rd preferences than any other school in the Authority, hearing no fewer than 60 appeals every year since 2016). 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 2019/20 this had risen to 4.4%. Only 1.1% use English as an additional language. Currently those children in receipt of the Pupil Premium stands at 41% of the school population. The estate on which school is situated contains three LSOAs ranked within the top 10% of the most deprived neighbourhoods in the country. The school has been an academy (SAT) since 2011 and became a 'full' Church of England Academy (having previously been 'A School with a Church of England Trust') in April 2014.

Unit 1 – Management & Leadership
Gatsby Benchmark 1

Gatsby Benchmark 1 – A stable careers programme

	RAG Rating (R/A/G)	Annual Review – please note any updates and changes in the <u>right-hand column</u> . Also add any actions or developments you propose to take forward. Use the RAG rating system to guide what needs to go into your planning. There <u>must</u> be action points for any criteria that is <u>Red and Amber</u> .		
GB1.1 Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and			<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(Was 2A) Do 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</i></p>	<p>Our CEIAG programme is written down, and approved by the board of governors. It also has the explicit backing of the senior leadership team. In addition to this, the programme is systematically monitored and includes both strategic and operational elements. There are also resources allocated to the programme.</p> <p>We have an Overview of CEIAG (internal provision), which leads our careers programme. This ensures our structure is stable and consistent. It also allows us to ensure that each year group has access</p>

<p>appropriately trained person responsible for it</p>				<p><i>independent careers guidance from year 8 onwards.</i></p>	<p>to a careers programme that is tailored to their point in education. It is reviewed by informed feedback from all.</p> <p>We have a specific provision for our identified groups such as potential NEET pupils, SEND pupils, Pupil Premium Pupils etc.</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. Next year, it will be offered at our Year 9 options evening as we change to a 2 year GCSE option.</p> <p>Our internal careers team include Rev L.Bannon who holds a Dipolma in Careers education, awarded by Nottingham Trent university. Rev Lyndon Bannon (SLT) has oversight of CEIAG on a daily basis offering support and guidance to pupils. Miss Lauren Quigley is the careers co-ordinator and assists with the delivery and planning of CEIAG, arranging assemblies and drop ins, workshops for pupils and helps monitor the day to day running of the MPLOY Solutions Careers team, she is managed by Rev. Bannon.</p> <p>Mrs Dianne Garrett, and Mrs Allison Cashmore offers administrative support for references and staff, they also help with organising the careers interviews to maximise Mploy's time with pupils. In addition to this, we have a level 3 SEND TA who supports the careers provision for our SEND pupils, Anne Smith.</p> <p>We have a full -time lead advisor from Mploy solutions – Mrs Joanne Thomlinson, who delivers 1:1 interviews with pupils, along with group</p>
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				<p>sessions. Joanne Thomlinson holds a Diploma in Careers Guidance (Level 7) and a BA degree with honours.</p> <p>MPloy, our independent careers service, 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>Various copies of sections of the agreement with MPloy Solutions, show an increase in arrangements of days of provision, the arrangement for work experience provision and matrix accreditation, across the year groups.</p> <p>In our latest OFSTED inspection, it was stated in the report that ‘Pupils benefit from effective careers guidance.’</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • School careers calendar including schedule for LAC/CIC and AEN pupils • Signup sheets for self-referral to careers advisors • Group sessions led by careers advisor • MPloy audit and Wirral Audits • See Partner Contribution Forms for G&T / PP days etc. • Support booklet for Y11 • LJMU documentation for new futures programme Y9-11 • See Junior University Summer Programme for Pupil Premium Pupils • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED inspection report
GB1.2 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><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 1C). Is there an up to date written CEIAG Policy in place that reflects:</i></p> <p><i>The core mission of the Learning Provider</i></p>	<p>The Careers, Enterprise and Work Related Learning policies are reviewed on an ongoing basis and ratified by the school governors. We also have had our policy reviewed as part of the Local Authority audit and MPloy independent review of the services the school offer each year.</p> <p>Our most recent policy review was in 2019 .Code of Practices amended and Gatsby Benchmarks included, this has been approved by school governors. There is also a review date for the policy.</p>

			<p><i>The current policy context including relevant legal responsibilities</i></p> <p><i>And the key features of the learning and employment systems that students can access.</i></p> <p><i>(was 1Ci) There is an annual careers plan / programme (this is different to your Policy)</i></p> <p><i>Programme – what is your offer on your website?</i></p> <p><i>Plan – plan of delivery and how you will meet Gatsby?</i></p> <p><i>(Was 1cii Mark 3/ 3B Mark 2)</i></p> <p><i>You have published your Provider Access Policy and can demonstrate access to a range of providers</i></p>	<p>As stated in our Careers Policy:</p> <p>The aims of Careers Education are:</p> <ul style="list-style-type: none"> · Self development; · Career exploration; · Career management. <p>As such, the components of an effective Careers Education and Guidance programme are:</p> <ul style="list-style-type: none"> · 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>Our school website offers an extensive programme, which can be accessed by all pupils, and highlights the provision offered to ALL pupils at Woodchurch High.</p> <p>It includes our strategic information, partnership agreements, HEI evaluations, the Gatsby Benchmarks, Our compass assessments, Destinations data, our awards, careers information and guidance, an outline of our provision and plans for the year, our careers interview schedules, our surveys, our NEET information, Application, apprenticeship and CV writing information, Labour Market Information, Volunteering information, visits information, useful websites, curriculum information, our policies, skills by subject, STEM subject information, Work Related Learning, work experience, Enterprise education, and travel and transport information to inform</p>
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			<p>our pupils of the relevant travel information to their work placements or post 16 providers.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> The following Policies are published on the school website, along with other key documents at: https://www.woodchurchhigh.com/careerspp.php -Provider access policy -Careers education and guidance policy -Equality policy -Enterprise education Resources on our school website Tracker tool Activity log Compass assessments ratified by Wirral chamber of commerce 'Implementing the plan' document CEIAG calendar
GB1.3 The school's programme should be regularly evaluated with feedback from pupils, parents, teachers and			<p>We evaluate our careers programme through:</p> <ul style="list-style-type: none"> -Pupil voice -Parent voice at parent's evenings -Parent voice after aspirational evenings/careers convention

employers as part of the evaluation process				<ul style="list-style-type: none"> -Feedback from employers/post 16 providers at careers convention -Feedback from employers who attend 'meet and greet' breakfast mornings. -Regular review meetings with careers team staff/ teachers -Feedback from employers at drop down days <p>Feedback from programmes such as Shaping futures, Youth Federation, the Liverpool City Region and the Wirral Chamber of commerce informs the planning of our careers provision.</p> <p>Careers interviews are reviewed by pupils using survey monkey, along with drop down days/events reviewed by pupils and collated to be reviewed by careers team.</p> <p>Teachers also feedback to careers team how effective external sessions/assemblies/discussion groups are, so this can inform future planning.</p> <p>In our latest OFSTED inspection, it was stated in the report that 'Pupils benefit from effective careers guidance.'</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> ● Pupil voices ● MPLOY pupils voice e.g careers interviews ● MPLOY reviews and feedback ● MPLOY audit ● Agreements with shaping futures programmes ● Agreements with Wirral Chamber of Commerce ● Agreements with Liverpool City region. ● OFSTED report 2020 ● Parents evening feedback forms ● Careers fair feedback from employers ● Annual programme evaluation meetings led by careers team at the end of an academic year to determine future plans.
<p>QC 1.1(i)</p> <p>Ensuring that the governing body provides clear strategic advice so that the learning provider's senior leadership team have a clear and effective strategy for developing and implementing the careers programme</p>			<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 1G) There is an annual report to the Governing Body or equivalent, on CEIAG provision, including young peoples' destinations</i></p> <p><i>(was 1Gi) There is support from the Governing body and a named lead governor who is</i></p>	<p>Our CEIAG programme is written down, and approved by the board of governors. It also has the explicit backing of the senior leadership team. In addition to this, the programme is systematically monitored and includes both strategic and operational elements. There are also resources allocated to the programme. The provision also has a review date.</p> <p>We also have an approved link governor with whom we meet regularly, and review our provision and policies with.</p>

(taking full account of current statutory duties)				<p><i>up to date with (and leading on) Statutory duty</i></p> <p><i>Is your Careers policy ratified by Governors?</i></p>	<p><u>2017- Validated</u></p> <table><tr><td></td><td>School: Woodchurch High School</td><td>Local Authority: Wirral</td><td>National: England</td></tr><tr><td>Pupils not staying in education, employment or training for at least 2 terms after key stage 4</td><td>6%</td><td>4%</td><td>5%</td></tr><tr><td>Destination unknown</td><td>1%</td><td>1%</td><td>1%</td></tr></table> <p><u>2019 -Data for 2019 is invalidated but predicted from the September guarantee information collected and shared.</u></p> <table><tr><td></td><td>School: Woodchurch High School</td><td>Local Authority: Wirral</td><td>National: England</td></tr><tr><td>Pupils not staying in education, employment or training for at least 2 terms after key stage 4</td><td>Unknown – But suggested from September Guarantee 4%</td><td>5%</td><td>5.5%</td></tr><tr><td>Destination unknown</td><td>Predicted 1%</td><td>1%</td><td>2.8%</td></tr></table> <p>Our destinations Data Is 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.</p> <p>The Governors also can request a presentation from staff as needed.</p> <p>-September guarantee</p> <p>-Governor/Directors visit</p>		School: Woodchurch High School	Local Authority: Wirral	National: England	Pupils not staying in education, employment or training for at least 2 terms after key stage 4	6%	4%	5%	Destination unknown	1%	1%	1%		School: Woodchurch High School	Local Authority: Wirral	National: England	Pupils not staying in education, employment or training for at least 2 terms after key stage 4	Unknown – But suggested from September Guarantee 4%	5%	5.5%	Destination unknown	Predicted 1%	1%	2.8%
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<p>QC1.1(ii) Securing effective day-to-day leadership, management, and delivery of the careers programme by all relevant staff - including giving full support to a named individual in the role of Careers Leader</p>	<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 1B) Is there a member of the senior leadership team (SLT) with responsibility for CEIAG (including commissioning) and are there key staff who understand their roles and the roles of others in relation to CEIAG?</i></p> <p><i>Is the Careers Leader different to the SLT lead?</i></p> <p><i>Do you have any admin support?</i></p> <p><u><i>Careers Leader:</i></u></p> <p><i>Member of SLT Y/N?</i></p> <p><i>Role in school:</i></p> <p><i>Line manager:</i></p> <p><i>(was 1H Mark 3 / 1J Mark 2)</i></p> <p><i>Adequate financial resources are allocated to ensure</i></p>	<p>Rev Lyndon Bannon (SLT) has oversight of CEIAG on a daily basis offering support and guidance to pupils. Miss Lauren Quigley is the careers co-ordinator and assists with the delivery and planning of CEIAG, arranging assemblies and drop ins, workshops for pupils and helps monitor the day to day running of the MPLOY Solutions Careers team, she is managed by Rev. Bannon.</p> <p>Mrs Dianne Garrett, and Mrs Allison Cashmore offers administrative support for references and staff, they also help with organising the careers interviews to maximise Mploy's time with pupils. In addition to this, we have a level 3 SEND TA who supports the careers provision for our SEND pupils.</p> <p>We have a full -time lead advisor from Mploy solutions – Mrs Joanne Thomlinson, who delivers 1:1 interviews with pupils, along with group sessions. Joanne Thomlinson holds a Diploma in Careers Guidance (Level 7) and a BA degree with honours. This equates to 87 full days in school.</p> <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 each year.</p> <p>This consists of Work Experience of £10920.00</p> <p>Enterprise days £950</p>
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			<i>comprehensive CEIAG provision for young people</i>	<p>Careers £9375</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Flow chart of staffing structure available on website • Rev. Bannon certified qualification • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED inspection report • Resources on our school website • Compass assessments ratified by Wirral chamber of commerce • 'Implementing the plan' document • Di garrets Job description • Lauren Quigley's Teaching and Learning responsibility job description • MPLOY contracts • CEIAG calendar
QC1.2(i) Promoting awareness and understanding of the careers programme - including via the			<i>What do you do to raise awareness for CEIAG besides publishing on your website?</i>	The school website includes a password protected section, allowing pupils, parents, and teachers to access relevant information. Having the password protected section allows us to share information more effectively within our school community.

<p>school's/college's website - by students, teachers, parents/carers, and employers/opportunity providers using clear and accessible language</p>					<p>In addition to our comprehensive careers section on the website, which all pupils, parents and teachers have access to, we insert relevant pages in the pupil's planner. This can be referred to all academic year, as pupils and parents use the planner daily.</p> <p>We hold assemblies for each year group introducing our careers team and the services that are available to pupils. Each year group receives an assembly outlining the opportunities available to them for that academic year. This is then reinforced during drop down day events and events throughout the year.</p> <p>We utilise our parent mailing system by sending out information that is relevant to their child. In the centre of our school we have a library, within the library we have a dedicated section to the promotion of careers related information and learning which pupils can access at their will.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Pupils planner ● Website ● Assemblies ● Parent mails ● Introduction of team ● Library area
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<p>QC1.2(ii) Regularly monitoring, reviewing, and evaluating the careers programme in respect of its impact on students' career-related outcomes – including feedback from a wider range of stakeholders and partners such as the Enterprise Adviser Network, link schools, further and higher education, work-based learning providers, employers, careers guidance services and children's services</p>		<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 1I Mark 3 / 1K 2) There is an explicit evaluation framework to evaluating CEIAG provision, using feedback from stakeholders (including staff); CEC, Employers; Providers and partner agencies which informs future planning.</i></p> <p><i>(was 1N Mark 3 / was 3D Mark 2) The contribution of partners / stakeholders and service users is evaluated and used to develop future provision</i></p> <p><i>You can evidence that there is a planned approach as well as actual evaluations.</i></p> <p><i>What has changed as a result of evaluation?</i></p>	<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. Feedback from programmes such as Shaping futures, Youth Federation, the Liverpool City Region and the Wirral Chamber of commerce informs the planning of our careers provision.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Formal feedback from pupil re 1:1 interviews from MPLOY. ● Sample Pupil Survey of careers interviews for 1:1 interviews ● MPLOY survey results ● School Council Minutes ● Year 11 parents evening feedback forms ● DFE tracker and online Compass audit completed at regular intervals with Wirral chamber of commerce representative present. ● MPLOY pupils voice e.g careers interviews ● MPLOY reviews and feedback ● MPLOY audit ● Agreements with shaping futures programmes ● Agreements with Wirral Chamber of Commerce ● Agreements with Liverpool City region. ● Agreements with Post 16 providers eg Wirral Met, Coleg Cambria, Cheshire College south and west
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<p>QC1.1(iii) Ensuring that all staff involved in the careers programme - preparing all pupils and students for choices, decisions, and transitions - are knowledgeable, skilled, and confident in their CEIAG roles (through appropriate induction training, professional learning and continuing professional development){see also QC 8.1(i)}</p>		<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 1D) Is there is a training needs analysis conducted at least annually? How do you assess the CEIAG needs of staff?</i></p> <p><i>(was 1Di) Staff are encouraged to utilise sector knowledge and CEIAG CPD opportunities?</i></p> <p><i>Links to performance management?</i></p>	<p>Relevant members of the careers team have been on CPD this year to help stay up to date with the new CEIAG, this networking event was led by the Liverpool city region and attended by career leads in the area. The CPD sessions related to skills shortages in the sectors across the city, and how to plug this gap at school level. This better informs our careers planning.</p> <p>NEON meeting attended for HE study in Liverpool, allowing staff to implement and improve the HE contact time throughout the year for each year group. Each year group now has assembly with a HE provider.</p> <p>Mploy Solutions ensure that their staff have ongoing CPD in relation to their roles. MPloy Solutions advised that all staff attending training every 6 months– with careers advisors having extra training and monthly updates from each other and the networks they link with.</p> <p>The careers team regularly attend meetings lead by the Liverpool city region and the Wirral Chamber of Commerce, where relevant local information is shared along with good practice.</p> <p>When programmes such as the Youth Federation programme are conducted, the careers team shadows the sessions.</p> <p>The careers team offer CPD to form tutors and pastoral staff to ensure high quality, accurate, information and guidance is shared with pupils.</p> <p>NEON stands for the National Education Opportunity Network. NEON support those involved in widening access to higher education (HE).</p>
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				<p>NEON enables those working to widen access to HE at all levels and in all sectors to affect change in their own organisations and communities.</p> <p>We are also the first school in the country to become a full member of NEON.</p> <p>All members of the careers team are appraised on their contributions to the CEIAG programme.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● PHSEE and Careers education SOW with resources accessible by all. ● CPD log for academic year ● Liverpool city region meeting attended ● NEON member. Regular attendance at events. ● Careers plan for academic year ● Lyndon Bannons appraisal document ● Lauren Quigleys appraisal document ● Di garrets appraisal document ● Alison cashmores appraisal document ● Anne smiths appraisal document ● MPLOY audit ● Agreements with shaping futures programmes ● Agreements with Youth Federation programme ● Agreements with Wirral Chamber of Commerce ● Agreements with Liverpool City region.
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<p>QC1.1(iv) Securing clearly identified, appropriate and progressive learning and behavioural outcomes for young people - referenced to a recognised national framework of careers, employability, and enterprise education- with a range of methods to deliver them to suit the Key Stage (KS) and the ability of learners {see also QC 3.1 (i) and QC 4.1(iii)}</p>				<p><i>e.g. This could be the CDI Framework?</i></p>	<p>Both our CEIAG programmes and PHSCEE planning frameworks are progressive from year to year.</p> <p>Pupils in each year group receive enterprise drop down days throughout the year. These are relevant to the year group and led both internally and by external providers.</p> <p>Year 7</p> <p>-World of work skills led by Wirral chamber of commerce</p> <p>Year 8</p> <p>-Jobs for tomorrow events led by careers connect</p> <p>Year 9</p> <p>-Money skills and finance skills</p> <p>Year 10</p> <p>-Mock interview day led internally</p> <p>-Work experience preparation day led internally</p> <p>-MPLOY enterprise challenge led by MPLOY</p> <p>Year 11</p> <p>- Application and CV writing led internally</p> <p>-College destinations and options day led internally</p>
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			<p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 1. Describe yourself, your strengths and preferences 2. Be able to focus on the positive aspects of your wellbeing, progress and achievements 3. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences 4. Describe different explanations of what careers are and how they can be developed 5. Give examples of different kinds of work and why people's satisfaction with their working lives can change 6. Give examples of different business organisational structures 7. Be aware of what labour market information (LMI) is and how it can be useful to you 8. Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you 9. Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you 10. Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services 11. Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable 12. Recognise when you are using qualities and skills that entrepreneurs demonstrate 13. Show that you can manage your own budget and contribute to household and school budgets
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				<p>14. Know how to identify and systematically explore the options open to you at a decision point</p> <p>15. Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p> <p>16. Know how to prepare and present yourself well when going through a selection process</p> <p>17. Show that you can be positive, flexible and well-prepared at transition points in your life</p> <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4</p>
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				<ol style="list-style-type: none"> 1. Recognise how you are changing, what you have to offer and what's important to you 2. Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way 3. Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences 4. Discuss the skills involved in managing your own career 5. Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction 6. Explain different types of business organisational structures, how they operate and how they measure success 7. Be able to find relevant labour market information (LMI) and know how to use it in your career planning 8. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues 9. Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices 10. Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services 11. Show how you are developing the qualities and skills which will help you to improve your employability 12. Show that you can be enterprising in the way you learn, work and manage your career
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			<p>13. Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p>14. Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>15. Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>16. Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p>17. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p>We also offer this in curriculum subject areas:</p> <ul style="list-style-type: none"> • We currently offer pupils a Cambridge National award in Enterprise and marketing at key stage 4. • ICT, Communication and business awards at key stage 4 • Vocational courses such as Health and Social care, Childcare, and Animal care. <p><u>Evidence</u></p> <ul style="list-style-type: none"> • PHSCEE frameworks • Whole school calendar • Allocation of drop down days
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				<ul style="list-style-type: none"> ● Barclays lifeskills sessions ● MPLOY enterprise days ● Wirral Chamber of Commerce meetings ● Regular meetings with Wirral chamber of commerce representative Charlotte Lawrence ● Meetings with Enterprise representative Mark Sutherberry.
QC1.2(iii) Evaluating how the careers programme involves students in assessing and meeting their own needs and those of their peers and evaluating its impact			<p><i>IIAG notes and advice for you to consider (do not delete):</i></p> <p><i>(was 1J Mark 3 / was 5F Mark 2) Young people are involved in the evaluation of CEIAG provision and feedback is used to inform future planning</i></p>	<p>We utilise our 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 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>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> <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><u>Evidence</u></p> <ul style="list-style-type: none"> • SEE CONTEXT INFORMATION .We have 5% of pupils from the 2017 Leavers who are classed as NEET (https://www.compare-school-performance.service.gov.uk/school/138853)Plus 1% of pupils who's destination data was not able to be found. • Destination Routes doc which predicts potential NEET pupils etc. • Potential NEET pupils and SEND pupils targeted by Advisors. • 41% Pupil premium pupils. PP provision.
QC1.2(iv) Evaluating agreements and contracts with external careers guidance services, where applicable, to ensure that those services remain effective and are aligned with the learning			<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 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</i></p>	<p>We have a full -time lead advisor from Mploy solutions – Mrs Joanne Thomlinson, who delivers impartial, independent careers advice and guidance in the form of 1:1 interviews with pupils, along with group sessions. Joanne Thomlinson holds a Diploma in Careers Guidance (Level 7) and a BA degree with honours.</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</p>

<p>provider's overall careers strategy</p>			<p><i>delivered by professionally qualified careers advisers, as determined by the CDI. The careers adviser needs to be min. Level 6* and hold a qualification as is set out in Careers Statutory Guidance and either</i></p> <p><i>commissioned from a MATRIX accredited organisation,</i></p> <p><i>or b) registered with the CDI and adhering to the CDI requirements (CDI Code of ethics and complies with annual CPD requirement</i></p> <p><i>Arrangements should be reviewed at least annually</i></p> <p><i>*The main Level 6 and 7 qualifications for careers professionals are the Qualification in Career Development (QCD) at Level 7, (which replaces the earlier Qualification in Career Guidance (QCG) and Diploma</i></p>	<p>2014/15 70 days</p> <p>2015/16 70 days</p> <p>2016/17 75 days</p> <p>2018/19 75 Days</p> <p>2019/2020 81days</p> <p>2020/21 87 Days</p> <p>MPloy, our independent careers service, 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>Various copies of sections of the agreement with MPloy Solutions, show an increase in arrangements of days of provision, the arrangement for work experience provision and matrix accreditation, across the year groups.</p> <p>We also provide home visits to pupils who are educated off-site, assemblies where external providers come in to 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>
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			<p><i>in Career Guidance) and the Level 6 Diploma in Career Guidance and Development.</i></p> <p><i>Statutory Guidance, October 2018.</i></p> <p><i>Also, ref; Education Act 2011</i></p> <p><i>Partnership Agreements / SLA's in place with partners / agencies delivering.</i></p>	<p>We have regular weekly drop ins at lunch times from advisors at Wirral Met, Cheshire College, Armed forces, Coleg Cambria, and other post-16 providers.</p> <p>The Shaping futures programme offers impartial advice and guidance to our pupils. They attend school on a weekly basis, contributing 14days in total.</p> <p>The Youth Federation programme also provide us with 13days of independent careers information and guidance.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Careers forthcoming careers document • MPLOY contract agreement • Partnership agreements with Wirral Met • Agreements with shaping futures programme • Agreements with youth federation programme • Agreements with Wirral Chamber of Commerce • Agreements with Liverpool City region.
QC1.2(v) Evaluating the impact of involvement in collaborative networks - such as a careers hub, multi-academy trust and the Enterprise Adviser Network - to improve			<p><i>good practice shared?</i></p> <p><i>Access to employers?</i></p> <p><i>Careers network?</i></p> <p><i>Etc etc.</i></p>	<p>We work with both the Wirral Chamber of Commerce and Liverpool City region to network with other Careers and enterprise advisors. These are attended by Careers staff. The Wirral Chamber allocated us an enterprise advisor- Mark Sutherberry.</p> <p>The careers hub also assisted with the booking of employers for our 'Meet and employer' Breakfast mornings.</p>

the quality of the careers programme				<p>Liverpool city region & Wirral chamber of commerce share good practice during meetings and networking events, attended by careers teams via Zoom.</p> <p>We also share good practice across Church Of England Schools in the Diocese of Chester eg Hartford CofE High School.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Attendance at meetings at Wirral Chamber of Commerce ● Regular compass review meetings with Wirral Chamber of Commerce. ● Attendance at meetings for the Liverpool City Region ● Employers sought by careers hub attended Meet and employer' Breakfast mornings. ● Networking through the CofE secondary schools in the Chester Diocese. ● Careers forthcoming careers document ● MPLOY contract agreement ● Partnership agreements with Wirral Met ● Agreements with shaping futures programme ● Agreements with youth federation programme ● Agreements with Wirral Chamber of Commerce ● Agreements with Liverpool City region. ● Regular meetings with Wirral chamber of commerce representative Charlotte Lawrence ● Meetings with Enterprise representative Mark Sutherberry.
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Unit 2 – Design and Delivery of CEIAG

Complete for stage One and the FULL AWARD (The Quality in Careers Standard) – Gatsby Benchmark 2, 3, 4

Gatsby Benchmark 2 – Learning from careers and labour market information

<p>GB2.1 By the age of 14, all school pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options</p> <p><i>GB2.1 - College</i></p> <p><i>During their programme of study all learners should access and use information about career paths and the labour market to inform their</i></p>				<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 2E) The learning provider has clear schemes of work with learning objectives / outcomes and has used a recognised framework of outcomes for learners such as the CDI Careers Framework 2018.</i></p> <p><i>See QC1.1(1V) also as may be relevant?</i></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.</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 such as KUDOS, purchased by the school.</p> <p>On the school website, pupils have access to LMI and are encouraged to use this during careers assemblies, and through the pages in their planners.</p>
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<p><i>own decisions on study options</i></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>Both our CEIAG programmes and PHSCEE planning frameworks are progressive from year to year.</p> <p>Pupils in each year group receive enterprise drop down days throughout the year. These are relevant to the year group and led both internally and by external providers.</p> <p>Year 7</p> <p>-World of work skills led by Wirral chamber of commerce</p> <p>Year 8</p> <p>-Jobs for tomorrow events led by careers connect</p> <p>Year 9</p> <p>-Money skills and finance skills</p> <p>Year 10</p> <p>-Mock interview day led internally</p> <p>-Work experience preparation day led internally</p> <p>-MPLOY enterprise challenge led by MPLOY</p> <p>Year 11</p>
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				<p>- Application and CV writing led internally</p> <p>-College destinations and options day led internally</p> <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 1. Describe yourself, your strengths and preferences 2. Be able to focus on the positive aspects of your wellbeing, progress and achievements 3. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences 4. Describe different explanations of what careers are and how they can be developed 5. Give examples of different kinds of work and why people's satisfaction with their working lives can change 6. Give examples of different business organisational structures 7. Be aware of what labour market information (LMI) is and how it can be useful to you 8. Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you 9. Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you 10. Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
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					<ol style="list-style-type: none"> 11. Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable 12. Recognise when you are using qualities and skills that entrepreneurs demonstrate 13. Show that you can manage your own budget and contribute to household and school budgets 14. Know how to identify and systematically explore the options open to you at a decision point 15. Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need 16. Know how to prepare and present yourself well when going through a selection process 18. Show that you can be positive, flexible and well-prepared at transition points in your life <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4</p>
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					<ol style="list-style-type: none"> 1. Recognise how you are changing, what you have to offer and what's important to you 2. Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way 3. Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences 4. Discuss the skills involved in managing your own career 5. Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction 6. Explain different types of business organisational structures, how they operate and how they measure success 7. Be able to find relevant labour market information (LMI) and know how to use it in your career planning 8. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues 9. Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices 10. Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services 11. Show how you are developing the qualities and skills which will help you to improve your employability 12. Show that you can be enterprising in the way you learn, work and manage your career
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				<p>13. Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p>14. Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>15. Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>16. Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p> <p>17. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p>We also offer this in curriculum subject areas:</p> <ul style="list-style-type: none"> • We currently offer pupils a Cambridge National award in Enterprise and marketing at key stage 4. • ICT, Communication and business awards at key stage 4 • Vocational courses such as Health and Social care, Childcare, and Animal care. <p>Additionally schemes of work for PSHCEE have also reflected these.</p> <ul style="list-style-type: none"> • Year 7 reflect on jobs in the marketplace, world of work skills • Year 8 focus on LMI, discrimination and enterprising skills, • Year 9 look at transitions and budgets and money skills, • Year 10, LMI, Work Experience, Mock interviews,
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			<ul style="list-style-type: none"> • Year 11, CV writing, Mock interviews <p><u>Evidence</u></p> <ul style="list-style-type: none"> • PHSCEE schemes of work • LMI on school Website • Pupils planners • Online software-KUDOS • Enterprise drop down days for each year group • Year 11 Careers Application Guidance • Crest Award Discovery Day • All about STEM • Farm Urban - TED Talk • Christmas Lecture on the Art of Science • Chemistry for All • Year 10 Enterprise Day: LMI Tasks • Stem Taster Day • Assembly Career information • Apprenticeship / Skills Roadshow • Women in STEM • Science Post 16 Option Choices Event Year 11 (Draft)
GB2.2 Parents and carers should be encouraged to access and use information about labour markets			<p>Parents have access to our website, encouraged at parents evenings through parents mail and all information located in pupils planner which parents sign weekly.</p>

<p>and future study options to inform their support to their children</p> <p><i>GB2.2 – College</i></p> <p><i>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children</i></p>				<p>On the website Labour Market information is located in the careers section.</p> <p>In addition to this we send regular parent mails to parents encouraging parents and carers to use career path and labour market information to aid the support given to their children.</p> <p>We also host regular launch evenings, where current and relevant information is shared with parents, along with parent’s evenings and aspirational evenings.</p> <p>ALL parents are also encouraged to attend the Careers Convention to support their child and make informed decisions.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● School website <p>https://www.woodchurchhigh.com/careerspp.php</p> <ul style="list-style-type: none"> ● Parent mails ● Launch evenings ● Aspire evenings ● Parents evenings ● Careers fair
<p>QC2.1(i)Ensuring that all students have access to reliable, relevant, and</p>			<p><i>IIAG notes and advice for you to consider (do not delete):</i></p>	<p>As per our careers policy, we offer impartial accurate and current advice to pupils. Advice is offered as appropriate to pupils regarding Post16 College and University pathways, as well as different levels of</p>

<p>user-friendly career and labour market information about career pathways covering the full range of opportunities in education, training, and employment - including internships, T levels, school-leaver programmes and apprenticeships - which meets their needs and that they are supported in its use</p>		<p><i>(was 2B Mark 3 /was 2C Mark 2)</i> <i>Careers education is impartial, accurate and current and includes all option choices and qualifications</i></p> <p><i>(was 2D Mark 3 / was 2E mark 2)</i> <i>The careers education programme includes:</i></p> <p><i>Personal effectiveness e.g. self-awareness and self-esteem</i></p> <p><i>Career readiness e.g. career planning and decision-making including preparation for transition</i></p> <p><i>Career Exploration and development</i></p> <p><i>(including LMI, encounters with providers)</i></p> <p><i>Employability & Enterprise Skills</i></p> <p><i>Career Management</i></p> <p><i>and which is reflected in the learning outcomes</i></p>	<p>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 advise pupils to search the 'Be more' Apprenticeship hub website – an apprenticeship seeking services which aims to match young people to an apprenticeship provider – if that is what they are after.</p> <p>Having our impartial careers advisor from MPLOY, allows pupils to access information and make personal informed choices. There are allocated days in our Calendar for pupils with AEN or LAC pupils, to meet with our MPLOY careers advisor.</p> <p>Our comprehensive tracker has a dedicated tracking section to ensure all pupils have been seen by an advisor. It also has a dedicated section for those who have made applications and to what/where.</p> <p>Pupil Premium pupils receive additional support through the Aspirational Careers Workshop, visits to universities and supported programmes through their mentors. We ensure that every Pupil Premium pupil visits a university throughout their time with us. Pupil Premium pupils are also a focus group for the taster session at Weatherhead High School for pupils interested in A Levels. We also run a dedicated Pupil Premium aspirational careers workshop with LMU, Shaping futures, which focuses on raising aspirations and developing desirable skills. Additionally, we run a programme with Youth Federation, targeting pupils and ensuring impartial advice and guidance is given.</p>
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			<p>or</p> <p><i>(was 2F) The learning provider makes good use of the curriculum audit produced by the CDI</i></p>	<p>There are also many college trips to places such as Reaseheath and Coleg Cambria for targeted AEN and PP pupils.</p> <p>In addition to this we offer trips to Weatherhead, Cheshire college south and west, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures.</p> <p>Pupils are also able to meet College advisors during our lunchtime sessions, whereby providers are present for Q&A sessions and to deliver key information about their colleges.</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>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. Staff have commented how Enterprise Days' support the learning in the classroom.</p> <p>Pupils in each year group receive enterprise drop down days throughout the year. These are relevant to the year group and led both internally and by external providers.</p>
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			<p>Year 7</p> <ul style="list-style-type: none"> -World of work skills led by Wirral chamber of commerce <p>Year 8</p> <ul style="list-style-type: none"> -Jobs for tomorrow events led by careers connect <p>Year 9</p> <ul style="list-style-type: none"> -Money skills and finance skills <p>Year 10</p> <ul style="list-style-type: none"> -Mock interview day led internally -Work experience preparation day led internally -MPLOY enterprise challenge led by MPLOY <p>Year 11</p> <ul style="list-style-type: none"> - Application and CV writing led internally -College destinations and options day led internally <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 1. Describe yourself, your strengths and preferences 2. Be able to focus on the positive aspects of your wellbeing, progress and achievements 3. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
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				<ul style="list-style-type: none"> • Year 10, LMI, Work Experience, Mock interviews, • Year 11, CV writing, Mock interviews <p>Pupils explore the LMI through the careers board and online programmes such as KUDOS, purchased by the school. Pupils encouraged to sign up. Sign up information is in planners and shared with pupils by form tutors and encouraged in careers assemblies.</p> <p>On the school website, pupils have access to LMI and are encouraged to use this during careers assemblies, and through the pages in their planners. On the school website pupils can also access information on Applications, apprenticeships and CV writing information, Labour Market Information, Volunteering information, visits information, useful websites, curriculum information, our policies, skills by subject, STEM subject information, Work Related Learning, work experience and Enterprise education</p> <p>Audits are also carried out externally by the Local Authority including SEND reports, LAC reports which consider everything including careers curriculum, along with feedback from MPLOY ensuring programmes are fit for purpose.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Careers policy • Contract with MPLOY • Access to local apprenticeships https://be-more.info/ • New futures programme • Careers tracker and database
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			<ul style="list-style-type: none"> • Trips to providers for targeted groups and those who are interested in that particular establishment. • Careers calendar • Our online services such as schools website • KUDOS • PHSCEE Learning Objectives • PSCHCE curriculum map • Drop down days learning objectives. • Agreements with Shaping futures • Agreements with Youth federation • Local authority audits • MPLOY audits • Year 11 Careers Application Guidance • Crest Award Discovery Day • All about STEM • Farm Urban - TED Talk • Christmas Lecture on the Art of Science • Chemistry for All • Year 10 Enterprise Day: LMI Tasks • Stem Taster Day • Assembly Career information • Apprenticeship / Skills Roadshow • Women in STEM • Science Post 16 Option Choices Event Year 11 (Draft)
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<p>QC2.2(i) Engaging with and informing parents and carers about ways of accessing and using careers and labour market information for the benefit of their children's career development</p>			<p><i>How do you do this?</i></p> <p><i>What is your methodology?</i></p>	<p>We send our 'Careers forthcoming events document' regularly to Parents via parent mail which include information regarding careers, LMI, available apprenticeship and college information. We also encourage parents with visit the school website and use the LMI tool online.</p> <p>We also invite parent to our careers convention where they can access the latest information for the benefit of their child's careers.</p> <p>Parents are informed at a variety of different evening hosted at Woodchurch High school, such as aspirational evenings, launch evenings, parent's evenings. During these evenings a member of the careers team gives details on the LMI and how to access information recommended by the Liverpool City Region.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Parent mails- forthcoming careers document ● Annual Careers convention ● School website ● KUDOS ● Raising aspiration evenings ● LMI given by Liverpool city region
<p>Gatsby Benchmark 3 – Addressing the needs of each pupil</p>				

<p>GB3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p> <p>GB3.1 - College</p> <p>A college's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p>				<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>How do you help y/p overcome barriers?</i></p> <p><i>Raise aspirations?</i></p> <p><i>Do you address financial implications?</i></p> <p><i>(was 1K Mark 3 / 5E mark 2)</i></p> <p><i>Young people are aware of financial implications of post 16 (including post 18) learning?</i></p>	<p>The main events which are run in school for CEIAG (ie Enterprise Days, Careers Convention, and Aspirational Careers Workshop) encourage pupils to be aspirational and to avoid stereotypical thinking.</p> <p>While all the options are being discussed pupils are aware of alternatives ie Apprenticeships, as well as having information about projected earnings through A Levels or University routes.</p> <p>Pupils in ALL year groups receive an assembly from a HE provider to raise aspirations and better inform pupils of HE and how it can be accessed.</p> <p>Our careers convention is attended by HE providers, as well as post 16 providers.</p> <p>Pupils in Year 11 are able to opt in to any college visits, these have been extremely well attended. Over 70 pupils to each. Pupils are encouraged to look at course they are passionate about, regardless of stereotypical thinking, and look at a variety of different skill sectors they are interested in.</p> <p>During our Drop down days, pupils are encouraged to share roles, work as teams, think imaginatively and working towards achieving a common goal. Here, pupils are able to think aspirationally about outcomes with the hope they apply this to their future choices. Our externally led days, have a strong emphasis on financial life skills, and how this can be applied after they leave school. In addition to this, one of our internally led drop down days to Year 11, explains the</p>
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				<p>financial implications of post 16 and post 18 learning, making pupils aware of how accessible HE can be,</p> <p>A number of Aspirational evenings are conducted for Year 9, 10 and 11. Here, it is the aim that both pupils and parents aspirations are raised, and more information is delivered on how this can be achieved. The financial implications of post 16 and post 18 routes are explained to parents, with the hope of breaking any barriers they may have had.</p> <p>We also have two school counselling, Joelle Scott & Sam Hughes, who are dedicated to working closely with pupils who need additional support to succeed. We also have a designated SEN level 3 TA, Anne Smith who ensure pupils with SEN receive high quality careers guidance. Paul Joplin is also our LAC lead, and ensure that LAC pupils are offered careers guidance opportunities. Ryan Stead is the Pupil Premium lead who oversees all programmes conducted with the PP cohort, including aspirational programmes.</p> <p>The Youth Federation programme also aims to help pupils to overcome barriers and be successful. This programme works with potential at risk of being NEET/Vulnerable pupils.</p> <p>We also have a number of aspirational speakers, for example James Shone delivers his 'I am, I Can' session to all pupils, discussing strategies for overcoming problems in life and applying this to the world or work. Along with other aspirational speakers from careers connect, the Aspire programme and the shaping futures programme.</p>
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				<p>Pupils on alternative provision also receives aspirational sessions to encourage them to be more motivated.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • Careers calendar • Drop down days • Careers convention • Raising aspirations assemblies/HE assemblies • Raising aspirations evenings • Trips to HE • MPloy survey results attached • School Council Minutes • New futures programme • DFE tracker and online Compass audit • Key speakers • HE assemblies • Open trips to skill sectors • Drop down days • 2 School counselling • Youth federation agreement • Aspirational speakers • Career Connect Aspirational Group Sessions • Shaping Futures Aspirational Sessions • Year 11 Options Choices • Raising Aspirations Sessions Pupils on Alt Prov • Aspire Programme • Year 8 Options Day • Visit to LJMU • Year 9 Aspirations session • LAC Lead- Paul Joplin • SEN TA Careers –Anne Smith • Pupil Premium lead- Ryan Stead
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<p>GB 3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions</p> <p>GB 3.2 Colleges should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions</p> <p>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of</p>		<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 4F Mark 3 / 5B Mark 2)</i> <i>Young people are involved in individual reviews with teachers and tutors at key times which assist with their transition plans and continuing development needs</i></p> <p><i>(was 4G Mark 3 / 5C Mark 2)</i> <i>Young people have clear, reasoned goals and can recognise barriers to achieving them</i></p> <p><i>Action Plans / Progression Plans and written records of guidance?</i></p>	<p>ALL children receive a Careers interview with our MPLOY careers advisor. Action plans written after each MPLOY careers interview and passed to ALL pupils. Targets are also set to help pupils achieve what they discussed. Plans are shared, given permission by the pupils, with teaching staff who help pupils to achieve the targets set. Pupils are also able to access a 2nd,3rd,4th etc meeting should they feel they need this, here they then review the targets and update their action plans.</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>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. 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 ceremony at the end of the year.</p> <p>We have an options day in Year 8 where pupils and parents can speak to staff and MPloy Solutions about courses offered and how these may help them for future careers. In the coming years, this will be moved to Year 9 as we change to a 2 year GCSE.</p> <p>Every pupil has three reports each year which go home and two parents evening.</p>
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<p><i>contact or from the point of transition</i></p>				<p>Pupil Progress Leaders and Assistant Pupil 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.</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>In addition to this, each SEND pupil receives a transitional review along with an annual review, whereby Careers information and guidance forms a part of their feedback.</p> <p>A large number of pupils who are Pupil Premium 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>As a school, we use Blue Hills to log each intervention a pupils receives. This information is stored year to year for each pupil. It includes all careers education, drop down days etc a pupil receives throughout their Woodchurch career.</p> <p>Our comprehensive careers tracker logs all interactions with the careers advisers.</p>
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			<p>Our online system KUDOS, allows pupils to log any careers related activity they have completed online. This stays with them throughout their time at Woodchurch.</p> <p>All full reports also have clear targets on for all pupils which show how to improve.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Frequent Full reports at key transitional periods. ● Parents evenings ● MPLOY interview action plans ● ECHP ● Pupil Profiles ● Careers tracker ● Blue hills ● Compass tracker ● SEND transitional reviews ● SEND annual Reviews
<p>GB 3.3 All school pupils should have access to these records to support their career development</p> <p><i>GB 3.3 – College</i></p>			<p>Pupils receive copies of each report, as do parents. These can also be requested at any time. These are frequent throughout the year and especially feature more predominantly at key transitional points in a pupil's education.</p> <p>Pupil's profiles, and EHCP are reviewed with pupils and parents as part of the process.</p>

<p><i>All learners should have access to these records to support their career development</i></p>					<p>Pupils action plans created during 1:1 interviews are given to pupils and also stored for future reference and development. These are reviewed in following meetings and amended, showing progress. These are also shared, with pupil's permission to teachers, to help students meet the stated targets.</p> <p>Pupils have access to their KUDOS account from Year 7-11. They are encouraged to log on during Form time, assemblies, parents evenings and reminded of the information that is located in their planners should they need to reference it.</p> <p>As a school, we use Blue Hills to log each intervention a pupils receives. This information is stored year to year for each pupil. It includes all careers education, drop down days etc a pupil receives throughout their Woodchurch career.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Bluehills ● Reports at transitional stages ● KUDOS ● MPLOY 1:1 action plans ● ECHP ● Pupil Profiles ● Careers tracker ● SEND transitional reviews ● SEND annual Reviews ● Frequent Full reports at key transitional periods.
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<p>GB3.4 Schools should collect and maintain accurate data for each pupil on their education, training, or employment destinations</p> <p><i>GB3. 4 Colleges should collect and maintain accurate data for each learner on their education, training, or employment destinations</i></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> <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>This information is also stored on our Careers tracker.</p> <p>Our Careers admin team contact all pupils ad post 16 provider in Sept/Oct to ascertain where their final destination is, however not every post 16 provider will provide this information due to data protection.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Destinations data • Careers tracker
<p>QC3.1(i) Actively challenging stereotypical thinking and low aspirations held by students and those who support them and enabling students to develop personal</p>				<p><i>IIAG notes and advice for you to consider (do not delete):</i></p> <p><i>(was 2K Mark 3 / 2B Mark 2)</i></p> <p><i>CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility</i></p>	<p>Our Careers plan allows pupils to explore any career path they are interested in. We cater to support ALL pupils. It takes into account, diversity, providing equal opportunities and promotes social mobility. Pupils are encouraged to attend our annual college trips to a variety of different Post 16 providers.</p> <p>The main events which are run in school for CEIAG (ie Enterprise Days, Careers Convention, and Aspirational Careers Workshop) encourage pupils to be aspirational and to avoid stereotypical thinking.</p>

<p>capabilities to counter them</p> <p>QC3.2(i) & 3.3(i)</p> <p>Ensuring that records are accessible to students and include formal advice given to all students by teachers and tutors, as well as careers advisers, so that it builds on previous records of advice wherever possible and supports the implementation of their choices and decisions – including transition planning</p>		<p><i>(See also GB3.1)</i></p> <p><i>How do you do this? Pastoral and wellbeing support; gifted and talented; equal opportunities?</i></p> <p><i>Work with pupil premium?</i></p>	<p>While all the options are being discussed pupils are aware of alternatives ie Apprenticeships, as well as having information about projected earnings through A Levels or University routes.</p> <p>Pupils in ALL year groups receive an assembly from a HE provider to raise aspirations and better inform pupils of HE and how it can be accessed.</p> <p>Our careers convention is attended by HE providers, as well as post 16 providers.</p> <p>Pupils in Year 11 are able to opt in to any college visits, these have been extremely well attended. Over 70 pupils to each. Pupils are encouraged to look at course they are passionate about, regardless of stereotypical thinking, and look at a variety of different skill sectors they are interested in.</p> <p>We attend Weatherhead Sixth form (on 2 occasions annually), Cheshire college South and west, Coleg Cambria and Wirral Met. We break stereotypical barriers such as Gender by taking girls to experience taster sessions in trades such as construction, engineering and manufacturing.</p> <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3. (Taken from LO of PHSCEE framework)</p> <p>8. Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
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				<p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4 (Taken from LO of PHSCEE framework)</p> <p>8. Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues</p> <p>During our Drop down days, pupils are encouraged to share roles, work as teams, think imaginatively and working towards achieving a common goal. Here, pupils are able to think aspirationally about outcomes with the hope they apply this to their future choices. Our externally led days, have a strong emphasis on financial life skills, and how this can be applied after they leave school. In addition to this, one of our internally led drop down days to Year 11, explains the financial implications of post 16 and post 18 learning, making pupils aware of how accessible HE can be,</p> <p>A number of Aspirational evenings are conducted for Year 9, 10 and 11. Here, it is the aim that both pupils and parents aspirations are raised, and more information is delivered on how this can be achieved. The financial implications of post 16 and post 18 routes are explained to parents, with the hope of breaking any barriers they may have had.</p>
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				<p>Pupil Progress Leaders and Assistant Pupil 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.</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 have agreed Pupil Profiles, where they set themselves targets, are assigned a mentor and then guided through whatever their targets are. They receive additional mentoring thought-out their time at Woodchurch.</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>We also have two school counselling, Joelle Scott & Sam Hughes, who are dedicated to working closely with pupils who need additional support to succeed. We also have a designated SEN level 3 TA, Anne Smith who ensure pupils with SEN receive high quality careers guidance. Paul Joplin is also our LAC lead, and ensure that LAC pupils are offered careers guidance opportunities. Ryan Stead is the Pupil Premium lead who oversees all programmes conducted with the PP cohort, including aspirational programmes.</p> <p>The Youth Federation programme also aims to help pupils to overcome barriers and be successful.</p>
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				<p>We also have a number of aspirational speakers, for example James Shone delivers his 'I am, I Can' session to all pupils, discussing strategies for overcoming problems in life and applying this to the world or work. Along with other aspirational speakers from careers connect, the Aspire programme and the shaping futures programme.</p> <p>Pupils on alternative provision also receives aspirational sessions to encourage them to be more motivated.</p>
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			<p><u>Evidence</u></p> <ul style="list-style-type: none"> • Careers plan and calendar • Drop down days • Careers convention • Raising aspirations assemblies/HE assemblies • Raising aspirations evenings • Trips to HE • MPloy survey results attached • School Council Minutes • New futures programme • DFE tracker and online Compass audit • Key speakers • HE assemblies • Open trips to skill sectors • Drop down days • Pupil profiles • Youth federation agreement • Aspirational speakers • Career Connect Aspirational Group Sessions • Shaping Futures Aspirational Sessions • Year 11 Options Choices • Raising Aspirations Sessions Pupils on Alt Prov • Aspire Programme • Year 8 Options Day • Visit to LJMU • Year 9 Aspirations session • LAC Lead- Paul Joplin • SEN TA Careers –Anne Smith • Pupil Premium lead- Ryan Stead
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<p>QC3.3(ii) Ensuring that evidence of intended and actual destinations data enables students to access their records and use the information to strengthen their career-related learning, educational achievement, and progress towards achieving personally-valued destinations, including presenting themselves well to opportunity providers</p>			<p><i>IIAG notes and advice for you to consider (do not delete):</i></p> <p><i>Systems in place to monitor intended destinations, applications made?</i></p> <p><i>Do you have mechanisms in place to identify students who may need additional guidance based on intended destinations</i></p>	<p>We have our own Careers tracker which allows us to monitor Pupils intended destinations, which is amended if pupils choose to change their routes. The tracker has the capability to filter pupils depending on applications made. Making it easy to identify pupils who may need more support, additional guidance, or additional interviews.</p> <p>Pupils can also self-refer. We monitor who does this and again can filter those pupils who do not self-refer to ensure they receive a 1:1 for support.</p> <p>ALL children receive a Careers interview with our MPLOY careers advisor. Action plans written after each MPLOY careers interview and passed to ALL pupils. Targets are also set to help pupils achieve what they discussed. Plans are shared, given permission by the pupils, with teaching staff who help pupils to achieve the targets set. Pupils are also able to access a 2nd, 3rd, 4th etc meeting should they feel they need this, here they then review the targets and update their action plans.</p> <p>Pupils are identified for programmes such as Youth Federation, Shaping futures based on their need for additional guidance, their socio-economic background, low aspirations, and poor academic performance. They are identified by the careers team and inducted onto these programmes to allow them to gain additional guidance based on their intended destinations.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • Careers tracker • Destinations data • Self-referral forms • MPLOY action plans • Career Connect Aspirational Group Sessions • Shaping Futures Aspirational Sessions • Year 11 Options Choices • Raising Aspirations Sessions Pupils on Alt Prov • Aspire Programme • Year 8 Options Day • Visit to LJMU • Year 9 Aspirations sessions
<p>QC3.4(i)</p> <p>Evaluating destinations data for KS4 & KS5 on students' performance, destinations and progression outcomes including using the results of the evaluation to set targets and objectives for improving the careers programme</p>			<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 3D mark 3 / 3B Mark 2)</i></p> <p><i>Internal staff and external partners understand their roles and there are agreed systems for assessment, referral and information sharing and recording that are being used to ensure that young people receive appropriate support.</i></p>	<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 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> <p>Careers Tracker and Post-16 application database created by one of the careers coordinator's in line with the requirements of school. A</p>

			<p><i>These are monitored and reviewed at least annually</i></p> <p><i>(was 2M Mark 3 / 1I Mark 2)</i></p> <p><i>Young peoples' progression plans are tracked, and their destinations help inform CEIAG provision.</i></p> <p><i>Considering intended and actual destinations.</i></p>	<p>second tracker was also created to ensure that Mploy staff would have access to real-time application information from others in the team. Both systems have search facilities 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>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> <p>A large number of pupils who are Pupil Premium have agreed Pupil Profiles, where they set themselves targets, are assigned a mentor and then guided through whatever their targets are. They receive additional mentoring thought-out their time at Woodchurch.</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>
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				<p>We also have two school counselling, Joelle Scott & Sam Hughes, who are dedicated to working closely with pupils who need additional support to succeed. We also have a designated SEN level 3 TA, Anne Smith who ensure pupils with SEN receive high quality careers guidance. Paul Joplin is also our LAC lead, and ensure that LAC pupils are offered careers guidance opportunities. Ryan Stead is the Pupil Premium lead who oversees all programmes conducted with the PP cohort, including aspirational programmes.</p> <p>Pupils action plans created during 1:1 interviews are given to pupils and also stored for future reference and development. These are reviewed in following meetings and amended, showing progress. These are also shared, with pupil's permission to teachers, to help students meet the stated targets.</p> <p>Pupils have access to their KUDOS account from Year 7-11. They are encouraged to log on during Form time, assemblies, parents evenings and reminded of the information that is located in their planners should they need to reference it.</p> <p>As a school, we use Blue Hills to log each intervention a pupils receives. This information is stored year to year for each pupil. It includes all careers education, drop down days etc a pupil receives throughout their Woodchurch career.</p> <p><u>Evidence</u></p>
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			<ul style="list-style-type: none"> • Careers tracker • MPLOY action plans • Destinations data • LAC Lead- Paul Joplin • SEN TA Careers –Anne Smith • Pupil Premium lead- Ryan Stead • Bluehills • Reports at transitional stages • KUDOS • MPLOY 1:1 action plans • ECHP • Pupil Profiles
QC3.2(ii) Ensuring that advice given is effective in meeting the needs of all students and especially those of targeted groups such as the 'Gifted and Talented'/'most able', the disadvantaged and those at risk from economic deprivation, and students with special educational needs and disabilities (SEND)/learning			<p>Our careers calendar has specific days allocated for AEN pupil's 1:1 interviews to be scheduled throughout the year. It also includes Specific days allocated for LAC pupils.</p> <p>Pupils in ALL year groups receive an assembly from a HE provider to raise aspirations and better inform pupils of HE and how it can be accessed.</p> <p>Our careers convention is attended by HE providers, as well as post 16 providers. All pupils are invited and encouraged to attend this.</p> <p>Target PP pupils with low aspirations are involved in a New futures HE programme to raise aspirations.</p> <p>All PP pupils to visit a HE establishment by the end of school career.</p>

<p>difficulties and disabilities (LDD), young carers, and looked after children</p>			<p>We organise trips for AEN pupils to colleges such as Reasheath and Weatherhead.</p> <p>We also have an AEN careers Advisor who aids the transition from Year 11 to post 16 providers. Attending transitions and pre visits with chosen establishments.</p> <p>A large number of pupils who are Pupil Premium have agreed Pupil Profiles, where they set themselves targets, are assigned a mentor and then guided through whatever their targets are. They receive additional mentoring thought-out their time at Woodchurch.</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>We also have two school counselling, Joelle Scott & Sam Hughes, who are dedicated to working closely with pupils who need additional support to succeed. We also have a designated SEN level 3 TA, Anne Smith who ensure pupils with SEN receive high quality careers guidance. Paul Joplin is also our LAC lead, and ensure that LAC pupils are offered careers guidance opportunities. Ryan Stead is the Pupil Premium lead who oversees all programmes conducted with the PP cohort, including aspirational programmes.</p> <p>Pupils action plans created during 1:1 interviews are given to pupils and also stored for future reference and development. These are reviewed in following meetings and amended, showing progress.</p>
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					<p>These are also shared, with pupil's permission to teachers, to help students meet the stated targets.</p> <p>In addition to this, each SEND pupil receives a transitional review along with an annual review, whereby Careers information and guidance forms a part of their feedback.</p> <p>We also run a dedicated Pupil Premium aspirational careers workshop with LJMU, Shaping futures, which focuses on raising aspirations and developing desirable skills. Additionally, we run a programme with Youth Federation, targeting pupils and ensuring impartial advice and guidance is given.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • Careers calendar • Trips for AEN pupils • Trips for PP pupils • HE assemblies for G&T pupils. • Trips to HE for G&T pupils- LJMU • New futures programme • LAC Lead- Paul Joplin • SEN TA Careers –Anne Smith • Pupil Premium lead- Ryan Stead • ECHP • Pupil Profiles • Career Connect Aspirational Group Sessions • Shaping Futures Aspirational Sessions • Youth Federation programme • Raising Aspirations Sessions Pupils on Alt Prov • Aspire Programme • Visit to LJMU
QC3.2(iii) Ensuring that effective partnerships are secured with relevant services and agencies that provide additional support for vulnerable and disadvantaged students such as young carers,			<p><i>IIAG notes and advice for you to consider (do not delete:):</i></p> <p><i>(was 3E Mark 2 / 3C Mark 2)</i></p> <p><i>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-engage</i></p>	<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>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>We have offered 1:1 post-16 destination routes visits with vulnerable pupils.</p>

<p>looked after children, children living in poverty, and children with learning difficulties and disabilities</p>			<p><i>young people to prevent long term disengagement</i></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> <p>With the current pandemic, ALL of Year 11 pupils received a phone call with our MPLOY careers advisor.</p> <p>Careers calendar includes specific support days for pupils with AEN, or LAC. We also select potentially NEET pupils and target these for 1:1 interviews. They receive more than 1 across the year.</p> <p>We also have two school counselling, Joelle Scott & Sam Hughes, who are dedicated to working closely with pupils who need additional support to succeed. We also have a designated SEN level 3 TA, Anne Smith who ensure pupils with SEN receive high quality careers guidance. Paul Joplin is also our LAC lead, and ensure that LAC pupils are offered careers guidance opportunities. Ryan Stead is the Pupil Premium lead who oversees all programmes conducted with the PP cohort, including aspirational programmes.</p> <p>The Youth Federation programme also aims to help pupils to overcome barriers and be successful.</p> <p>Pupil Progress Leaders and Assistant Pupil 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. Form tutors are also involved in the pastoral care of our pupils. Form</p>
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				<p>tutors receives CPD offered to them to ensure high quality careers guidance is given to all pupils.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • 1:1 careers advisor phone call for Year 11 • Alternative Provision pupils visited by MPLOY advisor • Careers calendar • Potential NEET interviews. • 2 School counselling • Youth federation agreement • Pupil progress leader • Assistant pupil progress leader • Form tutors • LAC Lead- Paul Joplin • SEN TA Careers –Anne Smith • Pupil Premium lead- Ryan Stead • ECHP • Pupil Profiles
QC3.2(iv) Sharing school data with the			<i>IIAG notes and advice for you to consider (do not delete):</i>	Careers Tracker and Post-16 application database created by one of the careers coordinator's in line with the requirements of school. A

<p>appropriate authorities and agencies, including monitoring the extent to which such data sharing agreements and processes benefit the students concerned</p>			<p><i>(was 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 (considering GDPR)</i></p>	<p>second tracker was also created to ensure that Mploy staff would have access to real-time application information from others in the team. Both systems have search facilities 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>This tracker was new in January 2016, working on concepts of previous spreadsheets, in line with staff requirements and suggestions. We have improved this 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, including our MPLOY advisor.</p> <p>Information is also easily extractable to send to Wirral Council, in line 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 pupil's names and addresses, we only provide location 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 often inhibited due to their data protection policies, so therefore inform the LA to follow up if we are not able to obtain this.</p>
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			<u>Evidence</u> <ul style="list-style-type: none"> • Destinations data • Careers tracker • Partnerships with Wirral Met College
Gatsby Benchmark 4 – Linking curriculum learning to careers			
<p>GB 4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers</p> <p><i>GB 4.1 -College</i></p> <p><i>Throughout their programme of study (and by the end of their course) every learner</i></p>			<p>Our STEM team attend several workshops with pupils to raise awareness of the importance of STEM within a wide range of careers.</p> <p>Pupils receive STEM opportunities in lessons, as this is included in the planning of the curriculum.</p> <p>Our enterprise drop down days In Key stage 3, consist of challenges that pupils solve within teams with a clear focus on Science, Technology, Engineering and Maths combined. This is also true of our Key stage 4 drop down days in Year 10 led by MPLOY.</p> <p>STEM is included in options subject curriculum, and also explored in Maths and science lessons with all pupils</p> <p><u>Evidence</u></p>

<p><i>should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations</i></p>				<ul style="list-style-type: none"> ● Whole school calendar ● Drop down days agenda ● Pupil voice MPLOY drop down day ● Achieve programme ● All about STEM event ● STEM taster day at Liverpool University ● Women in STEM event ● Crest Award Discovery Day ● All about STEM ● Farm Urban - TED Talk ● Christmas Lecture on the Art of Science ● Chemistry for All ● Stem Taster Day ● Assembly Career information ● Women in STEM ● Science Post 16 Option Choices Event Year 11
<p>QC 4.1(i) Raising awareness – through utilising resources from the world of work – of the employability skills and the wide range of careers that can be achieved through the subjects and courses they are studying</p>			<p><i>IIAG notes and advice for you to consider (do not delete):</i></p> <p><i>(was 2J Mark 3 / 4D Mark 2)</i></p> <p><i>Information resources are managed, reviewed and evaluated (including feedback from users) and is updated as required</i></p>	<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>We have developed our website following guidance from Local Authority, and ensuring we have easy access links to KUDOS. This now includes a password protected section which includes resources, categorised by subject/interest, along with LMI information.</p>

<p>(including through the study of English, maths and STEM subjects)</p> <p><i>For college learners, this would include recognition of the importance of English and maths as a key expectation from employers</i></p>				<p>Pupils are now provided with information within their personal planners including KUDOS log in information and breakdown of the careers section of the school website.</p> <p>Work experience is offered to ALL year 10 pupils .Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to have a positive outcome, as they have demonstrated a passion for that particular job or role.</p> <p>Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work. The Work experience process is evaluated and feedback is given to governors. In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual 'my week at work', led by the Liverpool City Region during the summer term.</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend.</p> <p>In addition to this, the Wirral Chamber of commerce also organised face to face meet and greet an employer session. Enterprise advisor also met with pupils.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> ● Pupil planner ● School website ● Work experience feedback forms ● Work experience report ● 'Meet and greet an employer' breakfast mornings ● Virtual 'Virtual my week at work' Programme ● Wirral Chamber of commerce ● Mark Sutherbury –enterprise advisor
<p>QC 4.1(ii) Embedding careers education in curriculum learning so that every student has the opportunity to benefit from career-related learning and preparation for the future embedded in the curriculum including stand-alone, subject-based and planned co-curricular and enrichment activities</p> <p><i>[For Primary Schools this would include</i></p>			<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 2P Mark 3 / 2F Mark 2)</i></p> <p><i>Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff and are regularly reviewed.</i></p>	<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>Staff have commented how Enterprise Days' support the learning in the classroom, and provide pupils with skills.</p> <p>On the school website, pupils have access to LMI and are encouraged to use this during careers assemblies, and through the pages in their planners. On the school website pupils can also access information on Applications, apprenticeships and CV writing information, Labour Market Information, Volunteering information, visits information, useful websites. This also links to the curriculum information, our</p>

<p><i>introducing parents/carers and pupils to transition to secondary education and the future beyond KS 2 and 3 into post 16 and post-18 progression options]</i></p>				<p>policies, skills by subject, STEM subject information, Work Related Learning, work experience and Enterprise education.</p> <p>On the school website, pupils can access information for each subject, including jobs within that sector and skillsets needed for those jobs.</p> <p>Our online programme KUDOS, also shows a coherent link between curriculum and careers education.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● PHSCEE plans ● Drop down days ● Whole school calendar ● School website ● Parent mail ● KUDOS
<p>QC 4.1(iii) Developing effective approaches to the teaching, learning and assessment of careers, employability and enterprise education that facilitate the career development of students and their</p>			<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 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</i></p>	<p>We have regular work with MPloy Solutions and 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 conduct lunchtime drop ins to aid transition, pupils familiarise themselves with staff from the post 16 providers, gaining a rapport before they attend.</p> <p>We have conduct 5 trips for Year 10 to attend local post 16 providers.</p>

<p>transitions from KS4 and KS5</p>					<p>Additionally we have worked with the University of Chester, Hope University, John Moores University, and Liverpool University.</p> <p>With current pandemic, we have promoted several virtual tours and visits to ensure transition for Year 11 pupils is smooth.</p> <p>Careers providers e.g:</p> <ul style="list-style-type: none"> -MPLOY -Shaping futures -Youth Federation -Barclays Life skills -James shone 'I am , I can' -Wirral chamber of Commerce -Liverpool City Region -Enterprise advisor-Mark Sutherberry -Post 16 providers for example: <ul style="list-style-type: none"> ● Coleg cambria ● Weatherhead ● Wirral Met ● Cheshire college south and west ● Reaseheath college -HEI E.g
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			<ul style="list-style-type: none"> • Liverpool hope • Liverpool John Moores • Chester university • Bangor university <p><u>Evidence</u></p> <ul style="list-style-type: none"> • See Partner Contribution form • Sixth form partner list • Careers Convention partner list • Transformation trust workers • MPLOY Dropdown day delivery • Trips to aid transition to post 16 providers. • Parent mail and promotion of virtual tours of post 16 providers.

Unit 3 - Working with Partners including Employers

Complete for stage One and the FULL AWARD (The Quality in Careers Standard) – Gatsby Benchmark 5, 6, 7

Gatsby Benchmark 5 – Encounters with employers and employees

GB 5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer

GB 5.1 – Colleges

Every year, alongside their study programme, learners should participate in at least two meaningful encounters with an employer. At least one encounter should be*

Work experience is offered to ALL year 10 pupils .Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to have a positive outcome, as they have demonstrated a passion for that particular job or role.

Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work. The Work experience process is evaluated and feedback is given to governors. In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual ‘my week at work’, led by the Liverpool City Region during the summer term.

Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend. All pupils

<p><i>delivered through their curriculum area</i></p> <p>* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</p> <p><i>[For some Special Schools/Colleges encounters with employers may not be appropriate for their student population, whereas encounters with other post-KS4 opportunity providers will be, therefore Quality in Careers assessors will</i></p>					<p>are invited to our weekly 'Meet and greet employer' mornings. These are opportunities for pupils to have face to face question and answer sessions with a variety of employers from a variety of sectors including engineering, armed forces, science industry etc.</p> <p>In addition to this, the Wirral Chamber of commerce also organised face to face meet and greet an employer session. Enterprise advisor also met with pupils.</p> <p>During our drop down days, pupils receive face to face time with local employers.</p> <p>Our annual careers convention is well attended by over 60 post 16 providers, HE and employers.</p> <p>Each week we have lunchtime drop in sessions with both Post 16 providers, HE and employers.</p> <p>There are also many college trips to places such as Reaseheath and Coleg Cambria for targeted AEN and PP pupils.</p> <p>In addition to this we offer trips to Weatherhead, Cheshire College south and west, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures.</p> <p>We also engage with opportunities offered to us by the Liverpool city Region to engage with employers, such as</p>
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<p><i>take this into account in assessments]</i></p>					<p>visiting the HMS Prince of Wales, where all forces were represented and pupils could speak with a variety of different employers.</p> <p>Pupils are also able to meet College advisors during our lunchtime sessions, whereby providers are present for Q&A sessions and to deliver key information about their colleges.</p> <p>In year 10, each pupil receives a MOCK interview by a local employer. They receive feedback from the employer on their interview skills, communication skills, appearance, and presentation.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • Weekly 'meet and greet' an employer breakfast mornings • Drop down days • Careers conventions • Lunchtime drop ins • Work experience in Year 10 • Year 7, 8, 9, 10 & 11 Careers Fair • Group Talk on Law • Group Talk on Armed Forces • Year 10 Enterprise Day run by Barclays Lifeskills • Year 10 Enterprise Day • Year 11 Assembly • Wirral Chamber of Commerce Assembly • Wirral Chamber of Commerce Assembly • Year 7 Enterprise Event: People skills • Year 9 Enterprise Event • Year 10 mock interviews • Opportunities from the liverpool city region- HMS prince of Wales
GB 5.2 Colleges should record and take account of learners' own part-time employment and the influence this has had on their development				Does not apply to Woodchurch as we are an 11-16 academy.

<p>QC 5.1(i) For schools, through a variety of methods, securing at least one meaningful encounter with an employer or employee for each student in every year of their education from KS3 using local networks of support - such as Enterprise Advisers, Jobcentre Plus, family and alumni/ae</p> <p><i>[For Primary Schools, facilitating an introductory understanding of the world of work]</i></p> <p><i>For College learners, securing at least two meaningful encounters</i></p>				<p>During our drop down days, pupils receive face to face time with local employers.</p> <p>Our annual careers convention is well attended by over 60 post 16 providers, HE and employers.</p> <p>Each week we have lunchtime drop in sessions with both Post 16 providers, HE and employers.</p> <p>Work experience is offered to ALL year 10 pupils .Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to have a positive outcome, as they have demonstrated a passion for that particular job or role.</p> <p>Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work. The Work experience process is evaluated and feedback is given to governors. In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual ‘my week at work’, led by the Liverpool City Region during the summer term.</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend. All pupils</p>
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<p><i>with employers during their study programme.</i></p>				<p>are invited to our weekly 'Meet and greet employer' mornings. These are opportunities for pupils to have face to face question and answer sessions with a variety of employers from a variety of sectors including engineering, armed forces, science industry etc.</p> <p>In addition to this, the Wirral Chamber of commerce also organised face to face meet and greet an employer session. Enterprise advisor also met with pupils.</p> <p>There are also many college trips to places such as Reaseheath and Coleg Cambria for targeted AEN and PP pupils.</p> <p>In addition to this we offer trips to Weatherhead, Cheshire College south and west, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures.</p> <p>We also engage with opportunities offered to us by the Liverpool city Region to engage with employers, such as visiting the HMS Prince of Wales, where all forces were represented and pupils could speak with a variety of different employers.</p> <p>Pupils are also able to meet College advisors during our lunchtime sessions, whereby providers are present for</p>
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					<p>Q&A sessions and to deliver key information about their colleges.</p> <p>In year 10, each pupil receives a MOCK interview by a local employer. They receive feedback from the employer on their interview skills, communication skills, appearance, and presentation.</p> <p>Enterprise advisor allocated through the Wirral chamber of commerce- Mark Sutherberry</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Weekly 'meet and greet' an employer breakfast mornings • Drop down days • Careers conventions • Lunchtime drop ins • Work experience in Year 10 • Enterprise advisor allocated by Wirral chamber of commerce • Year 7, 8, 9, 10 & 11 Careers Fair • Group Talk on Law • Group Talk on Armed Forces • Year 10 Enterprise Day run by Barclays Lifeskills • Year 10 Enterprise Day • Year 11 Assembly
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			<ul style="list-style-type: none"> • Wirral Chamber of Commerce Assembly • Wirral Chamber of Commerce Assembly • Year 7 Enterprise Event: People skills • Year 9 Enterprise Event • Year 10 mock interviews • Opportunities from the Liverpool city region- HMS Prince of Wales • Job centre plus
QC 5.1(ii) Ensuring that all such activities and encounters with employers and employees are embedded in the careers curriculum as part of a planned and progressive programme, meet the needs of each student, and contribute to their career-related learning outcomes			<p>All of our CEIAG encounters with employers are embedded into our plan and into our curriculum.</p> <p>These are all located on our careers calendar and embedded into our practice. Our drop down days are included in our Careers planning.</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend.</p> <p>All drop down days where pupils experience contact are planned with the pupils needs in mind. The details are tailored to the outcomes we wish for our pupils to gain from the sessions.</p> <p>Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to</p>

			<p>have a positive outcome, as they have demonstrated a passion for that particular job or role.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Career plan provision ● School calendar ● Careers calendar ● Meet and greet breakfast mornings ● Work experience report to governors
QC 5.1(iii) Enabling employers and employees to contribute effectively to the careers programme - including by enhancing students' understanding of progression pathways in learning and work, employability skills, working life and career development at work			<p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend. All pupils are invited to our weekly 'Meet and greet employer' mornings. These are opportunities for pupils to have face to face question and answer sessions with a variety of employers from a variety of sectors including engineering, armed forces, science industry etc. Feedback from these sessions help inform our plans for following sessions.</p> <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.</p>

			<p>Additionally, Feedback from programmes such as Shaping futures, Youth Federation, the Liverpool City Region and the Wirral Chamber of commerce informs the planning of our careers provision.</p> <p>Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work. The Work experience process is evaluated and feedback is given to governors. In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual 'my week at work', led by the Liverpool City Region during the summer term. Feedback from the virtual week at work given during Liverpool city region meetings.</p> <p>In year 10, each pupil receives a MOCK interview by a local employer. They receive feedback from the employer on their interview skills, communication skills, appearance, and presentation.</p> <p><u>Evidence</u></p>
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			<ul style="list-style-type: none"> • Work experience feedback from employers • Careers convention feedback from businesses and employers • Feedback from employers during Breakfast mornings • Feedback from employers following Mock interviews for year 10
Gatsby Benchmark 6 – Experiences of workplaces			
<p>GB 6.2 By the age 18, every pupil should have had one further such experience, additional to any part-time jobs they may have</p> <p><i>GB 6.2 By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have</i></p>			<p>Work experience is offered to ALL year 10 pupils .Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to have a positive outcome, as they have demonstrated a passion for that particular job or role.</p> <p>Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work.</p> <p>The Work experience process is evaluated and feedback is given to governors.</p> <p>In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual ‘my week at work’, led by the Liverpool City Region during the summer term.</p>

				<u>Evidence</u> <ul style="list-style-type: none"> • Work experience report • Parent mail and resources sent for 'my week at work'
<p>QC 6.1(i) Securing at least one meaningful experience** of a workplace for every student by the end of KS4, additional to any part-time jobs they may have</p> <p>** A meaningful experience involves first-hand experiences of either workplace visits, work-shadowing and/or work-experience. Students must demonstrate career-related learning from</p>				<p>Work experience is offered to ALL year 10 pupils .Our highly successful work experience programme sees many pupils self-placing, meaning they are more likely to have a positive outcome, as they have demonstrated a passion for that particular job or role.</p> <p>Pupils in year 10 receive 1 week work experience. In addition to this, they receive a drop down day dedicated to ensuring they are prepared for their week of work.</p> <p>The Work experience process is evaluated and feedback is given to governors.</p> <p>In addition to this hands on experience in February this academic year, pupils in year 10 were encouraged to participate in a virtual 'my week at work', led by the Liverpool City Region during the summer term.</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend. All pupils are invited to our weekly 'Meet and greet employer'</p>

<p>reflecting upon these experiences</p>				<p>mornings. These are opportunities for pupils to have face to face question and answer sessions with a variety of employers from a variety of sectors including engineering, armed forces, science industry etc.</p> <p>Pupils in each year group receive enterprise drop down days throughout the year. These are relevant to the year group and led both internally and by external providers.</p> <p>Year 7</p> <p>-World of work skills led by Wirral chamber of commerce</p> <p>Year 8</p> <p>-Jobs for tomorrow events led by careers connect</p> <p>Year 9</p> <p>-Money skills and finance skills</p> <p>Year 10</p> <p>-Mock interview day led internally</p> <p>-Work experience preparation day led internally</p> <p>-MPLOY enterprise challenge led by MPLOY</p> <p>Year 11</p> <p>- Application and CV writing led internally</p>
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				<p>-College destinations and options day led internally</p> <p>Pupils in year 11 receive the opportunity to apply to complete the National Citizenship Service award after they finish their exams in the summer. This allows them to volunteer, meet employers, gain and develop their employability skills. We were awarded Silver status last academic year.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Work experience report • Parent mail and resources sent for 'my week at work' • Meet and greet breakfast mornings • Enterprise days • National citizenship programme- Silver status
QC 6.1(ii) Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and				<p>They link learning about work, from work, and through work throughout the work experience process.</p> <p>Firstly pupils receive a drop down day, teaching them the basic expectations in a workplace environment, from punctuality all the way to health and safety. They are informed of the their learning objectives whilst on Work</p>

understood by students and key stakeholders				<p>Experience. They are also encouraged to reflect during drop down day on the personalised outcomes they wish to achieve from their Work experience placements prior to attending.</p> <p>Upon completing their work experience, each pupil receives an individual report grading the pupil on key areas such as punctuality, showing initiative, communication skills. Etc. This demonstrates the clear objectives to the pupils which are then measured and agreed with pupils.</p> <p>A report is generated for Key stake holders & school governors evaluating how successful the work experience placement project is as a whole. It includes positive stories and accounts for any disappointing individual reports.</p> <p><u>Work experience learning outcomes</u></p>
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				<ul style="list-style-type: none"> ● To develop my communication skills in a workplace setting ● To ensure I am punctual and well presented ● To show initiative and develop my confidence ● To gain a better understanding of the working environment and whether I would enjoy a career in that area ● To develop my ability to work with a range of different people ● To gain a better understanding of the basic expectations in a work place <p>Of the 283 pupils on roll, 257 participated in Work Experience, meaning 26 did not participate in the scheme: see point 5 below.</p> <p>Those pupils not placed / who did not participate, numbered 26. Although this is the highest non-participation rate ever, it is still less than 1% of the cohort as a whole The reasons for these pupils not being involved in the programme were because they were:</p> <p>a. School refusers, or;</p> <p>b. Were absent due to sickness / illness, or;</p>
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				<p>c. There were Safeguarding reasons, that meant a placement would have been unwise, or;</p> <p>d. They were participating in alternative (paid) provision</p> <p>e. Pupils on 'Managed Moves</p> <p>Assemblies and staff briefings took place as usual</p> <p>Most if not all preparation was not carried out in Form Time, with pupils instead being taken off timetable for a day and a number of sessions delivered by the Work Experience Co-ordinator and other associated staff. These session covered:</p> <ul style="list-style-type: none"> ● Preparing for Work Experience ● Travelling there ● First Impressions ● What to do if... ● Health & Safety ● Resilience and references <p>The Work Experience programme contributes significantly to both the development of character and to enabling pupils to put in to practice the Christian Values, which we as a school, promote.</p> <p>On Work Experience, pupils are required to undertake placements that put them firmly outside of their comfort</p>
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				<p>zone. They have to work with people who they do not know, who are of different ages and backgrounds from themselves. Pupils also have to establish themselves very quickly in the placements, without being too dependent upon their placement supervisor and/or other staff at the placements, as they have their own work to undertake.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Work experience report • Work experience individual feedback form • Resources from Drop down day. • Work experience learning objectives
QC 6.2(i) Securing at least one further meaningful experience of a workplace for every student by the end of KS5, additional to any part-time jobs they may have				<p>Does not apply to Woodchurch as we are an 11-16 academy.</p>

And for college learners by the end of their study programme				
QC 6.2(ii) Ensuring that evidence affirms that the experience(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders				<p>Firstly pupils receive a drop down day, teaching them the basic expectations in a workplace environment, from punctuality all the way to health and safety. They are informed of the ir learning objectives whilst on Work Experience. They are also encouraged to reflect during drop down day on the personalised outcomes they wish to achieve from their Work experience placements prior to attending.</p> <p>Upon completing their work experience, each pupil receives an individual report grading the pupil on key areas such as punctuality, showing initiative, communication skills. Etc. This demonstrates the clear objectives to the pupils which are then measured and agreed with pupils.</p> <p>A report is generated for Key stake holders & school governors evaluating how successful the work experience placement project is as a whole. It includes positive stories and accounts for any disappointing individual reports.</p> <p><u>Work experience learning outcomes</u></p>

				<ul style="list-style-type: none"> ● To develop my communication skills in a workplace setting ● To ensure I am punctual and well presented ● To show initiative and develop my confidence ● To gain a better understanding of the working environment and whether I would enjoy a career in that area ● To develop my ability to work with a range of different people ● To gain a better understanding of the basic expectations in a work place <p>Work experience placements reviewed by all stake holders.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Work experience report ● Work experience individual feedback form ● Resources from Drop down day.
Gatsby Benchmark 7 – Encounters with further and higher education				
GB 7.1 By the age of 16, every pupil should have had a meaningful encounter*** with				<p>We offer trips to Weatherhead, Cheshire college south and west, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures. There are also further college trips to places</p>

<p>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</p> <p>[For some Special Schools/Colleges encounters with higher education institutions <i>may not be appropriate for their student population, whereas encounters with other post-KS5 opportunity providers will be, therefore Quality in Careers assessors will take this into account in assessments]</i></p>					<p>such as Reaseheath and Coleg Cambria for targeted AEN and PP pupils.</p> <p>Pupils are also able to meet College advisors during our lunchtime sessions, whereby providers are present for Q&A sessions and to deliver key information about their colleges.</p> <p>Application forms are available and prospectus in the careers library and apprenticeships are advised via Form Tutors when they are available. We also advise pupils to search the 'Be more' Apprenticeship hub website – an apprenticeship seeking services which aims to match young people to an apprenticeship provider – if that is what they are after.</p> <p>Having our impartial careers advisor from MPLOY, allows pupils to access information and make personal informed choices.</p> <p>While all the options are being discussed pupils are aware of alternatives ie Apprenticeships, as well as having information about projected earnings through A Levels or University routes.</p> <p>Pupils in ALL year groups receive an assembly from a HE provider to raise aspirations and better inform pupils of HE and how it can be accessed.</p>
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				<p>Our careers convention is attended by HE providers, as well as post 16 providers.</p> <p>Pupils in Year 11 are able to opt in to any college visits, these have been extremely well attended. Over 70 pupils to each. Pupils are encouraged to look at course they are passionate about, regardless of stereotypical thinking, and look at a variety of different skill sectors they are interested in.</p> <p>All PP pupils visit a HE establishment by the end of school career.</p> <p>We have regular work with MPloy Solutions and 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>With current pandemic, we have promoted several virtual tours and visits to ensure transition for Year 11 pupils is smooth.</p> <p>We also invite local post 16 providers to conduct assemblies to Year 10 & 11 to promote their facility to our pupils, offering them Q&A opportunities. These also include contact with pupil from the establishments.</p>
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				<p>List of events where pupils have meaningful encounters with post 16 providers:</p> <ul style="list-style-type: none"> ● Airbus Apprentice Open Day 1.30pm – 4.00pm ● Armed Forces Lunch time Drop in Session - for Year 11 held in the main Foyer ● Aspirational Sessions Year 9 – Pathway leading to University ● Birkenhead 6th Form College Assembly to Year 11 ● Birkenhead High School Academy 6th Form Lunch time Drop in Session - for Year 11 held in the main Foyer ● Birkenhead High School Academy Finance and Law Careers Conference 5.30pm-8pm ● Careers Advisor in School ● Careers Group Work Sessions ● Cheshire College South & West lunch Time Drop in Session ● Cheshire College Taster Sessions 4.45-6pm – please see flyer on the Careers Board ● Cheshire College Twilight Taster Sessions 4;45pm-6pm ● Coleg Cambria Assembly to Year 11 ● Coleg Cambria Northop Campus Open Morning 10am-12pm ● Coleg Cambria Yale Campus Open Evening and 6th Form Evening 5pm-7pm ● Everton Football College lunch Time Drop in Session held in the main Foyer
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				<ul style="list-style-type: none"> ● Everton Football College lunch Time Drop in Session held in the main Foyer ● Hilbre 6th Form Lunch time Drop in Session - for Year 11 held in the main Foyer ● Hilbre 6th Form Assembly to Year 11 ● Hugh Baird lunch Time Drop in Session held in the main Foyer ● Introduction and Careers Advice in Form Time for 10XS. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XV. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XW. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XZ. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YN. Year 11 Group talk on Hair & Beauty ● Introduction and Careers Advice in Form Time for 10YS. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YV. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YW. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XN. Careers Advisor in School
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					<ul style="list-style-type: none"> ● Meet and Greet an Employer Breakfast Mornings – Santec Engineering Speaker 8am-8.30am ● Merseyside Engineering College Lunch time Drop in Session - for Year 11 held in the main Foyer ● National Citizen Service lunch Time Drop in Sessions Year 11 ● New Future Aspirational Group Sessions ● Shaping Futures Aspirational Sessions ● The Apprenticeship Hub Lunch time Drop in Session - for Year 11 held in the main Foyer ● TTE Lunchtime Drop in Session held in the main Foyer ● Upton Hall 6th Form Assembly Year 11 ● Weatherhead 6th Form College Assembly Year 11 ● West Kirby Grammar School lunch Time Drop in Session held in the main Foyer ● Wirral Met College Lunch time Drop in Session - for Year 11 held in the main Foyer ● Woodchurch High School Careers Convention all Year groups 4.30pm – 7pm ● Year 10 Assembly taken by Chester University ● Year 10 Assembly taken By the Careers Advisor. Careers Advisor in School ● Year 10 Enterprise Day 1 ● Year 10 Enterprise Day 2 ● Year 10 Mock Interview Preparation Day ● Year 10 Pupils on Work Experience ● Year 10 visit to Cheshire College ● Year 10 Visit to HMS Prince of Wales
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				<ul style="list-style-type: none"> ● Year 10 Work Experience Assembly ● Year 10 Work Experience Drop Down Day ● Year 10 X Band Parents Evening - Wirral Met College, Cheshire West College will be attending ● Year 10 Y Band Parents Evening - Wirral Met College, Cheshire West College will be attending ● Year 11 Aspirational Assembly taken by Liverpool University ● Year 11 Assembly ABL Health (Stop Smoking) ● Year 11 Assembly taken By Cheshire West College ● Year 11 Assembly taken by Hugh Baird College ● Year 11 Assembly taken By Little League Sports ● Year 11 Assembly taken by National Citizen Service Year 11 ● Year 11 Assembly taken by National Citizenship Service ● Year 11 Assembly taken by Reasheath College ● Year 11 Assembly taken by Rev L Bannon – Post 16 Options ● Year 11 Assembly taken By the Careers Advisor. Careers Advisor in School ● Year 11 Assembly taken By Wirral Met College ● Year 11 Careers Drop Down Day ● Year 11 Group talk on Nursing & Care Work ● Year 11 X Band Parents Evening – Wirral Met College, Coleg Cambria, Cheshire West College, Birkenhead High School Academy and Reasheath, College will be attending
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					<ul style="list-style-type: none"> ● Year 11 Y Band Parents Evening – Wirral Met College, Coleg Cambria Cheshire West College, Birkenhead High School Academy will be attending ● Year 7 Aspirational Assembly taken by Chester University ● Year 8 Aspirational Assembly taken by Liverpool John Moores University ● Year 9 Assembly taken by Liverpool University ● Year 9 Assembly taken By the Careers Advisor. ● Year 9 Enterprise Day <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Assemblies ● Careers convention ● Trips to HE establishment's ● Trips to local post 16 providers ● Q&A opportunities with pupils at post 16 providers. ● Lunchtime drop ins- See forthcoming events doc ● Trips to 6 local establishments ● Forthcoming working document sent to parents and given to pupils. Displayed in classroom and library area. ● Activity log ● Compass tracker ● Compass assessment tool
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<p>GB 7.2 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 students</p> <p><i>GB 7.2 By the end of their programme of study, every learner should have had a meaningful encounter*** with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This</i></p>					<p>HE establishments attend our Careers convention</p> <p>Trips for PP pupils are made to HE establishments. We have over 50% PP pupils.</p> <p>HE section in the library area for more information.</p> <p>Assemblies conducted by HE and student finance representatives to better inform pupils.</p> <p>Year 7 Chester university</p> <p>Year 8 Liverpool Hope</p> <p>Year 9 Bangor University</p> <p>Year 10 LJMU</p> <p>Year 11- LJMU, & Chester university</p> <p>HE programmes see some pupils visiting establishments more than once throughout a course.</p> <p>We invite many local providers into school and also conduct many trips throughout the years to HEI including:</p> <p>RAF Lunchtime Drop in Session</p> <p>Visit to Cheshire West College</p> <p>Visit to Chester University</p>

<p><i>should include the opportunity to meet both staff and learners</i></p> <p>*** A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment</p>				<p>Visit to LJMU Visit to University of Liverpool</p> <p>In addition to this here is a List of events where pupils have meaningful encounters with a range of post 16 providers:</p> <ul style="list-style-type: none"> • Airbus Apprentice Open Day 1.30pm – 4.00pm • Armed Forces Lunch time Drop in Session - for Year 11 held in the main Foyer • Aspirational Sessions Year 9 – Pathway leading to University
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			<ul style="list-style-type: none"> • Year 9 Assembly taken by Liverpool University • Year 9 Assembly taken By the Careers Advisor. • Year 9 Enterprise Day <p>We are also the first school in the country to become a full member of NEON.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • New futures HE programme • Assemblies • Careers convention • Library area • Forthcoming events document • NEON meetings attended • Youth federation programme • HEI evaluation • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED inspection report
QC 7.1(i) Securing a meaningful encounter with providers of the full range of post-16 and			<p>We offer trips to Weatherhead, Cheshire college south and west, Wirral Met and Coleg Cambria for taster days, to ensure pupils make informed decisions regarding their futures. There are also further college trips to places</p>

<p>post-18 learning opportunities (including technical education, supported internships and apprenticeships – complying with legislation on meaningful access for education and training providers) for every student during KS3 and KS4</p> <p><i>[For Primary Schools, introducing an awareness of the post 16 & post 18 world]</i></p>					<p>such as Reaseheath and Coleg Cambria for targeted AEN and PP pupils.</p> <p>Pupils are also able to meet College advisors during our lunchtime sessions, whereby providers are present for Q&A sessions and to deliver key information about their colleges.</p> <p>Application forms are available and prospectus in the careers library and apprenticeships are advised via Form Tutors when they are available. We also advise pupils to search the ‘Be more’ Apprenticeship hub website – an apprenticeship seeking services which aims to match young people to an apprenticeship provider – if that is what they are after.</p> <p>Having our impartial careers advisor from MPLOY, allows pupils to access information and make personal informed choices.</p> <p>While all the options are being discussed pupils are aware of alternatives ie Apprenticeships, as well as having information about projected earnings through A Levels or University routes.</p> <p>Pupils in ALL year groups receive an assembly from a HE provider to raise aspirations and better inform pupils of HE and how it can be accessed.</p>
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<p>QC 7.1(ii) Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders – including using feedback to inform future planning of encounters</p>					<p>All trips and programmes are reviewed by the careers team and form a basis for the future planning and implementation during the following academic year.</p> <p>Blue hills reviews all intervention pupils receive, including careers related encounters/trips.</p> <p>Feedback is gathered by both Woodchurch and post 16 providers in some instances pupils and teachers following encounters.</p> <p>We conduct a HEI evaluation which informs future planning.</p> <p>Pupil voice</p> <ul style="list-style-type: none"> -Parent voice at parent’s evenings -Parent voice after aspirational evenings/careers convention -Feedback from employers/post 16 providers at careers convention -Feedback from employers who attend ‘meet and greet’ breakfast mornings. -Regular review meetings with careers team staff/ teachers -Feedback from employers at drop down days
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				<p>Feedback from programmes such as Shaping futures, Youth Federation, the Liverpool City Region and the Wirral Chamber of commerce informs the planning of our careers provision.</p> <p>Teachers also feedback to careers team how effective external sessions/assemblies/discussion groups are, so this can inform future planning</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend.</p> <p>In addition to this, the Wirral Chamber of commerce also organised face to face meet and greet an employer session. Enterprise advisor also met with pupils.</p> <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 1. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences 2. Be aware of the laws and bye-laws relating to young people's permitted hours and types of
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				<p>employment; and know how to minimise health and safety risks to you and those around you</p> <ol style="list-style-type: none"> 3. Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable 4. Show that you can be positive, flexible and well-prepared at transition points in your life <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4</p> <ol style="list-style-type: none"> 1. Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences 2. Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices 3. Show how you are developing the qualities and skills which will help you to improve your employability 4. Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you 5. Be able to research your education, training, apprenticeship, employment and volunteering
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					<p>options including information about the best progression pathways through to specific goals</p> <p>6. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Careers plan • Forthcoming events document • Pupil voice • Forthcoming events document • NEON meetings attended • Youth federation programme • HEI evaluation • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED inspection report • MPLOY reviews and feedback • MPLOY audit • Agreements with shaping futures programmes • Agreements with Wirral Chamber of Commerce • Agreements with Liverpool City region. • OFSTED report 2020 • Parents evening feedback forms • Careers fair feedback from employers
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				<ul style="list-style-type: none"> Meet and greet employers breakfast mornings
<p>QC 7.2(i) For schools, securing a meaningful encounter for all students with a range of providers of learning and training that may form the next stage of their career in order to meet the relevant learning outcomes for each student [This should include at least two visits to higher education institutions to meet staff and students for those who are considering this choice by the end of KS5]</p> <p><i>For college learners, facilitating a meaningful encounter with a range</i></p>				<p>Blue hills reviews each of the individual outcomes for interventions which have been given to pupils, including the outcomes of trips or encounters with providers.</p> <p>We invite many local providers into school and also conduct many trips throughout the years to HEI including:</p> <p>RAF Lunchtime Drop in Session Visit to Cheshire West College Visit to Chester University Visit to LJMU Visit to University of Liverpool</p> <p>In addition to this here is a List of events where pupils have meaningful encounters with a range of post 16 providers:</p> <ul style="list-style-type: none"> Airbus Apprentice Open Day 1.30pm – 4.00pm Armed Forces Lunch time Drop in Session - for Year 11 held in the main Foyer Aspirational Sessions Year 9 – Pathway leading to University

<p><i>of further learning providers by the end of their programme of study</i></p>				<ul style="list-style-type: none"> • Birkenhead 6th Form College Assembly to Year 11 • Birkenhead High School Academy 6th Form Lunch time Drop in Session - for Year 11 held in the main Foyer • Birkenhead High School Academy Finance and Law Careers Conference 5.30pm-8pm • Careers Advisor in School • Careers Group Work Sessions • Cheshire College South & West lunch Time Drop in Session • Cheshire College Taster Sessions 4.45-6pm – please see flyer on the Careers Board • Cheshire College Twilight Taster Sessions 4;45pm-6pm • Coleg Cambria Assembly to Year 11 • Coleg Cambria Northop Campus Open Morning 10am-12pm • Coleg Cambria Yale Campus Open Evening and 6th Form Evening 5pm-7pm • Everton Football College lunch Time Drop in Session held in the main Foyer • Everton Football College lunch Time Drop in Session held in the main Foyer • Hilbre 6th Form Lunch time Drop in Session - for Year 11 held in the main Foyer • Hilbre 6th Form Assembly to Year 11 • Hugh Baird lunch Time Drop in Session held in the main Foyer
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				<ul style="list-style-type: none"> ● Introduction and Careers Advice in Form Time for 10XS. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XV. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XW. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10XZ. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YN. Year 11 Group talk on Hair & Beauty ● Introduction and Careers Advice in Form Time for 10YS. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YV. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 10YW. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XN. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XS & 10XE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XV & 10XN. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11XW. Careers Advisor in School
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				<ul style="list-style-type: none"> ● Introduction and Careers Advice in Form Time for 11XZ. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YE. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YN. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YS. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YV. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YW. Careers Advisor in School ● Introduction and Careers Advice in Form Time for 11YZ. Careers Advisor in School ● Meet and Greet an Employer Breakfast Mornings Fire Services 8am-8.30am ● Meet and Greet an Employer Breakfast Mornings Museum Services & Business Speaker 8am-8.30am ● Meet and Greet an Employer Breakfast Mornings Royal Navy Speaker 8am-8.30am ● Meet and Greet an Employer Breakfast Mornings Santec Engineering Speaker 8am-8.30am ● Meet and Greet an Employer Breakfast Mornings Santec Engineering Speaker 8am-8.30am ● Merseyside Engineering College Lunch time Drop in Session - for Year 11 held in the main Foyer ● National Citizen Service lunch Time Drop in Sessions Year 11 ● New Future Aspirational Group Sessions
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				<ul style="list-style-type: none"> ● Shaping Futures Aspirational Sessions ● The Apprenticeship Hub Lunch time Drop in Session - for Year 11 held in the main Foyer ● TTE Lunchtime Drop in Session held in the main Foyer ● Upton Hall 6th Form Assembly Year 11 ● Weatherhead 6th Form College Assembly Year 11 ● West Kirby Grammar School lunch Time Drop in Session held in the main Foyer ● Wirral Met College Lunch time Drop in Session - for Year 11 held in the main Foyer ● Woodchurch High School Careers Convention all Year groups 4.30pm – 7pm ● Year 10 Assembly taken by Chester University ● Year 10 Assembly taken By the Careers Advisor. Careers Advisor in School ● Year 10 Enterprise Day 1 ● Year 10 Enterprise Day 2 ● Year 10 Mock Interview Preparation Day ● Year 10 Pupils on Work Experience ● Year 10 visit to Cheshire College ● Year 10 Visit to HMS Prince of Wales ● Year 10 Work Experience Assembly ● Year 10 Work Experience Drop Down Day ● Year 10 X Band Parents Evening - Wirral Met College, Cheshire West College will be attending ● Year 10 Y Band Parents Evening - Wirral Met College, Cheshire West College will be attending
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				<ul style="list-style-type: none"> • Year 11 Aspirational Assembly taken by Liverpool University • Year 11 Assembly ABL Health (Stop Smoking) • Year 11 Assembly taken By Cheshire West College • Year 11 Assembly taken by Hugh Baird College • Year 11 Assembly taken By Little League Sports • Year 11 Assembly taken by National Citizen Service Year 11 • Year 11 Assembly taken by National Citizenship Service • Year 11 Assembly taken by Reasheath College • Year 11 Assembly taken by Rev L Bannon – Post 16 Options • Year 11 Assembly taken By the Careers Advisor. Careers Advisor in School • Year 11 Assembly taken By Wirral Met College • Year 11 Careers Drop Down Day • Year 11 Group talk on Nursing & Care Work • Year 11 X Band Parents Evening – Wirral Met College, Coleg Cambria, Cheshire West College, Birkenhead High School Academy and Reasheath, College will be attending • Year 11 Y Band Parents Evening – Wirral Met College, Coleg Cambria Cheshire West College, Birkenhead High School Academy will be attending • Year 7 Aspirational Assembly taken by Chester University • Year 8 Aspirational Assembly taken by Liverpool John Moores University
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				<ul style="list-style-type: none"> • Year 9 Assembly taken by Liverpool University • Year 9 Assembly taken By the Careers Advisor. • Year 9 Enterprise Day <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 5. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences 6. Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you 7. Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable 8. Show that you can be positive, flexible and well-prepared at transition points in your life <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4</p> <ol style="list-style-type: none"> 7. Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences 8. Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
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				<p>9. Show how you are developing the qualities and skills which will help you to improve your employability</p> <p>10. Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you</p> <p>11. Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p> <p>12. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Blue hills reviews ● Assemblies ● Careers convention ● Trips to HE establishment's ● Trips to local post 16 providers ● Q&A opportunities with pupils at post 16 providers. ● Lunchtime drop ins- See forthcoming events doc ● Trips to 6 local establishments ● Forthcoming events document
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				<ul style="list-style-type: none"> ● NEON meetings attended ● Youth federation programme ● HEI evaluation ● Activity log ● Compass tracker ● Compass assessment tool ● 2020 OFSTED inspection report
QC 7.2(ii) Ensuring that evidence affirms that the encounter(s) has clear learning objectives and that career-related learning outcomes are measured and understood by students and key stakeholders—including using feedback to inform future planning of encounters				<p>All trips and programmes are reviewed by the careers team and form a basis for the future planning and implementation during the following academic year.</p> <p>Blue hills reviews all intervention pupils receive, including careers related encounters/trips.</p> <p>Feedback is gathered by both Woodchurch and post 16 providers in some instances pupils and teachers following encounters.</p> <p>We conduct a HEI evaluation which informs future planning.</p> <p>Pupil voice</p> <p>-Parent voice at parent's evenings</p>

				<ul style="list-style-type: none"> -Parent voice after aspirational evenings/careers convention -Feedback from employers/post 16 providers at careers convention -Feedback from employers who attend 'meet and greet' breakfast mornings. -Regular review meetings with careers team staff/ teachers -Feedback from employers at drop down days <p>Feedback from programmes such as Shaping futures, Youth Federation, the Liverpool City Region and the Wirral Chamber of commerce informs the planning of our careers provision.</p> <p>Teachers also feedback to careers team how effective external sessions/assemblies/discussion groups are, so this can inform future planning</p> <p>Our Meet and Greet with an employer breakfast mornings, ensure that pupils are able to have contact with a variety of different sectors. They are personalised and meet the needs of the pupils that attend.</p>
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				<p>In addition to this, the Wirral Chamber of commerce also organised face to face meet and greet an employer session. Enterprise advisor also met with pupils.</p> <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 3</p> <ol style="list-style-type: none"> 1. Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences 2. Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you 3. Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable 4. Show that you can be positive, flexible and well-prepared at transition points in your life <p>Through the CEIAG programme and PHSCEE framework the following Learning objectives are met in Key stage 4</p>
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				<ol style="list-style-type: none"> 1. Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences 2. Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices 3. Show how you are developing the qualities and skills which will help you to improve your employability 4. Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you 5. Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals 6. Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Careers plan ● Pupil voice ● Forthcoming events document ● NEON meetings attended
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				<ul style="list-style-type: none"> • Youth federation programme • HEI evaluation • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED inspection report • MPLOY reviews and feedback • MPLOY audit • Agreements with shaping futures programmes • Agreements with Wirral Chamber of Commerce • Agreements with Liverpool City region. • OFSTED report 2020 • Parents evening feedback forms • Careers fair feedback from employers • Meet and greet employers breakfast mornings
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<p>Unit 4 – IAG (information, Advice and Career Guidance)</p> <p>Complete for Stage One and the FULL AWARD (The Quality in Careers Standard)</p>				
<p>Gatsby Benchmark 8 – Personal Guidance</p> <p>QCF Level 6 or 7 qualified career adviser.</p> <p>The minimum amount of time for a meaningful interview to take place is 20 minutes for a specific enquiry but 30/40 minutes for a more general careers discussion.</p>				
<p>GB 8.1 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</p> <p>GB 8.1 College</p>			<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 2I Mark 3 / 4C Mark 2) Guidance professionals can access appropriate resources to support their activities</i></p>	<p>ALL pupils receive a Careers interview with our MPLOY careers advisor. Action plans written after each MPLOY careers interview and passed to ALL pupils. Targets are also set to help pupils achieve what they discussed. Plans are shared, given permission by the pupils, with teaching staff who help pupils to achieve the targets set. Pupils are also able to access a 2nd, 3rd, 4th etc meeting should they feel they need this, here they then review the targets and update their action plans. Pupils can also self-refer again if they require additional interviews.</p>

<p><i>Every learner should have at least one such interview by the end of their study programme</i></p> <p><i>This is the only criterion that can be AMBER to submit for FULL Award assessment and you would need to evidence you are meeting this for AT LEAST 70% of eligible learners.</i></p>				<p>Parents are also able to attend this should they wish to do so. Our SEND TA, Anne Smith also attends ALL SEND interviews to ensure additional support for pupils is provided throughout.</p> <p>This academic year, ALL pupils received a follow-up call with our MPLOY advisor, due to enforced school closures.</p> <p>Pupils also attend group sessions led by our MPLOY advisor including:</p> <p>Audits are also carried out externally by the Local Authority including SEND reports, LAC reports which consider everything including careers curriculum, along with feedback from MPLOY ensuring programmes are fit for purpose.</p> <ul style="list-style-type: none"> ● Post-16 Drop-In Support ● Individual Guidance Interviews ● Year 11 Careers Launch Assembly ● Careers Interviews for Looked After Children ● Science pos-16 option routes ● Year 11 pupils on Alternative Provision Careers In ● Year 11 pupils on Alt Provision Careers Interview ● Year 11 Group Talk on Law ● Year 11 Armed Forces Group Talk ● Second Careers Interview Requested Year 11 Pupi
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				<ul style="list-style-type: none"> • Year 11 Group talk on Midwifery • Little League Sports Careers Workshop • Careers Programme Group Talk <p><u>Evidence</u></p> <ul style="list-style-type: none"> • MPLOY action plans and log • Careers tracker • Forthcoming events document • MPLOY reviews and feedback • MPLOY audit • HEI evaluation • Activity log • Compass tracker • Compass assessment tool • SEND annual Reviews • LAC reviews
QC 8.1(i) Ensuring that all students have access to advice and support			{see also QC 1.1 (iii)}	CPD is taken up from staff at WHS as necessary, but MPloy also ensure that their staff have relevant resources and CPD. MPloy advise all staff are required to

<p>from teachers, tutors and other relevant staff who have been trained and prepared for their role</p> <p>{see also QC 1.1 (iii)}</p>		<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 1E) There is a process in place through which staff demonstrate their competence in delivering CEIAG (both IAG and non IAG staff)¹</i></p> <p><i>¹Matrix Accredited organisations will cover this for commissioned career advisers; Careers advisers registered on the CDI will need an annual assessment using an approved framework by appropriately experienced/qualified staff</i></p> <p><i>(was 4D Mark 3 / 5D Mark 2) Young people can take responsibility for accessing impartial and independent IAG</i></p> <p><i>(at least from Year 8 upwards but preferably whole school for good practice)</i></p> <p><i>(was 4H) Personal guidance is part of the pastoral and support system and isn't an isolated activity</i></p>	<p>be trained to having at least level 6 Careers Guidance Qualification</p> <p>All MPloy Solutions careers advisers have regular CPD consisting of one training day per term which could typically include for eg updates on new qualification frameworks, best practice in ceiag, labour market information current trends and data and speakers on eg apprenticeships, students grants and HE. In addition staff have an annual training needs analysis completed with their line manager that feeds into the company training plan for the year and this may include for example attending external training or events such as Taking a Gap Year, The Skills Show, visits to local providers.</p> <p>Whilst MPloy staff do currently have appraisal observations through MPloy the school needs to explore a framework to see if we are able to observe a sample of careers meetings with pupils throughout the year.</p> <p>CPD is taken up from staff at WHS as necessary, 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>
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				<p>Where CEIAG is delivered by staff in curriculum we need to further explore what observations are possible, inline with teaching union guidelines.</p> <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>One of the careers coordinators at school has a Diploma in Careers Education.</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>The careers team offer CPD to form tutors and pastoral staff to ensure high quality, accurate, information and guidance is shared with pupils.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Qualifications held by staff both MPLOY and WHS • CPD of MPLOY staff • CPD of WHS staff • CPD of Form tutors delivering content
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<p>QC 8.1(ii) For schools, from KS3 ensuring that all students have equity of access to independent, impartial, and timely careers advice and guidance - both from external as well as internal sources - which includes at least one appropriate interview by the end of KS3 and KS4, and the opportunity for a further interview during KS5</p> <p><i>[For Primary Schools, this should involve introducing parents/carers to the careers support available in localities, particularly where pupils will require an</i></p>		<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 4B) Records are kept showing that every young person has had a careers interview with a qualified adviser before they leave school and the opportunity for a further interview by the age of 18 (where applicable i.e. you are a school and sixth form or a college)</i></p> <p><i>(was 4C) The career adviser contributes to:</i></p> <ul style="list-style-type: none"> <i>- the Education, Health and Care Plan (EHCP) for special needs young people with a plan.</i> <i>- the Personal Education Plan for Looked after children / Cared for Children/ Care Leavers</i> 	<p>Pupils have access to our impartial careers advisor from MPLOY for 1:1 careers interviews. Each pupil can self-refer for as many interviews as they require.</p> <p>We have a specific provision for our identified groups such as potential NEET pupils, SEND pupils, Pupil Premium Pupils etc In addition to this, we have a level 3 SEND TA who supports the careers provision for our SEND pupils, Anne Smith.</p> <p>Audits are also carried out externally by the Local Authority including SEND reports, LAC reports which consider everything including careers curriculum, along with feedback from MPLOY ensuring programmes are fit for purpose.</p> <p>We allocate some interviews to those who we feel need additional support eg AEN or LAC or who are at risk of being NEET. These appear on our careers calendar.</p> <p>Pupils have access to their KUDOS account from Year 7-11. They are encouraged to log on during Form time, assemblies, parents evenings and reminded of the information that is located in their planners should they need to reference it.</p> <p>In addition to this, each SEND pupil receives a transitional review along with an annual review, whereby Careers information and guidance forms a part</p>
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<p><i>Education, Health & Care Plan]</i></p> <p><i>For colleges, ensuring that all students have at least one interview by the end of their study programme</i></p>				<p>of their feedback. Our SEND TA, Anne Smith also attends ALL SEND interviews to ensure additional support for pupils is provided throughout.</p> <p>A large number of pupils who are Pupil Premium 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>As a school, we use Blue Hills to log each intervention a pupils receives. This information is stored year to year for each pupil. It includes all careers education, drop down days etc a pupil receives throughout their Woodchurch career.</p> <p>Our comprehensive careers tracker logs all interactions with the careers advisers.</p> <p><u>Evidence</u></p>
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				<ul style="list-style-type: none"> • Careers calendar • Careers tracker • MPLOY action plans/Logs • Activity log • Compass tracker • Compass assessment tool • SEND annual Reviews • LAC reviews • KUDOS
QC 8.1(iii) Ensuring that all internally-appointed careers staff - including internally-appointed professionally qualified careers advisers - are trained to appropriate levels and can able to act with impartiality in the best interests of students. Staff must subscribe to relevant codes of professional practice, and quality assurance mechanisms			<p><i>IIAG advice for you to consider (do not delete):</i></p> <p><i>(was 2I Mark 3 / 4C Mark 2) Guidance professionals can access appropriate resources to support their activities</i></p>	<p>CPD is taken up from staff at WHS as necessary, 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. MPloy Solutions ensure that their staff have ongoing CPD in relation to their roles. MPloy Solutions advised that all staff attending training every 6 months– with careers advisors having extra training and monthly updates from each other and the networks they link with.</p> <p>One of the careers coordinators at school has a Diploma in Careers Education, and is the SLT lead for the internal Careers team.</p>

<p>must be in place to ensure their professional practice is appropriately assessed by someone occupationally-competent to do so</p>				<p>We have an internally appointed Careers coordinator who is managed by our SLT lead. Miss Lauren Quigley is appraised for her involvement with Careers, demonstrating quality assurance in her work. As are our Admin staff who are also managed in the same way.</p> <p>Relevant members of the careers team have been on CPD this year to help stay up to date with the new CEIAG, this networking event was led by the Liverpool city region and attended by career leads in the area. The CPD sessions related to skills shortages in the sectors across the city, and how to plug this gap at school level. This better informs our careers planning.</p> <p>The careers team regularly attend meetings lead by the Liverpool city region and the Wirral Chamber of Commerce, where relevant local information is shared along with good practice.</p> <p>When programmes such as the Youth Federation programme are conducted, the careers team shadows the sessions.</p> <p>The careers team offer CPD to form tutors and pastoral staff to ensure high quality, accurate, information and guidance is shared with pupils.</p> <p>We are also the first school in the country to become a full member of NEON.</p>
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				<p>All members of the careers team are appraised on their contributions to the CEIAG programme.</p> <p>In our latest OFSTED inspection, it was stated in the report that ‘Pupils benefit from effective careers guidance.’</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● Please see website for staffing structure. ● Appraisal documentation for TLR holders. ● Careers plan for academic year ● Lyndon Bannons appraisal document ● Lauren Quigleys appraisal document ● Di garrets appraisal document ● Alison cashmores appraisal document ● Anne smiths appraisal document ● MPLOY audit ● Agreements with Wirral Chamber of Commerce ● Agreements with Liverpool City region. ● Compass assessments ratified by Wirral chamber of commerce ● ‘Implementing the plan’ document ● Regular compass review meetings with Wirral Chamber of Commerce. ● In our latest OFSTED inspection, it was stated in the report that ‘Pupils benefit from effective careers guidance.’
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<p>QC 8.1(iv) Where externally-provided careers advice and guidance is secured from professionally qualified careers advisers, ensuring that the organisation providing such services meets the agreed sector standard (i.e. the matrix Standard) and that account is taken of the professional standards and qualifications determined by the Career Development Institute</p>					<p>We have a full -time lead advisor from Mploy solutions – Mrs Joanne Thomlinson, who delivers 1:1 interviews with pupils, along with group sessions. Joanne Thomlinson holds a Diploma in Careers Guidance (Level 7) and a BA degree with honours.</p> <p>Mploy, our independent careers service, 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>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 each year.</p> <p>This consists of Work Experience of £10920.00</p> <p>Enterprise days</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</p>

			<p>2014/15 70 days</p> <p>2015/16 70 days</p> <p>2016/17 75 days</p> <p>2018/19 75 Days</p> <p>2019/2020 81days</p> <p>2020/21 87 Days</p> <p>Various copies of sections of the agreement with MPLOY Solutions, show an increase in arrangements of days of provision, the arrangement for work experience provision and matrix accreditation, across the year groups.</p> <p>Our MPLOY advisor has an annual training needs analysis completed with their line manager that feeds into the company training plan for the year, for agreed quality assurance.</p> <p>In our latest OFSTED inspection, it was stated in the report that 'Pupils benefit from effective careers guidance.'</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> ● MPOLY contracts ● MPLOY standards of practice See http://www.mploysolutions.com/blog.php?id=15
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				<p>5 and http://www.mploysolutions.com/meettheteam.php</p> <ul style="list-style-type: none"> • MPloy audit and Wirral Audits • Activity log • Compass tracker • Compass assessment tool • 2020 OFSTED
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Learning Provider Comments

Review of Development Points from last assessment:

This is the first Annual Review

Review of Annual Review and any action points:

Action Plan Updated to reflect actions: YES

Signed:

(Learning Provider)

Date:

You have continued to build on your employer links including the 'Meet and Greet' employer breakfast sessions which are available for all pupils. Your tracking of events and activities remains strong and you use Blue Hills software, evaluation is strong and you use the information that you gather to inform future CEIAG activities and the careers programme. You have increased the amount of time that you commission for Career Guidance Services which will enable more young people to access Career Guidance including young people at home or on Alternative Provision, you have mapped out the days to prioritise pupils. You were the first school to join NEON which has enhanced pupils opportunities to access information and activities linked to HE.

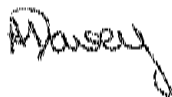
Areas for improvement or development:

GB1 – we talked about how you would like to improve how you obtain feedback from employers, although you already have some good mechanisms in place.

GB3 – you are still developing a process to enable you to track leavers for 3 years and we talked about asking other schools within your network if any of them are achieving this.

QC4.1(iii) – you have a very strong PHSCEE programme and drop down days, continue to develop the cross curriculum input

QC8.1 – we talked about providing CPD for all staff to further build upon the preparing for adulthood aspect of a pupils experience in school rather than just for form tutors and pastoral staff, this will support the cross curriculum input of CEIAG.



Signed:
21/7/20

(Mentor)

Date:

