

Woodfield School 2018-19



Woodfield Careers Policy September 2018



Careers Education, Advice, Information and Guidance (CEAIG) Policy

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Committee: Staffing & Students

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The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.

Woodfield School

Careers Education, Advice, Information and Guidance (CEAIG) Policy

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1. Introduction

Careers Education and Guidance is statutory from Year 8. At Woodfield School we are committed to provide outstanding CEAIG; where all students are provided with high quality impartial careers education, advice, information and guidance prior to starting their next step and are fully aware of their choices following completion of their studies with us. The school ethos 'Celebrating Success' underpins the work of careers in the curriculum. Students are all able to achieve but can only fulfil their full potential if they understand themselves, their abilities and the possibilities available to them.

School Vision

Our ethos is "Celebrating Success"

At Woodfield School we provide a secure, enjoyable and stimulating place to learn, where our pupils feel proud of what they have achieved. We have a curriculum that is practical and engaging, where teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school.

We develop skills for independence in preparation for an active role in society and we maintain close contact with home, making parents and guardians welcome in school, enabling them to play a full part in the education of their children.

Woodfield School aspires to:

- provide every student with an outstanding education within a supportive, vibrant and stimulating learning environment,
- enable every student to reach their full academic and personal potential by instilling a passion for learning,
- provide a caring, supportive community embracing all cultures and beliefs,
- nurture every student to become a successful adult who will impact positively on their local community and society as a whole.

Policy Statement

The Careers Education and Guidance at Woodfield School is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEAIG is impartial and unbiased.

2. National & Local Expectations

Woodfield School is committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-14 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the Department for Education's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Being aware of ongoing current thinking and by considering examples of best practice in the area of CEAIG, thus ensuring that this informs the schools thinking and direction with regards to Careers Education, Information, Advice and Guidance

(London Ambitions Careers Offer 2015, Gatsby Good Careers Guidance Benchmarks 2014).

3. Aims of CEAIG

a) Self-Development

Young people should be able to understand themselves and the influences on them.

b) Career Exploration

Young people should be able to investigate opportunities in learning and work.

c) Career Management

Young people should be able to make and adjust plans to manage change and transitions.

Learning Outcomes

a) Self-Development

Students should be able to:

- Assess their achievements, qualities and skills.
- Present this information as appropriate.
- Use this information for personal development.
- Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.

b) Career Exploration

Students should be able to:

- Understand the nature of work and people's attitudes towards it.
- Use a range of sources of careers information.
- Use work experience to improve chances for later education or employment.
- Access employment trends using Labour Market Information (LMI) in a supported environment

c) Career Management

Students should be able to:

- Use decision-making techniques.
- Understand and use sources of information, advice and help.
- Make informed and appropriate choices at 14 and 16.
- Make and manage changes as appropriate.
- Understand job / learning applications and the requirements of interviews.
- Understand rights and responsibilities of employees and employers in the workplace.

4. Careers Education and Guidance

Careers Education and Guidance consists of Careers Education, Careers Advice, Careers Information and Careers Guidance.

Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into the world of work. Careers Education takes place mainly through learning and work carried out in lessons taught by subject teachers.

Careers Advice

Careers Advice aims to provide individuals with the skills necessary to apply for and prepare for the world of work; such as how to write a Curriculum Vitae (CV), how to fill out applications forms, what to wear to an interview and interview questions. The majority of Careers Advice at Woodfield School is provided through the Careers PSHEE Schemes of learning delivered by form tutors and utilising external sources

Careers Information

Careers Information draws upon information gathered at a local and national level. Individuals will be able to access Labour Market Information (LMI) to interpret which careers are in-demand. Careers Information also covers information and entry requirements with regards to specific jobs and/or careers. The majority of this information is accessed by means of Careers Guidance, or via the National Careers Service website.

Careers Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into the world of work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support and could be delivered by teachers, form tutors or Careers Advisors (Connexions).

5. Staffing

School staff, governors and external agencies support the implementation of CEIAG:

- Assistant Headteacher who oversees CEIAG
- Events and Visits Co-ordinator, Teaching & Learning Leader of PSHEE
- Head of Sixth Form
- Independent Careers Advisor from Brent Prospects (Connexions)
- Nominated School Governor for CEIAG

All staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors take a role in CEIAG, e.g. preparation for transition any required references, target setting during Annual Review.

6. Professional Development

All staff engage in appropriate professional development on a needs basis.

7. Careers Education, Advice, Information and Guidance (CEIAG) Across the Year Groups

KS3

Pupils should have the opportunity to learn:

- about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them

- different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- about different work roles and career pathways, including clarifying their own early aspirations
- about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- the benefits of being ambitious and enterprising in all aspects of life
- the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

Year 7

Each pupil in year 7 is introduced to the theme of careers linked through PHSCCE activities, visitors from the community and experience working with others in an enterprise context. Connexions working with all pupils and tutors where Connexions lead introductions and supporting community visitors

Over the course of the year they are engaged in a range of learning opportunities based upon:

Introducing Careers

Different jobs

'Crisp packet challenge'

Places where people work

Jobs people have

People who help us – community visits

Enterprise

Year 8

Each pupil in year 8 develops the theme of careers through PHSCCE curriculum. Pupils have the opportunity to extend their prior learning through activities, visitors from the community and experience working with others in an enterprise context. Connexions working with all pupils and tutors where support group work, group discussions lead on IMI workshops, supporting community visitors, initial pupil interviews and setting profiles

Over the course of the year they are engaged in a range of learning opportunities based upon:

What I want to be

Different types of jobs and the job industry

'Crisp packet challenge'

Gender neutral jobs

Informed career choices – where do I get information from

People who help us – community visits

Skillset – what employers are looking for?

Interview skills

Year 9

Career pathways

Apprenticeships, Further education, job market

Being ambitious

route ways to meeting aspirations

Identifying own strengths

How my strengths/interests are changing

Community / jobs people who help us

Qualification pathways linked to journeys

KS4

Pupils should have the opportunity to learn:

- to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- how their strengths, interests, skills and qualities are changing and how these relate to future employability

- about the information, advice and guidance available to them and how to access the most appropriate support
- to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)
- about the range of opportunities available to them for career progression, including in education, training and employment
- about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed
- to research, secure and take full advantage of any opportunities for work experience that are available
- about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)
- attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')
- about confidentiality in the workplace, when it should be kept and when it might need to be broken
- to develop their career identity, including how to maximise their chances when applying for education or employment opportunities

Year 10

What is the labour market – self-employment, volunteering
 Different work roles – Management, clerical, supervisor, foreman
 Career progression
 Employability skills – time management, making an impression
 Working with others – younger pupils, peer to peer
 What is a job fair?

Year 11

Transition, what it means to me
 My profile statement
 Career identity – mock interviews
 Work and Finance
 Taster sessions
 Careers workshop – leading program
 Career pathways next steps
 Work Experience – Skanska leading

KS5

Pupils should have the opportunity to reinforce or extend their learning to be able to:

- manage contracts; understand the process of renting items and accommodation; know who can support them if they need help
- plan their budget, especially when living away from home for first time
- understand and manage taxation and national insurance
- understand the concept of 'customer service', its relevance to all employees, why it is important in a competitive, global market
- understand savings options; know where to save, when to save and why
- understand and manage debt, differentiating between 'good' and 'bad' debt; assess sources of and risks associated with loans; calculate repayments; understand the concepts of 'affordability' (its impact on broader lifestyle and relationships) and 'being able to pay' (having the money); understand the consequences of failure to repay, especially short-term high interest loans; assess the risks associated with 'underwriting' or being a guarantor for another's debt
- understand pensions and their importance; the benefits of starting early and making regular, realistic contributions

- match career to personal interests, attributes and skills; develop a life plan that identifies personal aspirations and sets compelling goals; balance ambition with realism; identify how the benefits offered by unattainable ambitions can still be met in realistic ways
- be enterprising in life and work
- understand and be able to access further and higher education options and training, including apprenticeships
- understand and manage health and safety in the workplace; understand the importance of following workplace
- understand and appreciate the importance of workplace confidentiality and security; understand the importance of following cyber-security protocols in the work-place and the importance of the data protection act in the work-place
- recognise and manage bullying and harassment in the workplace in all its forms; how to get support if they experience work place harassment
- recognise the different roles of human resources (HR) departments, trade unions and professional organisations; understand 'whistleblowing': what it is and when it is appropriate
- apply for future roles; 'market' themselves by promoting their personal 'brand', including personal presentation; identify their skills and talents; identify examples from their own lives that can evidence where they have demonstrated specific qualities sought by employers (including effective team working; working inclusively; creativity and problem solving; responding to change; respecting diversity; showing initiative; working independently and to deadlines; taking personal responsibility; working to direction); produce a concise and compelling curriculum vitae; prepare for and undertake interviews; understand the role of referees and references;
- Explain what content needs to go into a personal statement
- Apply knowledge of good referencing technique
- Explain different funding options for further education

Post 16

The sixth form team of tutors, leaders and the head all work together in order to prepare students in Year 12, 13 and Year 14 for the world of work and /or further education through structured guidance, which is delivered in a variety of ways.

All students begin the autumn term by building a profile through reflection on previous profiles through the 'Myself' program with the support and guidance of their form tutors and the head of sixth form. The profile encourages students to reflect upon their likes and dislikes. Using this proforma, students start to investigate visiting different colleges that include open days, apprenticeships, volunteer vacancies, internships and careers talks that are run by external agencies and companies. Also during the sixth form students further experience mock interviews with the Connexions advisor, external agencies such as Department of Works and Pensions and Skanska; these include multiple mini interviews, panel interviews and one to one interviews in order to prepare students for application to the next step and moving on.

During the year, sixth form tutorial sessions are planned to cover key skills students will need at college and in their future career. This is also addressed during the weekly college transition sessions. This includes team work, planning, presentation skills, safety and developing communication skills. All these skills are then used to host an enterprise event such as the winter fair where students raise money for their respective charitable causes.

The sixth form also provides opportunities for students to attend open days, job fairs, specialist exhibitions, 'Branching out' events and career workshops. Students may also follow an 'Out and About' Enrichment curriculum that provides a bespoke program that extends further knowledge and understanding of careers

8. Connexions:

To provide a consistent program that will enhance learner's skills, knowledge and understanding of their transitional pathways. To offer a careers service that supports the Annual Review, EHCP process and is able provide informative and a cohesive link to all external agencies in the delivery of learners, parents/carers future inspirations.

Objectives

- Provide learners, staff and external agencies the required resources and links that will enable them to make informed decisions about their future pathways.
- Established program of observations, meetings with pupils KS3, KS4 and KS5 to compile profiles
- Established links with parents/carers through parents evenings, PLP day and pre annual review meetings
- Prospects Services will deliver impartial Careers Information Advice and Guidance that is independent of the School, thereby meeting the School's Statutory obligations in accordance with the Education Act 2011.
- Established program of information events – Branching Out, What's Next and Mentoring program post Woodfield School
- Established links and cohesive documentation with external agencies in the transition process – SENAS, CNWL TVS
- To provide learners the current and relevant information to career pathways in education, apprenticeships and the world of work

Scope

- To provide a transition support program that develops opportunities for learners, parents/carers a greater understanding in transitions and is embedded into the whole school curriculum.
- To compile a comprehensive database of learners destinations and use past Woodfield students to disseminate information at selected transition events.
- As a result of support, learners are able to make independent choices towards their pathways
- Parental and carer involvement – greater communication to the transition processes and gaining a greater understanding of transition at Woodfield School
- Established links with post 16 and 19 provision in Brent and neighbouring boroughs through meetings, events and documentation
- All learners at Woodfield School being aware of the role of Connexions
- Regular and scheduled meetings for learners with Connexions to build a profile in preparation to transitions, moving on and understanding the wider community opportunities.
- Drop in sessions offered to learners, parents and carers.
- Continual support from KS3- Post KS5
- Support that is offered to pupils and parents empowers them to be less anxious about transition and the future – e.g. Positive Pathways.
- Extended work in lower years to establish pathways
- Development of meetings with Post 16 Providers with learners, parents/carers for greater understanding of possible pathways and confidence in the 'next step'
- Transition guidance booklet - the do's and don'ts
- Connexions being open, visible and accessible based in the Hub
- One to One Guidance Interviews with leavers
- Transition plans written where appropriate

Brent Connexions School Partnership Agreement

Careers interviews are conducted by the Careers Advisor in a private room and information from these interviews is kept confidential. Year 14, 11, Year 9 and any leavers are given priority access to these interviews. Vulnerable students are prioritised. Students are free to request an interview at any time via the school Connexions Advisor and interviews will be allocated as soon as possible.

9. Information and Resources

- Careers Information and Resources are located in the 'Hub'
- Careers information – booklets, pamphlets etc are updated on a regular basis to incorporate any new or additional information.

- The careers 'Hub' have IT facilities connected to the school network and access to the internet, so that students can locate additional Careers Information.

Keeping Up-to-Date

Copies of books that are up-dated annually are renewed each year. Other bought resources are up-dated as often as appropriate. College and universities prospectuses are current. Displays are kept up to date in the Post-16 area. Currently the Head of 6th Form has overall responsibility responsible for the resources and display.

Links with Post 16 Providers:

Barnet and Southgate College

www.barnetsouthgate.ac.uk

Locations –

Colindale Campus

Hospitality House

Southgate Campus

Wood Street Campus

Capel Manor College

Capel Manor is a specialist college for land based courses e.g. Horticulture, animal management, garden design, floristry, arboriculture www.capel.ac.uk

Locations –

Crystal Palace Park Centre

Enfield Centre

Gunnersbury Park Centre

Regent's Park Centre

City of Westminster College www.cwc.ac.uk

Locations –

Paddington Green Campus

The Cockpit

Maida Vale Campus

College of North West London

www.cnwl.ac.uk

Locations –

Wembley Campus

Willesden Campus

Ealing, Hammersmith & West London College www.wlc.ac.uk

Locations –

Acton Campus

Ealing Campus

Hammersmith & Fulham

Southall Campus

Harrow College www.harrow.ac.uk

Uxbridge College and Harrow College

Uxbridge College www.uxbridgecollege.ac.uk

Locations –

Hayes Campus

Uxbridge Campus

Locations –

Harrow on the Hill Campus

Harrow Weald Campus

Harrow Skills Centre

Whitefriars Training Centre

Oaklands College www.oaklands.ac.uk

Locations –

St Albans Campus

Welwyn Garden City Campus

Stanmore College www.stanmore.ac.uk

Westminster Kingsway College www.westking.ac.uk

Locations –

Kings Cross Centre

Victoria Centre

Richmond upon Thames College www.rutc.ac.uk

10. Accreditation

Woodfield School is currently working towards the Quality Careers Standard supported by Prospects. By being a member we agree to abide by their ethical code of practice.

In addition, Woodfield School is a member of the Brent and Barnet Careers Cluster, supported by prospects. By upholding this membership Woodfield School can access further impartial CEAIG, resources and networks.

11. Monitoring, Review and Evaluation

Woodfield School takes CEAIG seriously, ICEAIG areas for development are highlighted on the whole School Development Plan.

Monitoring, review and evaluation of CEAIG via the improvement plan and school improvement plan takes place through normal Quality Assurance procedures;

e.g. Evaluation takes place through various ways, such as;

- Lesson Observations and Learning Walks.
- Student voice.
- Students complete evaluation of Work Experience placements.
- Staff complete evaluation of Work Experience placements.
- Analysis of destination data for Y11 students.
- Analysis of destination data for Sixth Form students.

12. Equal Opportunities

Careers at Woodfield School support the school Equal Opportunities Policy and endeavour to implement it in the following ways:

- Equal Opportunities is promoted within lessons.
- Follows the Equal Opportunities School Policy
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially if appropriate
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for experience of work.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.

Principles relating to the school curriculum

- Pupils will have equal access to:
- a curriculum that is differentiated to an appropriate level;
- a range of teaching styles appropriately matched to the learning needs of pupils;
- the full range of activities and experiences being offered to their peer group;
- a curriculum that enables pupils to develop increasing independence;
- a fully multicultural and non-stereotypical range of curriculum resources;
- a planned integration programme where appropriate;
- external accreditation of their learning.

Principles relating to progress, expectations and individual needs

We will:

- identify the needs of individual pupils that cannot be met without some specialist input;
- ensure access as appropriate to the range of specialist provision available within school (speech and language, social communication skills, EAL) and through external agencies;
- ensure that all pupils make progress in their learning through setting appropriate learning targets followed by rigorous assessment;
- monitor individual learning targets to ensure high expectations of all pupils;
- encourage pupils to take an increasing amount of responsibility for their own learning and the evaluation of their own work.

In addition, we recognise that courses and employment opportunities are available and suitable for individuals with varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

13. Recording, Assessment and Reporting

Students' work is kept in folders as part of the PHSCE curriculum. The work is individual and personal to the student and therefore marks are not often given. Some work is checked for spelling and to monitor students' progress. Where students attend work experience, record books are used for preparation, recording experience, de-brief and certification. Students also receive Work Experience reports from visiting staff and, in the majority of cases, from employers.

Careers Action Plans are produced by the Careers Advisor following careers interviews. It is envisaged that during the academic year 2018-19 an online facility will become available for all students to access their own careers portfolio.

14. Entitlement

In the Careers curriculum, students from KS3-5

- learn about themselves and the influences on them,
- develop decision-making skills,
- develop skills to help them manage transition,
- develop skills to use and research careers information,
- have access to up-to-date information about opportunities in learning and work,
- have impartial, confidential and up-to-date guidance,
- learn about the world of work,
- experience the world of work where appropriate.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school during parent's evenings, PLP Days and transition events throughout the school year. In readiness for these events, students' career aspirations as an on-going process are discussed with all parties concerned. Representatives of the Connexions team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include a number of transitions coffee mornings both at Woodfield and the Village School:

Village & Woodfield YR 14 Parents & Carer's Transition Coffee Morning

The Inclusion Project (day care provider) & Home from Home care (supported living)

Year 11 Parents/carers Transition morning Q&A sessions

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Connexions Team at school, should they have any questions or concerns.

Parents are entitled:

- to have the opportunity to speak to the Head of Key Stage by appointment to discuss career and transition pathways
- to have the opportunity to speak to the Careers Advisor (Brent Connexions) by telephone or by appointment,
- to have access to information on Options at 14, at 16 and during Post-16 Education via morning sessions,
- to have information about Work Experience/ experience of work and the opportunity to discuss Work Experience issues,
- to access Careers information at all Academic Reviews and Parents Evenings.

15. Links with the Community, Outside Agencies and Businesses

Woodfield School will endeavour to make links with businesses in the local area and beyond, in London and the South East.

Speakers are invited to the school to hold careers talks, and also at other points during the school year where appropriate. Speakers from local colleges and training providers are invited in to school during transition coffee mornings to offer advice and to demonstrate the different types of offer they have. However, students are encouraged to visit college departments and attend their Open Days where appropriate and, in addition, information is available in the Hub

Woodfield School is a member of the Brent and Barnet Careers Cluster where we have a direct link with Prospects Education. We work closely to procure professional and independent guidance services from them.

16. The Governing Body

From 2018-19 a Link Careers Governor has been named. The governing body will be presented with the Careers Policy, careers curriculum and the Transition program at termly meetings.

17. Careers Improvement Plans & Targets

This will be produced annually by the Head of 6th Form and reviewed with the Headteacher, SLT and Line Managers
Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations.
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds all SEN Needs
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability.
- Improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work .
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support.
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs.

18. Careers Strategy

To achieve the objectives of this policy, Woodfield School will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure.
- Identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. KS3, KS4 and Head of Sixth) and specialist careers staff (Connexions)
- Identify a middle leader to manage the day-to-day running of the careers programme.
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and professional development costs, and monitoring, reviewing and evaluating the strategy.
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard.
- Communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision.
- Actively involve learners themselves in the planning, delivery and evaluation of the careers program.