

Wrenn School

CEIAG Strategic Action Plan

Careers Education Information Advice Guidance

Policy Owner	Trust Lead for Careers and Employability
Approved by	Education Standards Committee
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Vision

Wrenn School envision every student to be achieving and succeeding within the framework of the eight Gatsby Benchmark's. We will offer them scope and provision to exceed their requirements and have the full information, advice, guidance and education necessary to make informed, well-thought out and appropriate selections about their educational and career choices. All students will feel supported in their decision making but be able to take responsibility and accountability for their futures. Wrenn will continue to provide an ethos and atmosphere of high aspirations, high expectations and striving for success which will in turn create confident, resilient and motivated members of society who will go on to achieve their full potential beyond their schooling years and into the working world.

'Proud to be Wrenn.'

High Priority Benchmarks

6	4	7	5	2	1	3	8
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Strategic Objectives 2024 - 2027

Objective 1 – Develop a programme of encounters to meet the individual needs of the students, focusing on worthwhile experiences of the Workplace.

Benchmarks 3, 4, 5, 6.

- Continue to develop an ALUMNI of support – Increasing their inclusion with the school.
- Create new way to maintain contact with ALUMNI after Future First contract.
- Continue to develop links with organisations and build on existing relationships and through the South Midlands Careers Hub and the Industry Partner. Maintain these via a Networking Breakfast and further networking opportunities.
- Continue the Work Experience Programme – ensuring all Year 12 and Year 10 students undertake Work Experience.
- Working with formed links to identify opportunities to include Workplace visits into the curriculum.

Objective 2 – To increase Careers Education in the Curriculum across all year groups.

Benchmarks 1, 2, 3, 4, 7.

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- To create a Careers Champion role within each faculty to increase communications between faculties and the Careers Lead.
- Ensure all departments have created and kept up to date their One Page Careers Document.
- To ensure all staff have the required CPD on careers.

Objective 3 – To increase the Further and Higher Education and Apprenticeship encounters across all year groups.

Benchmarks – 4, 5, 6, 7.

- To ensure that students in all Year groups are given information regarding further and higher education throughout their time at Wrenn.
- To ensure that all students are given the opportunity to meet with someone who offers Apprenticeships at each year group.

Action Plan

<p align="center">Strategic Objective 1 – Develop a programme of encounters to meet the individual needs of the students, focusing on worthwhile experiences of the Workplace. <i>Benchmarks 3, 4, 5, 6.</i></p>		
	Targets	Actions
Year 1	<p>Develop links with organisations and build on existing relationships.</p> <p>Increase variety of businesses / - organisations we work with. - Sector - Size</p> <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate.</p> <p>Ensure that students have access to their Careers Journey</p> <p>Continue to develop Alumni Support / Increase numbers.</p> <p>Find new ways to continue with ALUMNI communication after the Future First Contract ends.</p>	<p>Meet with targeted organisations- Network breakfast. Industry Partner and South East Midlands Careers Hub Advisor to pass any networking information to Careers Lead.</p> <p>Review tracking system (Compass plus) and fill gaps.</p> <p>Highlight students that need specific or addition support (Compass could be whole year group) Liaising with SENCO and other leads to ensure all students are included and receiving all the support they need.</p> <p>Using Compass + to keep track of all students Careers journeys. The summary of this, is to be sent to students at the end of each academic year.</p> <p>Making sure Future First is kept up to date, students are made alumni before they leave. Arrange / include alumni in school events.</p> <p>To identify new ways of staying in contact with ALUMNI including research into Unifrog’s Alumni section.</p>

	Ensure that all Year 10 and 12 students have an experience of a workplace.	Continue aiming for high figures with Year 12 and Year 10 Work Experience. Work with local businesses to organise the in-house work experience for those students not able to find a placement.
Year 2	<p>Take full ownership of Alumni hub.</p> <p>Continue to increase variety of business/ organisations we work with</p> <p>Work more effectively across the CET network to share good resources and contacts for the benefit of all pupils.</p>	<p>Taking ownership of Alumni Hub, arranging workshops with alumni without the use of external agencies.</p> <p>Attend CET CEIAG regional meetings Liaise with subject leads to identify areas that could benefit from a workplace visit.</p> <p>Maintain relationships with external providers, encounter providers, other CET Schools.</p>
Year 3	Increase employer and education links within curriculum areas (Links to Obj 2)	<p>Careers champions to work on implementation of this and evaluation of this.</p> <p>Match up alumni with faculties. Group with experiences and interests.</p>

<p align="center">Strategic Objective 2 – To increase Careers Education in the Curriculum across all year groups. Benchmarks 1, 2, 3, 4, 7.</p>		
	Targets	Actions
Year 1	<p>Careers workshops for students and parents</p> <p>Raise profile of Careers Education at Wrenn</p> <p>Increase the profile of the Careers section of the Newsletter. With students and parents.</p>	<p>Using Parental feedback – Find out which workshops parents and students feel they would need. E.G Student Finance</p> <p>Working with each faculty to ensure they see the benefit of Careers education and how it can add to their lessons. Offering staff CPD on Careers.</p> <p>Ensure that the careers section is updated and promoted throughout the year groups.</p>
Year 2	<p>Embed Careers fully into the Curriculum.</p> <p>Raise Awareness of Careers within Staff members.</p>	<p>To create a Careers Champion role within each faculty to increase communications between faculties and the Careers Lead.</p> <p>Arrange for regular Careers Updates on Staff Training Days / Ad hoc update sessions.</p>
Year 3	<p>Enhance the Careers Champion Role within teams</p>	<p>Pass contacts to relevant Careers Champions within the team to ensure that all opportunities are being taken by each department.</p> <p>Arrange termly meetings with the Careers Champions to find out where we can support each other.</p>



<p align="center">Strategic Objective 3 – Develop a programme which allows all students to access information regarding Higher Education and Apprenticeship opportunities. Benchmarks: 3, 4, 5, 6</p>		
	Targets	Actions
Year 1	<p>Develop new links with Higher Education and Apprenticeship providers.</p> <p>Continue to build relationships with Alumni</p> <p>Increase the number of students that have an experience of higher education / apprenticeship during their time at school.</p>	<p>Meet with targeted organisations / contacts – Networking opportunities.</p> <p>Alumni events to be arranged to increase involvement.</p> <p>Lunch and Learns with alumni to be added.</p> <p>Working with local contacts to allow for this provision.</p>
Year 2	<p>Continue to build relationships to ensure provisions are available for every year group.</p> <p>Work more effectively across the CET network to share ideas / resources / contacts.</p> <p>Ensuring that every student access to an experience of Higher Education / Apprenticeship at every year during their time at school.</p>	<p>Maintain relationships with external providers, encounter providers</p> <p>To build relationships with other CET schools Careers Leads to try to share ideas / resources.</p> <p>Continue working with local contacts to allow for this.</p>
Year 3	<p>Working with local contacts to ensure that every interaction with Higher Education / Apprenticeships is worthwhile for students.</p>	<p>Careers champions to work on assisting with the implementation of this and evaluation of this ensuring at least 1 interaction per year.</p> <p>Match up alumni with faculties. Group with experiences and interests</p>

Monitoring and Evaluation Plan

The careers programme at Wrenn School is delivered through a variety of activities including; timetabled “big question” form times and assemblies in both Key Stage 3 and 4 as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Wrenn School are:

- Learning walks
- Lesson observation
- Questionnaires – Students, staff, parent & Carers, external agencies.
- Future Skills Questionnaire – Years 7, 10 and 12 for 2024 – 2025. Years 7, 8, 10, 11, 12 and 13 for 2025 – 2026 and all years by 2026 – 2027.
- Student Voice
- Whole school careers tracking – Compass Plus

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Wrenn School are:

- Analysis of whole school Careers tracking
- Feedback from Personal Guidance interviews
- Lesson observations
- Questionnaires – Student, staff, parent & carers, external agencies
- Future Skills Questionnaire.
- Student Voice – Through use of Student Council
- Destination data.

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

See Appendix 9 for more detailed information.



Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Careers Lead is Level 6 qualified • Careers provision caters for all year groups. • Trust membership means greater provision for students to enrol on vocational courses and academic courses • High SLT support • Knowledge of the school; context, stakeholders • Raised awareness amongst staff • Allocated Half Term form time programme and assemblies. • Allocated more time within the PSHE timetable. • Member of the Northamptonshire HUB. • Benchmark 5 - Some good links with local employers made. • Ofsted 2024 - Positive review. 	<ul style="list-style-type: none"> • Staff buy in – All staff CPD required. • Careers versus exams debate. • NEET students – students off role. How do we ensure all students know and understand their options? • Benchmark 6 – Experiences of workplaces in year 7-11. How to achieve this with high cohort numbers? • Benchmark 5 – How do we make sure these encounters are worthwhile? • No previous Compass Plus Tracking by each pupil due to system failure. • Need wider exposure at KS3 to ensure it is explicit
Opportunities	Threats
<ul style="list-style-type: none"> • Being a HUB school • Develop partnerships with ALL stakeholders - Working with local agencies to promote links • Reviewing and evaluation of programme every year and complete review and re-write every 3 years. • More links to business and curriculum areas • Teachers to celebrate CEIAG in their classrooms • Achieve ALL benchmarks 	<ul style="list-style-type: none"> • Gatsby Benchmarks – More focus on Benchmark 6. • Allocation of CPD time throughout the year to train and develop stakeholders. • Changing mindsets of stakeholders in our area of high deprivation. • Cohorts sizes increasing and budget constraints.

Appendix 2 – Current State (June 2024)

Gatsby Benchmark	% achieved in latest evaluation <i>i</i>	% achieved in previous evaluation	Indicator <i>i</i>
1 - A stable careers programme	100%	-%	→
2 - Learning from career and labour market information	100%	-%	→
3 - Addressing the needs of each pupil	100%	-%	→
4 - Linking curriculum learning to careers	100%	-%	→
5 - Encounters with employers and employees	100%	-%	→
6 - Experiences of workplaces	87%	-%	→
7 - Encounters with further and higher education	91%	-%	→
8 - Personal guidance	100%	-%	→

Appendix 4 – Progression Framework

This table shows the careers theme / focus for each year, the content, the outcomes and how students experiences will develop as they progress through school.

Year Group	Content	Objectives	Measurable Outcomes
7	Character Education PSHE Lessons Half Term Focus Assemblies	<ul style="list-style-type: none"> To discover their own skills and qualities To understand how skills and qualities can assist students when considering job choices. 	<ul style="list-style-type: none"> To identify qualities and skills. To identify different pathways, post 16 and post 18 – What will I study?
8	Character Education PSHE Lessons Half Term Focus Assemblies	<ul style="list-style-type: none"> To explore routes and pathways available. To relate these pathways to their decision making. 	<ul style="list-style-type: none"> To identify different pathways, post 16 and post 18 – what will I study? What options do I have? To begin to research their options.
9	Character Education PSHE Lessons Half Term Focus Assemblies	<ul style="list-style-type: none"> To focus research and visits to meet individual needs. To be aware of all routes available. To be prepared to make appropriate option choices. To make informed option choices. 	<ul style="list-style-type: none"> To gain experience of all subject choice before making decisions. To understand the routes available. To show what their choices are. To select options relevant to their needs.
10	PSHE Lessons Half Term Focus Assemblies Guidance: <ul style="list-style-type: none"> Personal Guidance Research Options 	<ul style="list-style-type: none"> To plan their future by focusing their decisions. 	<ul style="list-style-type: none"> Complete the Lifeskills programme. Prepare a CV Prospects Interviews for high priority students.
11	PSHE Lessons Half Term Focus Assemblies Guidance <ul style="list-style-type: none"> Personal Guidance Interviews Research Options Make Decisions 	<ul style="list-style-type: none"> To decide what they are going to do post 16 and apply for this. 	<ul style="list-style-type: none"> Prospects Interviews. Applications to education, apprenticeship or training course

Appendix 5 – Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. Wrenn School will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. Wrenn School is committed to not just fulfilling its statutory requirements in this area but providing for student's exceptional support and guidance throughout their time at Wrenn School.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment.
- Helping students to follow courses that are appropriate to their needs.
- Improving students understanding of the world of work.
- Ensuring appropriate provision and guidance.
- Successful transition to the next stage of education and employment.
- Empowering students to plan and manage their own futures.
- Offering a responsive service that allows time for face-to-face guidance.
- Providing comprehensive and unbiased advice and guidance: and
- Actively promoting equality and challenging gender stereotypes.

Methods

The methods by which the CEIAG team will accomplish these goals are:

Providing a range of opportunities that enhance the curriculum:

- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attributes and knowledge learned at Wrenn School to the wider world.
- Developing students' personal and social skills to relate to the world of work.
- Providing informed and impartial advice.
- Enabling students' to make considered decisions in regard to future choices.
- Maintaining and developing effective links with key partners including the Industry Partner, Aspire, Talent Foundry and the South East Midlands Careers Hub Lead.

- To prepare students for transition to Further Education or employment with training.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- Planned delivery of year group/transition specific activities.
- University Links.
- Industry specific talks and presentations.
- Face to Face guidance with a qualified Level 6 External Careers Guidance practitioner.
- Assemblies and group activities for specific pathways.
- Lunch and Learn Sessions for our KS5 students.

Management

CEIAG is currently led and managed by the Careers Leader who is responsible for:

The management and co-ordination of the various aspects of CEIAG:

- The activities at each Key Stage.
- Monitoring / evaluation.
- Liaison with SLT and Governing Body via Senior School Improvement Lead.
- Regular meeting with the School Industry Partner.
- Consulting with the Heads of Faculty.
- Sharing good practise at termly CET Careers Leader Meetings.
- Attendance at the Northamptonshire Careers Leader Hub.
- Careers CPD.

Overview of careers Calendar and main activities (Subject to Change).

Year	Ongoing	Term 1	Term 2	Term 3
7	PSHE Lessons Careers in the Curriculum Careers Meetings – By Request		Careers Half Term Focus	Apprenticeship Talk College Assembly
8	PSHE Lessons Careers in the Curriculum Careers Meetings – By Request		Careers Half Term Focus Speed Networking	Apprenticeship Talk College Assembly
9	PSHE Lessons Careers in the Curriculum		Careers Half Term Focus Medical Mavericks	STEM Roadshow Alumni Workshop

	Careers Meetings – By Request			
10	PSHE Lessons Careers in the Curriculum External Careers Guidance – High Priority Students.	Barclays Life Skills Modules	Barclays Life Skills Modules Careers Half Term Focus Crime Scene to Courtroom	Barclays Life Skills Modules Face-To-Face Work Experience Destination Assemblies
11	PSHE Lessons Careers in the Curriculum External Careers Guidance	Destinations Assemblies	Careers Half Term Focus	Exam Support Exam Results – Support on results day.
12	Careers in the Curriculum External Careers Guidance Lunch and Learn Sessions	Timetabled Unifrog sessions	National Apprenticeship Fair Face-to-Face Work Experience.	UCAS Fair Exam Results – Support on results day.
13	Careers in the Curriculum External Careers Guidance – By Request Lunch and Learn Sessions	Timetabled Unifrog sessions.		Exam Support Exam Results - Support on results day.

Appendix 6 – Detailed Action Plan

Year 1

Objective 1 –

Develop a programme of encounters to meet the individual needs of the students, focusing on worthwhile experiences of the Workplace.

Benchmarks 3, 4, 5, 6.

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
New contacts developed and new events in place to address gaps in provision	All students to have one experience of a workplace before the end of Year 11.	All students to have at least one meaningful encounter with an employer each year.

Action	Milestone & Timescales	Responsible	Resources	Evaluator
Meet with targeted organisations- Network breakfast	Ongoing	Careers Lead	Refreshments, attendance of businesses / contacts.	SLT
Review tracking system (Compass plus) and fill gaps from individual students encounters	January 2025	Careers Lead	Compass Plus Access	SLT
Highlight students that need specific or addition support (Compass could be whole year group)	March 2025	Careers Lead	Compass Plus Access. Liaising with the SENCO.	SLT
Building the relationship with Alumni	June 2025	Careers Lead	Computers, CPD training for staff on Future First	SLT
Identify new way of communication with Alumni after the future First Contract ends.	September 2025	Careers Lead	Computer, New access system.	SLT, CET
Maintain relationships with external providers, encounter providers	Ongoing	Careers Lead	Time to build and develop these relationships.	Careers Lead
Introduce Careers Champions to Faculties	September 2025	Careers Lead	Time for CPD	SLT

Careers champions to work on implementation of this and evaluation of this.	September 2026	Careers Lead, Careers Champions	CPD for staff on what it is to be a Careers Champion.	Careers Lead
Match up alumni with faculties. Group with experiences and interests	September 2026	Careers Lead, Careers Champions	Alumni signed up to Future First, time to build relationships.	Careers Lead

Objective 2 –

To increase Careers Education in the Curriculum across all year groups.

Benchmarks 1, 2, 3, 4, 7.

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
	Students have a greater understanding of Careers within each faculty	Students can confidently talk about careers within their subjects.

Action	Milestone & Timescales	Responsible	Resources	Evaluator
Staff to receive CPD – PSHE Teachers and Form Teachers offered CPD on the delivery of materials	September 2024 And Ongoing	Careers Lead, SLT	CPD Time	Careers Lead
CPD for all staff, ensuring all staff realise the reason for doing Careers and the value added from it.	September 2025	Careers Lead	CPD Time	Careers Lead
Appoint Careers Champions – Link between Careers Leader and Faculties	September 2025	Careers Lead	Time for CPD for staff	SLT
Links with business employers embedded with Careers Champions and ongoing	September 2026	Careers Lead	Time to build links / relationship	Careers Lead

Objective 3 –

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
New contacts developed and new events in place to address gaps in provision.	Working with local contacts to ensure contacts are meaningful.	All students to have at least one meaningful encounter with a Higher Education / apprenticeship provider each year.

Action	Milestone & Timescales	Responsible	Resources	Evaluator
Build relationships with Higher Education and Apprenticeship Providers	Ongoing	Careers Lead	Time to build and improve relationships	Careers Lead
Continue to build relationships with Alumni – arranging Alumni events, ensuring they feel like part of the school environment. Include Alumni in Lunch & Learn sessions.	Ongoing	Careers Lead	Time to build / improve relationships. Future first access	Careers Lead
Identify new way of communication with Alumni after the future First Contract ends.	September 2025	Careers Lead	Computer, New access system.	SLT, CET
Work with local links to organise workshops / assemblies for students to have access to information	June 2025	Careers Lead		
Attending local networking events	Ongoing	Careers Lead	Time to attend these off site	Careers Lead
Improve relationships with local universities	September 2025	Careers Lead	Time to build relationships	Careers Lead
Working with local contacts to ensure every interaction is worthwhile	September 2026	Careers Lead	Time.	Careers Lead

Appendix 8 – Roles and Responsibilities

Job Title	Name	Responsibility
Governor Responsible for Careers	Donna Henry	Responsible for strategic support and challenge of careers strategy at Governor level.
SLT Link	Rakhee Trivedi	Responsible for strategic support and challenge of career leader decisions.
Careers Leader	Joanne Bolton	Responsible for planning and setting the strategic direction of careers provision are WRA. Responsible for community engagement.
Careers Consultant	Claire Coles	Responsible for supporting Careers Lead, is the link between the HUB and Wrenn School
Industry Partner	Debbie Dymock	Responsible for advising careers leader on strategic direction and developing the school's provision to meet all Gatsby benchmarks.
Careers Advisor	Janet Rudzinski	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for provision support to identified at risk of NEET students.
Careers Champions	TBC	Responsible for the link between Careers and Subjects.
Year Team Managers	Amanda Stephens, Emma Gordon, Julie Austin, Zoe Yarker, Kayleigh Perrett	To liaise with Careers, lead and provide the link for families that require more assistance.

Appendix 9 – Monitoring & Evaluation Plan

Monitoring Strategy

Monitoring of the careers provision at Wrenn School is carried out by SLT to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice (through the use of the future skills questionnaire) and work scrutiny.

Whole school tracking is completed by the Careers Leader to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms of specific groupings such as disadvantaged, SEND, High Attainers etc.

All careers related events led by external organisations are authorised and monitored by the Careers Leader. At all events there will be at least one member of staff employed by Wrenn School to comply with equality and safeguarding regulations.

Monitoring Programme

Activity	Responsibility	Timing	Implementation
Character Education, PSHE Lessons and Half Term Focus	Careers Leader, PSHE Lead	Ongoing during each carousel of teaching	Lesson observations, Learning walks, Student voice, Work scrutiny
Careers in the Curriculum	SLT Faculty Link	During departmental reviews and during the School observation cycles.	Lesson observations, Learning walks, Student voice, Work scrutiny
Careers Event/Activities inside of School	Careers Leader, SLT, School staff supervision	During the event / activity	Staff presence at event/activity, Student voice, Feedback questionnaires.
Careers Event /Activity outside of School	Careers Leader, School staff attending event	During the event/activity.	Staff presence at event/activity, Student voice, Feedback questionnaires.

Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Wrenn School. Evaluation helps us to plan, resource and delivery the best quality CEIAG programme for our students.

Questionnaires and student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms, and we receive feedback from them where appropriate.

Information will be shared by the Careers Lead with parents and carers through the school website and School newsletter.

Evaluation Programme

Activity	Responsibility	Timing	Implementation
Character Education, PSHE Lessons and Half Term Focus.	Careers Leader and Senior Leader with responsibility of CEIAG	At the end of each carouse of teaching.	Student Voice, Questionnaires.
Careers in the curriculum	SLT Faculty link and Heads of Faculty.	During departmental reviews	Work Scrutiny.
Careers event/activity in School	Careers Leader	After the event/activity	Staff voice, Student voice, Feedback questionnaires.
Careers event/activity outside of School	Careers Leader	After the event/activity.	Staff voice, Student voice, Feedback questionnaires.
Guidance interviews and Destination Data	Careers Leader and Senior Leader with responsibility of CEIAG, External Careers Advisor agency	Ongoing during the year and at the end of the year.	Student voice, Careers advisor voice, Destination Data