



## Careers Education & Guidance

**(CEIAG: Careers Education, Information, Advice & Guidance)**

### Guidance Information

**Author:** Assistant Principal: All Through Pupil Development and Cultural Capital

**Reviewed Date:** April 2023

**Next Review Date:** April 2024

**Governor Committee:** Full Board

(Appendix 1: Full Application for Provider Access document)

### Responsibility:

**Careers Leader:** Mr Robert Angell, Assistant Principal: All Through Pupil Development and Cultural Capital (Postgraduate Award in Careers Leadership: Nov 2021)

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**Enrichment & Futures Manager:** Mrs Sue Moon, Chichester Free School

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**Local Enterprise Coordinator:** Mrs Sian Lewis, Coast to Capital

**School Enterprise Adviser:** Mr Ian Moore (Lodge Court, HR Consultancy)

**School Trustee for Pupil Development:** Mr Rob Crowe

(Appendix 1: Full Application for Provider Access document)

### Intent Statement:

At CFS, we are committed to ensuring all pupils have a variety of outstanding experiences, using engaging interactions, conversations and placements, to bring to life the array of career pathways that there are, and actively seek to challenge stereotypical thinking, and raise aspirations, so that our pupils are better prepared, excited and informed about their opportunities beyond school.

These experiences will include:

- External speaker opportunities and variety of employer visits
- STEM and STEAM related experiences throughout the All Through school
- Post16 education events with local colleges and Sixth Form environments
- Post-18 College and University visits
- Involvement from local Apprenticeship providers and other supportive organisations regarding diverse routeways
- The use of technology and online platforms to inspire pupils, develop employability skills, track careers related experiences and allow labour market interrogation
- Employability and interview technique workshops alongside meaningful 1-1 careers advice to help signpost pupils forward

## **Stakeholder statements:**

### **Pupil Statement:**

As a CFS pupil, we will help inspire you to consider what you would like to do within your future career (although you may have several different careers) and challenge you to get a plan in place to get there. We will help you develop a set of employability skills that will enable you to succeed through your chosen pathway, whilst nurturing you to become resilient and reflective to make the best of the opportunities that will come.

In return, we need you to invest time in thinking about your future, whether that be signing up and attending our external speaker opportunities, engaging in external workplace visits, consider or discuss future prospects with staff, parents, career guidance professionals or other supportive agencies. There will be many opportunities during your time at CFS, and we ask you to make the most of them, recording what you do and how you are developing on your personal Unifrog profile, as well as completing an annual personal future skills survey.

### **Parent Statement:**

As a CFS parent, your child's explorative journey into the 'world of work' and career opportunities cannot start soon enough. We urge you to have conversations with them at home about what they might like to do and how they might get there. To aid those conversations, ask your child (in Secondary Phase) to show you their Unifrog profile. This is an incredible resource that will match their personalities and interests to hundreds of potential careers suited to their responses. Unifrog is also used to record the interactions that they have personally had to develop their aspirations, the activities they have done (in and outside of school), as well as track the improvement they are seeing to their skills recognised. Progress in all these areas will support their application for the CFS Passport award. Where possible, please also assist by helping to find a work placement for your child in Year 10, alongside attending informative careers-based parent evenings in Year 8, 9, 10 and 11, all designed to help you as a parent guide your child beyond school.

### **Employer Statement:**

As an employer within the local business community, we would welcome the opportunity to build tangible links with you, to aid your Environment, Social, and Governance (ESG) commitments and help us inspire young people to understand the array of exciting opportunities ahead for them. We currently work closely with several local companies, including, Rolls-Royce, John Lewis & Partners, Vitacress, Q Hair & Beauty and Lodge Court HR. We would be appreciative of any time you could give the school by getting involved in one of our TLL (Tuesday/Thursday Lunchtime Live) careers talk events, taking assemblies or workshops, being part of our 'Work Experience' placement database, exploring post-16/post-18 pathways such as apprenticeship routes, or participating in our STEM or open events across the academic year. Please do contact the school should you want to be part of this important work.

### Careers Education and Guidance within School:

The work of careers across the school is incorporated into the school's 'Futures Hub' Faculty, which sets out to support Pupil Development right across all key stages. The development of pupils in this area contributes towards their CFS Passport accreditation, awarded at various points throughout their school journey.

Careers education and guidance is delivered primarily through the PSHE curriculum and Tutor programme, although discrete subjects do also develop key employability skills, alongside linking careers to subject learning within their specialisms. 'Careers Champions' are staff that support the work of improving careers within their curriculum or key stage areas.

### Gatsby Benchmarks:

To help the school achieve good careers education and guidance, all experiences and activities are carefully linked to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) and the Statutory Guidance for Careers (January 2018, Careers guidance and access for education and training providers). The school completes a Compass Careers Review (The Careers & Enterprise Company) questionnaire termly to track progress and identify areas of priority.

The 8 benchmarks are as follows:

1. **A stable careers programme**- *An embedded programme for CEIAG that is known and understood by students, parents, teachers, governors and employers*
2. **Learning from career and labour market information**- *Access to good quality information about futures study options and labour market opportunities*
3. **Addressing the needs of each pupil**- *Opportunity for advice and support to be tailored to the needs of each pupil; equality and diversity considered throughout*
4. **Linking curriculum learning to careers**- *Teachers should link curriculum learning with careers, where STEM opportunities are meaningful towards career paths*
5. **Encounters with employers and employees**- *Pupils should have multiple opportunities to learn from employers about work, employment and skills needed.*
6. **Experience of workplaces**- *Pupils should have first-hand experiences of workplaces through visits, work shadowing and/or work experience*
7. **Encounters with further and higher education**- *Pupils should understand the full range of learning opportunities that are available; both vocational and academic*
8. **Personal Guidance**- *Pupils should have access to a career adviser, who is trained to an appropriate level, to help them with their study and/or career choices being made.*

### Progress towards Benchmarks:

| Benchmark   | Strengths: March 2023  | Development  |
|---|--|--|
| <b>1: Stable Careers Programme</b>                      | Careers Leader in place & Trustee linked.<br>Explicit backing of SLT, published on website with Application for Provider updated Jan23   | Evaluative with pupils/teachers                              |
| <b>2: Learning from career &amp; labour market info</b> | Ensures pupils have up to date LMI to inform career/study decisions.<br>Unifrog available for all stakeholders.  | Parents/Carers to use LMI to support their child more often  |
| <b>3: Addressing the needs of each pupil</b>            | Raises aspirations of all pupils.<br>Systematic records on pupils' experiences.<br>Shares destination data with West Sussex.   | Track destinations for 3 years                               |
| <b>4: Linking curriculum learning to careers</b>        | Extensive links within PSHE and Science curriculum.<br>STEM/STEAM opportunities plentiful.   | Develop deeper links with curriculum areas                   |
| <b>5: Encounters with employers &amp; employees</b>     | Pupils have at least one meaningful encounter with an employer every year in Secondary   |  |
| <b>6: Experiences of workplaces</b>                     | Year 9 pupils 'Day at Work' experience.<br>Year 10 pupils 'Experience of Work' week includes WEx and skills/interview focus days.  |  |
| <b>7: Encounters with further/higher education</b>      | University visits during summer term for Y7.<br>'Get Inspired Portsmouth' event for Y8.<br>'EnAct NHS' production company for Y9.<br>'Rolls-Royce Apprentice' Workshops for Y10<br>'Future Options' event with local Post 16 locations for Y11 |  |
| <b>8: Personal Guidance</b>                             | A number of Y11 1-1 sessions<br>Y10 and Y11 Career guidance 1-1 sessions proposed for 2023 2024.   | Secure funding and independent careers adviser for 2023-2024 |

### Primary Phase Focus:

Careers Education within Primary relates to experiences in and out of school that they will have, which will help them better appreciate the variety of jobs which exist. Some pupils may start to form ideas about what they may like, or not like to do in the future by the time they move into the Secondary phase. A half term of PSHE lessons for each year group will partly focus on careers through the unit 'Being my Best'. 'Exciting Assemblies' also help to explore work opportunities with outside speakers talking to them. In addition to this, the Primary curriculum helps develop the basic steps to skill development, regarded as step 1-5 of the SkillsBuilder framework. Here are some specific experiences that pupils have during Primary that, in part, link to careers:

| Year Group | Careers related Experience  | When   |
|------------|---|--|
| Reception  | Little Cities visiting workshop: External but in school<br>Goodwood Farm Visit: External (element of careers)   | Justice<br>Courage                                     |
| Year 1     | Marwell Zoo Visit: External (element of careers)<br>Staunton Park Visits: External (element of careers)   | Justice<br>Courage                                     |
| Year 2     | Fire Brigade Visit: External Visitor to school<br>Historic Dockyards: External (element of careers)   | Justice<br>Courage                                     |
| Year 3     | Author Talk<br>Marwell Zoo Visit: External (element of careers)<br>Forest School Sleepover (element of careers)<br>Police Visit: External Visitor to school                                   | Temperance<br>Temperance<br>Courage<br>Courage         |
| Year 4     | Author Talk<br>Marwell Zoo Visit: External (element of careers)<br>Novium Museum Sleepover (element of careers) Farmer<br>Visit: External Visitor to school                                   | Temperance<br>Temperance<br>Courage<br>Courage         |
| Year 5     | Author Talk<br>STEM Fest at Chichester College<br>Fire Brigade visit: External Visitor to school<br>Poulton's Park STEM Roller-coaster Workshop<br>Tile Barn Residential (element of careers) | Temperance<br>Justice<br>Justice<br>Justice<br>Courage |
| Year 6     | Author Talk<br>BBC Young Reporters Day<br>Careers and Transition workshop: External speaker<br>Tile Barn Residential (element of careers)   | Temperance<br>Justice<br>Courage<br>Courage            |

\*Temperance is Autumn Term; Justice is Spring Term; Courage is Summer Term

### Secondary Phase Focus:

Careers Education and Guidance within Secondary relates to a vast array of different experiences, in and out of school, designed to help pupils consider their impending Post-16 and future career choices, in an informative and systematic approach. At the end of Key Stage 4, all pupils will leave CFS with clarity in what they are going to do as a Post-16 routeway with some pupils having a clear idea of what they want to do as a career path and how they may make this happen. In addition to this, all pupils will be clear on what employability skills look like and how they are personally developing them.

### Specific Opportunities for Pupils in Secondary Phase:

**PAW-** Provider Access in place for **whole** cohort

**PAS-** Provider Access in place for **some** of cohort (Disadvantaged considered)

| Year | Activities  |
|------|---|
| 7    | <p>Launch of Unifrog and completed Interest profiler</p> <p>Collect LMI data from Unifrog for interested careers</p> <p>Future Army School Engagement Action Day – teambuilding &amp; careers focus</p> <p><b>PAW-</b> John Lewis &amp; Partners: ‘Be an Interior Designer’ workshop and competition</p> <p><b>PAW-</b> Further/Higher education visit in Courage Term</p> <p>TLL (Tues/Thurs Lunch Live) involvement with external speakers across year</p> <p>PSHE related curriculum: Life Beyond School- Careers &amp; your future</p> <p>National Careers Week (NCW) focus- March alongside Unifrog launch</p>   |
| 8    | <p><b>PAS-</b> STEM event in Chichester through Chichester College Group</p> <p>‘Futures’ Parent/Pupil Evening- Unifrog, GCSE, Post-16, Post-18 pathway focus</p> <p><b>PAW-</b> ‘Get Inspired Portsmouth’ careers &amp; Post-16 event with EBP South</p> <p><b>PAW-</b> Apprenticeship and Work assembly with Rolls-Royce and other providers</p> <p>Future Army School Engagement Action Day – teambuilding &amp; Careers focus</p> <p><b>PAW-</b> College &amp; University education visit in temperance Term (Assembly visit too)</p> <p>TLL (Tues/Thurs Lunch Live) involvement with external speakers across year</p> <p>PSHE related curriculum: Life Beyond School Unit</p> <p>National Careers Week (NCW) focus- March alongside Unifrog</p> <p>Unifrog Personality profiler, Activities &amp; Skills recording</p>              |
| 9    | <p>‘Day at Parents Work’ event in Courage Term during Enrichment fortnight</p> <p>‘Dare 2 Dream’ with LoveLocalJobs.com and Rolls-Royce (x3 visits across year)</p> <p><b>PAS-</b> Rolls-Royce mentoring scheme for select pupils with off-site visit</p> <p><b>PAW-</b> EnAct NHS ‘Think CAREers’ performance in Justice Term</p> <p>GCSE ‘Guided Choices’ Parents evening in Justice Term</p> <p>TLL (Tues/Thurs Lunch Live) involvement with external speakers across year</p> <p>PSHE related curriculum: Life Beyond School unit</p> <p>Unifrog profilers repeats, Activities &amp; Skills recording</p>   |
| 10   | <p><b>PAW-</b> 1-1 Career guidance session with Independent, level 7 trained visitor</p> <p>‘Experience of Work’ week, which includes 3 days of Work Experience</p> <p><b>PAS-</b> College taster day visits for those not involved in Work Experience/NEET</p> <p><b>PAW-</b> BMW/Rolls-Royce Apprentices &amp; National Apprentice database Round Robins</p> <p><b>PAS-</b> LEAF ‘Breaking Barriers’ residential for select pupils- Careers in the SDNP</p> <p>Mock interview event with local employers attending school</p> <p>TLL (Tues/Thurs Lunch Live) involvement with external across year</p> <p>Targeted external speakers to GCSE Curriculum areas</p> <p>PSHE related curriculum: Life Beyond School unit &amp; use of Unifrog platform</p> <p>‘What Next Sussex’ involvement- Get Career Confident &amp; Coast2Capital</p> |
| 11   | <p><b>PAW-</b> 1-1 Career guidance session with Independent, level 7 trained visitor</p> <p>Further personal guidance triaged and destinations data collected/confirmed</p> <p><b>PAW-</b> Futures Fair in Temperance Term with Post 16 providers- guidance event</p> <p>Futures parental event regarding Post 16 options in the locality</p> <p><b>PAS-</b> ‘Ahead of the Game’ – Coast2Capital with Gatwick Airport, RR &amp; Chi College</p> <p>Specific application and Post 16 Interview practice to support moving on</p> <p>TLL (Tues/Thurs Lunch Live) involvement with external speakers across year</p> <p>Targeted external speakers to GCSE Curriculum areas</p> <p>Unifrog Activities, Skills, Post-16 tool and University searches explored</p>   |

## **Additional strategies for Secondary:**

### **PSHE Curriculum**

The intent of the PSHE curriculum is to prepare pupils for a world beyond CFS and to be career ready, to actively seek to challenge stereotypical thinking, and raise aspirations, to become independent, healthy and responsible young adults. One of the six key PSHE topics is 'Life beyond school' and during this topic, a number of careers-based lessons take place. In addition to this, during National Careers week or National Apprenticeship week, the PSHE curriculum is paused to re-engage in careers and key skill development, using Unifrog as the backbone.

### **Work Experience**

Year 10 'Experience of Work' week takes place in Courage Term, and has been recognised by Coast2Capital as outstanding practice within the locality. The week involves pupils being off timetable for them to experience a placement that they have found. On the Monday, all pupils attend school for sessions focussing on; employability skills, interview skills, CV writing and making an impact during Work Experience week. For Tuesday, Wednesday and Thursday, pupils are at their work placements. On Friday, all pupils are interviewed by employees from local businesses, for which they get personal feedback for. Part of the questioning refers directly to what pupils have learnt during their placement. Unifrog 'Placement' tool is used to help ratify each placement with pupil, parent, employer and the school involved in confirming the workplace meets statutory expectations. Those pupils that are unable to find placements or it is right for them to be with school staff, college taster days are found at both Brinsbury and Chichester College. Year 9 have a 'Day at Parents Work' event, which is also recorded in Unifrog.

### **Post-16 & Apprenticeship guidance**

As outlined in the Application for Provider Access (Appendix 1), the school is duty bound to aid pupils understanding of technical education qualifications and apprenticeship opportunities. The school is keen to work with a number of providers to guarantee that their understanding is accurate and relevant, so that they are able to access the full range of education and training opportunities available at each transition point.

## **Career Guidance 1-1**

Career guidance is viewed by the school as an integral part in helping our pupils make more informed decisions about what they want to go on and achieve. The school's intention is to give independent 1-1 career guidance, from a level 7 qualified practitioner, to every child in Year 10 and Year 11, each academic year. From this session, each child will receive an action plan which is emailed to them, their tutor, and their parents/carers, so that those involved in transition and post-16 choices are well informed. These action plans will also be attached to their Unifrog accounts.

## **Disadvantaged or Potential NEET**

Those pupils who fall under disadvantage or possible NEET (Young people not in education, employment or training) are prioritised for guidance and additional support, such as, the LEAF 'Breaking Barriers' residential and the Coast2Capital 'Ahead of the Game' programme. In addition to this, a termly report on disadvantage involvement in extra/co-curricular activities and progress towards individual benchmarks is written. Where gaps are identified, contact with parents and pupils is made to encourage a greater level of involvement.

## **Unifrog**

In addition to the independent 1-1 career guidance meetings, conversations with teachers and tutors, the school uses Unifrog (an online career platform) for further support. Pupils are given personal login details during Year 7, and the use of the programme continues throughout their Secondary journey. Through Unifrog, pupils can search hundreds of careers, consider the pathways and qualifications needed to access them, whilst also being able to investigate the local/national/international labour market information (LMI) about them. Unifrog is also used as the platform to record pupil's interactions with career development opportunities, as well as how they are developing their competencies (employability skills) and the activities they are involved in. The progress within these areas links closely into the CFS Passport; recognition that a pupil has gone above and beyond in considering their 'personal development' during their time at school.



## **CFS Passport**

The intent of the school is that every pupil will learn vital personal and employability skills that will enable them to develop a clear vision and purpose by the time they leave. The 'CFS Passport' is the award bestowed on those pupils that achieve particular milestones throughout their school journey. It is awarded to those pupils that invest in becoming the best version of themselves that they can be. The passport is applied for at the end of each transition point, and requires evidence to support what a pupil thinks they have achieved, and what they have learnt from the experiences they have had. The passport is intended to highlight both academic and personal achievements undertaken. During the Secondary phase, pupils will use Unifrog to track what activities they are doing and how these are developing key employability skills. It is from this recorded base of personal experiences that can be used to support their application.

## **Discrete Teaching of Employability Skills**

Employability skills are delivered in conjunction with the Skills Builder Framework platform through discrete subjects around the school. The platform develops eight key skills: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork. Each of these skills have 15 steps to mastery level; the first five steps revolve around experiences during primary, with the remainders for a pupil's journey through secondary and into college/university. The progress pupils make in skill development is recorded on their Unifrog accounts.

## **Partnered Employers with the school**

The school is working with several local employers to help enrich pupils' experiences of workplaces over the course of an academic year. The programme of support will be annual and is mutually beneficial to both employer and the school. Experiences for pupils through this partnership include visits to workplaces, work experience opportunities, speakers into school and competitions to enter. Examples of partner employers local to the school include Rolls-Royce, John Lewis & Partners, Vitacress, Q Hair & Beauty, Aldingbourne Trust and Lodge Court HR Consultants.

## **External Speakers**

The school has an extensive external speaker schedule known as TLL (Tuesday/Thursday Lunch Live) where people will talk about their job, career to date, some highs and lows of their industry and the importance of resilience and other key skills. Pupils from any year group can book into lunchtime sessions by getting a ticket from 'The Futures Hub', trading it with a potential question they might ask. Speakers also deliver a session to curriculum classes across primary and secondary before and after lunch. The sessions are recorded as podcasts and are available through the school website and YouTube account. There are a minimum of ten planned each academic year. Examples of recent sessions include:

- Rt Hon Jeremy Hunt about politics, the NHS and resilience.
- Tom Petch about being an author, a film director and dealing with dyslexia.
- Annie Langmead about being a solicitor and her journey through University.
- Barbara Brockway about being a top cosmetic scientist for global brands.
- Ben Price about building his own fitness and gym business, along with branding.
- Louis Blanshard about his journey after leaving CFS and joining the RAF Police.
- Samuel Woodward about being a BA pilot and what it takes to get there.
- Peter Cunningham about coaching elite British Sailing teams at multiple Olympics.

## Appendix 1:

# Application for Provider Access

(Jan 2023)

## Introduction

This document sets out the School's arrangements for managing the access of providers to pupils at CFS for the purpose of giving them information about the provider's education or training offer. This complies with the School's legal obligations under Section 42B of the Education Act 1997 and relates to the provider access legislation of January 2018, and further guidance of January 2023.

## Pupil entitlement

All pupils in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age, these encounters are mandatory and there will be a minimum of two encounters for pupils during the first 'key phase' (Year 8 to 9) and two encounters for pupils during the 'second key phase' (Year 10 to 11).

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

1. Share information about the provider and the approved technical education qualification and apprenticeships that the provider offers
2. Explain what career routes those options could lead to
3. Provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
4. Answer questions from pupils

## Meaningful provider encounters

One encounter is defined as one meeting or session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it Meaningful checklist](#)

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

## Previous providers

In previous terms and years, we have invited the following providers from the local area to speak to our pupils:

- Local Colleges (Chichester College & South Downs)
- University of Chichester
- All other local Post-16 providers invited: Bishop Luffa School, St Philip Howard, Felpham CC, The Regis have attended our 'Futures Fair' with Year 11.
- Apprenticeship providers: Rolls Royce, Q Hair and John Lewis

## Destinations of our pupils

Last year our year 11 pupils moved to a range of providers in the local area when they left

- 49% (55 pupils) went on to study A Levels at four different institutions
- 48% (53 pupils) went on to study a Level 1-3 Vocational course of some description
- 2 pupils took T Level courses and 2 pupils took an Apprenticeship

## Management of provider access requests

A provider wishing to request access should contact:

Mr Robert Angell, Assistant Principal: All Through Pupil Development and Cultural Capital

Telephone: 01243 792690

Email: [rangell@chichesterfreeschool.org.uk](mailto:rangell@chichesterfreeschool.org.uk)

## Opportunities for access

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

comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this can be seen in the school’s Careers Education & Guidance policy, on the website.

Please speak to our Careers Leader (Mr Robert Angell) to identify the most suitable opportunity for you.

**Specific opportunities where ‘meaningful provider encounters’ are evident**

| Year           | Cohort      | Term           | Event   |
|----------------|-------------|----------------|---|
| <b>Year 8</b>  | <b>Part</b> | <b>Autumn</b>  | STEM event at Chichester College  |
|                | <b>All</b>  | <b>Autumn</b>  | College & University visit  |
|                | <b>All</b>  | <b>Spring</b>  | ‘Get Inspired Portsmouth’ through EBP                                   |
|                | <b>All</b>  | <b>Summer</b>  | Apprenticeship and Work assembly with Rolls Royce (and other providers) |
| <b>Year 9</b>  | <b>All</b>  | <b>Autumn</b>  | EnAct NHS ‘Think CAREers’ performance/workshop                          |
|                | <b>Part</b> | <b>Spring</b>  | Rolls Royce Mentoring through ‘Dare 2 Dream’ programme                  |
| <b>Year 10</b> | <b>All</b>  | <b>Ongoing</b> | Independent 1-1 Career guidance session with external advisor           |
|                | <b>All</b>  | <b>Spring</b>  | BMW/Rolls Royce Apprentices & National Database Round Robins            |
|                | <b>Part</b> | <b>Spring</b>  | LEAF ‘Breaking Barriers’ residential- Careers in South Downs            |
| <b>Year 11</b> | <b>All</b>  | <b>Ongoing</b> | Independent 1-1 Career guidance session with external advisor           |
|                | <b>All</b>  | <b>Autumn</b>  | ‘Futures Fair’ with Post-16 providers and Apprenticeship routes         |
|                | <b>Part</b> | <b>Spring</b>  | ‘Ahead of the Game’ programme – Coast 2 Capital                         |