



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

Version	Date	Summary of Changes
1.0	Feb. 2018	
1.1	2021	<p>Overhaul of the Policy to new Careers & Enterprise Company guidelines 2021 - 2022. (As per Careers Leader Handbook.)</p> <p>Closely following the SIP policy and action plan expectations.</p> <p>Move from bullet points to a description of the provision and why it is being delivered.</p> <p>Move to Journey description - starting with year 7 & 8, and on with the stages of CEIAG developments (what students can expect)</p> <p>Aims & Objectives (to align with up to date SIP)</p> <p>Assessment, Recording and Reporting.</p> <p>A greater emphasis on this from CEC e.g. through COMPASS and COMPASS+ reporting for purposes of analysis and direction of the CEIAG strategy and plan.</p>
1.2	March 2023	<p>Overhaul of the Policy to organise information in subsections.</p> <p>Appendices added with further information outlined in greater detail.</p>

2.0	October 2024	<p>Changes to reflect the evolution of Careers agenda and update of legislation with advice from Careers & Enterprise Company (via WECA locally) and Careers Development Institute (CDI):</p> <ul style="list-style-type: none"> ● The Careers Leader (Suzanne Paice) should be named on the policy at the start ● The date of the next review should be added (18 months = April 2026) ● Measuring Impact - a statement on how the impact of the careers programme is assessed and measured on students. (Implementation of Compass+ Future Skills questionnaire - FSQ to give baseline data for measurement against from Year 7, 2024) ● Link to PALS document covering the new Legislation ● Updated to reflect how destination data is gathered and used.
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Approved by Governors: FGB on 12 December 2024

Review Date: December 2027

Contents

Contents	3
Cotham School Vision Statement	4
Careers and Employability Vision Statement	4
Context: Careers Guidance and Access for Education Providers	4
The Careers and Employability Policy Aims & Objectives	5
Careers Map Years 7-13	7
Management and Staffing	7
Local context	7
Monitoring, Review and Evaluation	8
CPD	8
Partnerships	9
Appendix 1 - Careers Entitlement	10
Appendix 2 - Careers Map Years 7-13	12
Appendix 3 - Provider Access Legislation (“PALS”) Requests	15
Appendix 4 - The Benefits of Gatsby Benchmark Achievement for Post 16 Destinations	16
Appendix 5 - Careers Guidance and Access for Education and Training Providers	16
Appendix 6 - Post 16 Futures Provision	16
Appendix 7 - Collaborative Working Analysis Table (GB5/6/7)	18

Cotham School Vision Statement

Staff and governors are highly ambitious for our students. We have a strong commitment to the Cotham community and to providing a highly achieving, inclusive and respectful environment for our students to learn in, where our core values of Achievement, Diversity and Respect underpin everything that we do. Cotham is a wonderfully comprehensive and inclusive 11-19 school with a student body that fully reflects Bristol's diversity and our stakeholders are rightly proud of the community that we have created. However, if we are to make the biggest difference, inside and outside the classroom, our success will not only be measured in academic outcomes but also by the development and nurturing of the 'whole child' into active and successful future citizens. This has always been of key importance to us and advancing equity continues to be a priority. We will achieve this by ensuring there is outstanding leadership, an ambitious curriculum and excellent teaching and learning and pastoral care. At Cotham we will continue to provide a quality of education that enables our students to gain top university or apprenticeship places of their choice and the skills needed to succeed in the workplace. Our ambition is for them to leave us well prepared for a globally changing future and ready to take their place in society.

Careers and Employability Vision Statement

Vision: All students are empowered to leave Cotham School excited and prepared to flourish in the next stage of their lives.

Cotham School is committed to providing all students with an inspiring Career Education, Information, Advice and Guidance programme that inculcates the skillsets, mindsets and behaviours needed to prosper in the 21st century. We will ensure this curriculum: is appropriate to individual needs; motivates students to be ambitious and encourages students to consider non-traditional careers where their ethnicity or gender are underrepresented and which reflect developments in the labour market.

The school is committed to informing students about all post-14, post-16 and post-18 progression routes available so that they can choose the path that is best for them with our full support (see Management of Provider Access Requests in appendix 3). The school recognises the value of impartial and independent guidance to students and strives to ensure that this is of the highest quality and available to all. Delivered by teaching staff with support from a fully qualified Careers Leader who meets the "code of ethics" & standards set by the Career Development Institute ([CDI](#)), the school is fully committed to delivering impartial and objective personal career guidance. Students receive up to date information and advice from industry specialists, businesses and external learning providers at all levels to inform the students so that they are empowered to make their own decisions regarding preferred routes forward upon completion of their studies at Cotham School and North Bristol Post 16 Centre (Cotham school site). Particular emphasis is placed on evaluation and review in order to ensure that the plan remains current and reflects the current cohort's dreams and ambitions as well as meeting the local, national and global labour market demands.

Context: Careers Guidance and Access for Education Providers

The revised [Statutory guidance for schools and guidance for further education colleges and sixth form colleges \(January 2023\)](#) requires Governing Bodies to, 'ensure that independent careers guidance is provided to all 12- to- 18-year-olds... and that it is: presented in an impartial manner, showing no bias or

favouritism towards a particular institution, education or work option; includes information on the range of education or training options, including apprenticeships and technical education routes; and that the guidance person giving it promotes the best interests of the students to whom it is given. In schools, the governing body must also make sure that arrangements are in place to allow a range of education and training providers to inform all students in years 8 to 13 about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published.' (See Appendix 3 - Management of Provider Access Requests and Appendix 5 - Collaborative Working Analysis)

This policy is written taking into account a number of key policies and the above statutory guidance. Including:

- The Gatsby Benchmarks of Good Careers guidance 2014; relaunched 2017.
- The Ofsted Education inspection framework July 2021
- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- Section 2 of the Technical and Further Education Act 2017, (commonly known as the Baker Clause)
- The Career Development Institute Framework for Employability and Enterprise Education 2021.
- The requirement for an Access Policy (see appendix 3).
- [Careers guidance and access for education and training providers](#)

Related Policies: This policy is underpinned by all of the current policies held within the school. These include the Work Experience Policy, Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, Inclusion, Special Needs, and Staff Development.

The Careers and Employability Policy Aims & Objectives

Aims:

- **To enable** all students to develop a high level of self awareness and thorough understanding of the skills and qualities needed by local, national and global employers to ensure that they are fully equipped to realise their full potential.
- **To develop** an understanding of the full range of opportunities, locally, nationally and globally available at 14, 16 and 18 years plus.
- **To raise** students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- **To ensure** the upward social mobility of students from disadvantaged backgrounds whether that is due to economic insecurity, ethnic minority prejudices, disability or health / mental wellbeing issues to a level of those experienced by more affluent families.
- **To provide** up to date and timely information to students to facilitate realistic career decisions.
- **To support** SEND and other vulnerable students to travel and visit businesses, Further Education Colleges, UTCs and Higher Education Institutions to ensure specialised and bespoke support is provided accurately when seeking to manage transitions through education and into work.

Objectives:

The programme is designed and structured to provide the three core learning aims of the Career Development Institute (CDI) Framework for Careers, Employability and Enterprise Education (2018) (and is under review to align with the CDI's latest framework launched April 2021) through:

- Developing students through careers, employability and enterprise education: assessing strengths and areas for development to inform future learning and work choices and develop positive self esteem.
- Learning about careers and the world of work: finding out about careers and the world of work through the provision of a wide range of resources: computer software, books and leaflets, and access to impartial careers guidance.
- Developing students' career management, employability and enterprise skills through the curriculum and opportunities for extended curriculum activities, enrichment and enterprise.
- Work experience through Year 10 work experience week, as well as the opportunity to take part in on-going work experience placements in Year 10-13.
- Progression planning through the provision of information, advice and guidance from external careers advisers, support across the curriculum and association with local businesses.
- Developing an understanding of the challenging nature of work, learning and career choices, including the full range of post-16 and post-18 education and training options.

Implementation:

Our commitment to all students at every key stage is a 'careers entitlement' as set out in appendix 1 and is available on our website. All Cotham School students are entitled to a range of activities and opportunities that promote self-development, career planning and entrepreneurial skills including: inspiring trips, visits and guest speakers.

- A "programme" of CEIAG activities is delivered within the PSHE, Tutor time, assemblies and academic curriculum, beginning in Year 7 and continuing through to Year 11 and to Post 16 as appropriate.
- Work-related learning is addressed through the PSHE programme, Enterprise Days, work experience (virtual and or physical), vocational courses, Citizenship.
- Cotham School fully supports the importance of CEIAG within its academic curriculum, offering KS3 labour market intelligence within the curriculum and a designated week of work experience for Y10 together with the preparation lessons to ensure student success during this employability activities week.
- Opportunities for students to meet local businesses, Further education and university personnel are created to help develop students' understanding of the world of work and how their curriculum subjects are helping them to develop the knowledge and skills needed for success in the future. These opportunities take the form of "Pop up shops" (lunchtime activities) for informal student to visitor conversations. Assembly talks, workshops for whole or half days, Careers Fairs at parents events and in the summer term.
- Vulnerable students are offered extra support via the pastoral teams and the CEIAG team works closely with the SEND and behaviour staff to offer support and links to external agencies to meet the needs of the students. For example, additional one to one meetings with students suffering with anxiety, to teach them additional techniques to approach interviews confidently.
- Individual personal career guidance interviews with all year 11's and other identified pupils throughout the year.

- Links with local 14-19 Providers are made and students are introduced with as many as possible to broaden their horizons and inform their pathway planning.
- Links with parents / carers are maintained using a variety of methods including parental newsletters, letters, KS4 Pathways evenings attendance together with “Mini Careers Fair”, Post 16 Evenings and the school web-site.

Careers Map Years 7-13

All students have career information and advice provided by their tutors during the tutor programme.. Each Year group is offered targeted and timely careers interventions including drop down days, trips and visits, guest lectures and workshops. There are displays and assemblies raising awareness of careers throughout the year including during ‘National Careers Week’, ‘Science Week’, ‘Black History Month’ and ‘International Women’s Day’. Students are provided with information about their careers education entitlement in paper based form within the school planner and in electronic formats, on the website. Parents also have access to career information and advice being provided within these formats.

Management and Staffing

Careers and Employability is managed by a qualified Careers Leader who reports to the Assistant Headteacher for Teaching and Learning and the Headteacher. The Careers Leader is also the Careers Personal Guidance practitioner who is a fully qualified (L6) and experienced Careers Adviser.

The Careers Leader oversees the strategic development of the Careers curriculum and leads on its delivery. They facilitate partnership with other specialist leaders including: the SENCO, P16 team, Pastoral and Curriculum Leaders to coordinate input from our Guidance provider, Employers and Agencies (see appendices 3 and 4). All staff contribute through their role as tutors and through careers related teaching in their subject areas.

Local context

Cotham School is committed to providing inspirational and impartial careers and employability learning to all students through the curriculum and organised career related activities. We value the partnerships we have with the wider community, local businesses and further/higher education providers and take pride in the fact that our school community reflects the diversity of Bristol .

We value the rich variety of backgrounds and experiences that our students bring to the school. At Cotham we seek to provide an education that both enables our students to gain university places of their choice or ambitious equivalents and the skills needed to succeed in the workplace. Our ambition is for students to leave us well prepared for a globally changing future and ready to take their place in society. Our policy incorporates the importance of an inclusive approach to ensure every student is treated as an individual and supported to access the full programme through the support of their Tutors, Teachers, Teaching Assistants, Learning Coordinators and House Leaders. There is an emphasis on raising aspirations and challenging stereotypes across the curriculum, reinforced through special programmes and activities throughout the year.

Monitoring, Review and Evaluation

Our Careers and Employability programme is consistently monitored, reviewed and evaluated to ensure that we deliver the entitlement. We carry out a cross curricular audit and have also mapped our provision against the Gatsby benchmarks. We gather clear and regular feedback from students about their careers programme and guidance to inform future planning. We are committed to continuously raising standards and the school previously held the 'Quality In Careers Standard' and we are in the process of re-accreditation for the Quality in Careers Award. Review and evaluation takes place as follows;

Beginning with Year 7 and 8, a Software programme called Careerpilot is used to register students' ideas and capture their dreams and perceived skills whilst still in the "fantasy stage". Assessing and building students' core employability skills during subject lessons in tune with their highest dreams is vital to maintaining students' confidence in their own success. Students will receive presentations from and meet inspirational leaders from a variety of occupational sectors via "Pop up" stands in the student HuB at lunchtimes with the aim of beginning informal conversations about Labour market needs locally. Labour Market Intelligence (LMI) will be drip fed throughout their curriculum lessons to contextualise student's learning and enable an understanding of the skills they already possess and identify those that need further mastery in order to ensure they are ready and empowered to make decisions regarding pathway preferences in year 9, again in year 11 and throughout post 16 learning.

The Career Pilot Pathway plus element offers the Careers Leader data analytics to ensure that students are being provided with the most up to date and appropriate careers information and that tutors have access to tutor group activities that inspire students and keep them on track with their careers learning. Achievement in Year 11 is recognised by the final award gained in a Gateway Wellbeing L1/2 qualification and in Year 10 achievement is recognised by successful completion of Work Experience and by self-evaluation.

The review and evaluation process will include staff, students and parents/carers and will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all students. Student destinations will be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions. Similarly, we will collect and analyse destinations post 16 and post 18 to improve future planning of the CEIAG provision.

- This policy will **be reviewed every 3 years** and approved by Governors.
- Any incidents occurring during the school year will be evaluated and where necessary appropriate action will be taken to amend the policy accordingly.

CPD

The school uses line management and systems to monitor, evaluate and implement CPD. The current Careers Leader is a qualified careers adviser and the school is a member of the CDI. The Careers Leader is required to attend regular training to enhance their knowledge of careers and labour market information. The Careers Leader is responsible for cascading this to staff through school systems such as the bulletins, briefings, extended leadership meetings and INSET training and as well as providing bespoke activities including Governor training sessions. The Careers Adviser is required to be qualified to Level 6 and undertake regular CPD through their employer, as well as take part in training arranged by the school and wider partnerships. Faculty Leaders will work with the Careers Lead to develop suitable

resources to enable careers to be included in the curriculum and contextualise students learning. The Careers Lead is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access.

The Careers Lead will advise the Senior Leadership Team and governors, facilitate the contribution of colleagues and partners, develop the careers programme and organise resources. Key accountabilities: To support the development of effective and continually improving careers education, careers information and careers guidance for young people. Schemes of work and modules of work are reviewed annually by the Careers Lead in liaison with the Faculty leaders, PSHE teachers, and SLT to ensure that the objectives are suitable to meet the outcomes.

Partnerships

Partnerships are developed with a range of organisations in recognition of the need for students to have visits, trips, lectures, and interactive encounters with the full range of post-14, post-16 and post-18 providers. We have a partnership in place with an external guidance provider and careers agencies as outlined in Appendix 5.

The programme is reviewed annually by the Careers Lead and SLT Line Manager. Changes and improvements to the programme are entered into the Faculty Improvement Plan (FIP) along with timescales for completion. When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers Department is fully supporting whole school aims. Policy Coordinator: Policy Reviewed: Policy sent to Leadership Team and Governors for approval.

Appendix 1 - Careers Entitlement

Cotham School Careers and Employability

Cotham School is committed to providing all students with an inspiring Career Education, Information, Advice and Guidance programme that:

- Is appropriate to their individual needs
- Motivates them to raise ambition and attainment
- Encourages them to consider non-traditional careers where their ethnicity or gender are underrepresented and which reflect recent developments in the labour market.

Throughout the programme, there is an emphasis on students planning for happiness with consideration to work life balance, celebrating their talents and contributing to society.

ALL STUDENTS WILL BE ENTITLED TO A CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) PROGRAM THAT:

- Aims to inspire as well as inform and guide students
- Is centred around the student and their individual and specific needs
- Is integrated into the students' experience of the whole curriculum
- Encourages all students to consider their career throughout Key Stages 3, 4 and 5
- Encourages all students to develop decision making skills and resilience
- Equips all students for independent learning and lifelong learning
- Meets professional standards of practice
- Provides each student with high quality impartial careers advice
- Raises aspirations and promotes equality and diversity

ALL COTHAM SCHOOL STUDENTS ARE ENTITLED TO:

- A range of activities and opportunities that promote self-development, career planning and entrepreneurial skills including inspiring trips, visits and guest speakers.
- Opportunities for students to meet local businesses as well as representatives from further education and university personnel in the form of careers fairs and 'pop-up' market place events at lunch time.
- Access to up to date, relevant and comprehensive impartial advice. This includes careers resources and a one-to-one guidance interview with action plan for all students in KS4 and 'drop-in' access for all students in KS 3, 4 and 5.
- Individual on-going careers advice and practical support from tutors.
- Careers support which is personalised to their own specific needs and abilities. including extra support for students with low levels of literacy, EAL and / or SEN.
- Access to up to date information for parents/carers through parental newsletters, bulletins, KS4 pathways information evenings and Post 16 information evenings.

DURING YEARS 7 and 8 STUDENTS WILL:

- Use Career Pilot to capture who you are and what your dreams and current skills are.
- Assess and build your core employability skills and confidence through meaningful encounters with local FTE providers (showcasing T levels/apprenticeships) and alumni
- Identify ways to develop as a person through meeting a variety of leaders from different occupational sectors as well as Cotham School alumni.
- Research how your future career fits in with your current learning
- Try out new subjects that you have not studied before
- Encounter careers and real world application in your subject lessons
- Try out new subjects that you haven't studied before
- Have the chance to apply to be a student leader and develop leadership, managerial and entrepreneurial skills.

DURING YEARS 9, 10 and 11 STUDENTS WILL:

- Attend KS4 pathways information evenings and 1-1 meetings to choose the GCSE options that are appropriate to your interests and talents.
- Assess and build your core employability skills and confidence through meaningful encounters with local FTE providers (showcasing T levels/apprenticeships) and alumni
- Describe how the world of work and different types of business contribute to the economy
- Challenge stereotyping, discrimination and other cultural and social barriers to choice
- Find information on career opportunities and how they are changing.
- Identify a range of post-16 options and careers advice and support networks so that you can plan career pathways
- Make informed choices about your options for the future
- Relate your abilities, attributes and achievements to your career plans
- Prepare for interviews and practise these skills with real employers and businesses
- Undertake work experience for at least one week and reflect on the skills you have used and contacts you have made

DURING YEARS 12 AND 13 STUDENTS WILL:

- Encouraged and supported to visit at least two Universities
- Identify where to find current labour market information and apply this information to your career plans
- Attend a Higher Education fair where you will meet students and representatives from a range of Universities
- Consider a range of reputable opportunities that are an alternative to University
- Be inspired by representatives from a range of careers
- Complete personality/psychometric assessments to explore careers that may be less
- Demonstrate your interview skills and receive professional feedback
- Complete a high quality UCAS application
- Update your CV with professional support
- Applying and interviewing for your dream job

Appendix 2 - Careers Map Years 7-13

Cotham School Careers Programme Overview 2024-2025 - Years 7-11

YEAR 7 Careers, Employability and Enterprise: Investigating the language of careers and finding out about jobs and skills.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A-Z of jobs - seeing how many jobs you can name	Researching 'green' jobs and using data to describe them	Interviewing an adult about their career path	Understanding job sectors and local growth sectors	Skills I have already that I can transfer to other situations			

YEAR 8 Careers, Employability and Enterprise: Developing your understanding of the skills needed for success in the workplace.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Using Career Pilot to find out about your skills	Making a skills profile and researching the subjects you are interested in	Researching your options at 13/14	Considering employability skills and which ones apply to you	Learning about making decisions	Learning terminology for employability skills and abilities	Researching the skills that are needed for various jobs	Looking at job adverts and deciding which skills they require

YEAR 9 Careers, Employability and Enterprise: Career pilot— Self Awareness, Support for choosing KS4 Options & aiming high.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Signing up to Career Pilot and taking job sector quiz to explore your interests	Learning about different educational pathways and qualifications	Creating a plan to achieve a goal	Staying positive	Interviewing an adult about their career path	Choosing options at 14	Understanding apprenticeships	Understanding your strengths and weaknesses

YEAR 10 Careers, Employability and Enterprise: Understanding and experiences of the world of work and employability skills.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Learning about your skills - using Career Pilot to complete the pre-16 skills map	Work experience/ VWEX research using Career Pilot/ Unifrog	Writing a standout CV	Setting goals for yourself and working towards them	Staying positive and developing resilience	Interviewing an adult - finding out about how people make career choices	Finding out about apprenticeships & Sending out a letter to request a Work experience placement	Identifying your own strengths and weaknesses

YEAR 11 Post 16/18 Decision making and employability skills.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reviewing your skills - using career pilot to complete or review the pre-16 skills map	Recapping apprenticeships as a post 16/ 18 option	Researching H.E. options for post 18 study	Understanding SMART planning to achieve goals	Staying positive and developing resilience	Setting milestones to achieve long term goals	Identifying your own strengths and weaknesses	Evaluating and providing solutions to complex problems

CEIAG: Stretch & Challenge Activities & Opportunities:

Introduction to Medic Mentor	Oxbridge and Russell Group webinars	Degree Apprenticeships - webinars and visits to business'	Mentoring (e.g. Alumni, Business Partners etc.)	Envision "Social Action" project"	T Levels - webinars and presentations	Live Career "Networking" Events
Whole day enterprise activities with local business partners	"Meet the provider" drop in - Break & lunchtime.	Industry Insight days	EMentoring for Post 16 students via Future First	Year 9 Social Action project of their own choosing x 2 cohorts	Year 11 and Year 10 via ASK Apprenticeships	Visits

Differentiation for SEND:

Exploration & "taster" visits to external providers.	Visits to Business Partners.	"Revision group" contribution to offer additional support with e.g. finding Work Experience.	Careers Fair e.g. Green Jobs - "Tea with a Scientist" project	Assemblies using pictures instead of words.	Regular 1:1 Personal Guidance meetings to coach and mentor students towards successful destinations.	Careers resources e.g. "Stairway to success" adapted for EAL students and parents.	Parent groups & meetings to discuss individual planning.
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Evaluation and assessment

Destinations

To understand our leavers' education, training or employment destinations, Cotham School collects the data ourselves by contacting former students in the September and October after they have left their

studies and received their results. The actual destinations of our students are noted on the Data Management system "SIMS". A report giving destination details of students years 11 to 13 with in-year circumstances and observations of the climate for these decisions is noted for Governors and SLT. A report for the year 12 and 13 leavers is also compiled for Governors with statistical data and charts to help develop a picture of emerging trends and any changes to the Careers programme and or admission for NBP16 can be devised accordingly.

Cotham School, "Futures" team, works closely with the Bristol P16 participation team to combine efforts towards tracking the destinations of our leavers, and to identify and offer support to any young people who are not in education, employment and training.

The department publishes Key Stage 4 and 16 to 18 (Key Stage 5) education destinations in performance tables on gov.uk, meaning that they are now an established part of the accountability system. The Post 16 Participation team will send regular updates with a final year end delivery each January so that any students who have fallen out of education, employment or training can be supported back in.

Cotham School has gained formal accreditation of our careers programme through the Quality in Careers Standard "Investors in Careers" and is valid until 2026.

Assessment of impact of the Careers programme.

From 2024 - 25 Cotham School will be asking students to complete The Future Skills Questionnaire; this is a tool to measure learners' career-readiness. We will be starting with year 7 and each year onwards add the next year 7 until we have a complete set of year group data to analyse. FSQ covers key aspects of knowledge, skills and attitudes that are important for successful transitions. We will then be able to use this information to inform the evolution of the careers programme as a whole and also to make targeted interventions as particular trends emerge, e.g. a large number of EAL students arriving in a year group, it will help us to assess the impact of careers education in your setting. There are five versions of the questionnaire, allowing us to assess the skills and knowledge of their learners at specific points of transition.

Students will receive regular opportunities to offer their feedback e.g. after Careers events, Mock interview days, work experience placements, and 1:1 Guidance meetings. This data will be collated and used to inform a report back to SLT & Governors.

The Cotham School Careers Journey

Follow us on Twitter: @CareersCotham



Revise for and sit your actual GCSEs to give yourself a competitive edge in life



To Post 16 choices and beyond



Realising your potential, gathering your skills and personal qualities, experiences and preferences to make choices for Post 16

TERM 1: Tutor-led Careers programme GB
1 Post 16 Options GB1

Pop up Shops monthly in the hubs. Post 6 providers and employers GB5-7

Apprenticeships
TERM 3: Apprenticeship seekers support GB3

Firm up your post 16 pathway

Get step revise, My (great)

TERM 3: Real Game GB2 Raising Aspirations day GB5 +6+7

TERM 5: 1:1 independent and impartial careers interview. Follow up Post 16 destinations.

TERM 4: National Careers Week GB5

Attend NBP16 Open Evening

TERM 1: 1:1 IAG interviews (across Terms) GB8

TERM 5: Working life module PSHE GB1

TERM 6: WEX week GB 3, 5+6
Post 16 Options PSHE GB1
1:1 IAG students at risk GB3-8

TERM 3: Tutor led Careers programme GB1

TERM 4: National Careers week GB5

TERM 6: Enterprise day STEM year 8-10 GB 1

TERM 1: WEX preparation, Assembly, 1:1 interviews (continue through all Terms) GB3+5

TERM 2: Mock Interviews GB 5

TERM 5: Careers conference for girls GB2-5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

TERM 4: National Careers week GB5

TERM 5: Careers programme PSHE GB1

TERM 6: Enterprise day STEM year 8-10 GB 1

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

TERM 2: IGD Workshop PP GB 4+5
Emission group GB 4+5

TERM 3: IAG 1:1 Interviews GCSE choices GB5

TERM 4: National Careers week GB5

TERM 5: WEX preparation, Assembly, 1:1 interviews (continue through all Terms) GB3+5

TERM 2: Mock Interviews GB 5

TERM 5: Careers conference for girls GB2-5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

TERM 6: WEX week GB 3, 5+6
Post 16 Options PSHE GB1
1:1 IAG students at risk GB3-8

TERM 1: STEM Vex robotics HAP groups. GB 5+6

TERM 3: IAG 1:1 Interviews GCSE choices GB5

TERM 4: National Careers week GB5

TERM 5: WEX preparation, Assembly, 1:1 interviews (continue through all Terms) GB3+5

TERM 2: Mock Interviews GB 5

TERM 5: Careers conference for girls GB2-5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

TERM 6: WEX week GB 3, 5+6
Post 16 Options PSHE GB1
1:1 IAG students at risk GB3-8

Individual decision making. Understanding choice and how it affects career options.

TERM 6: Enterprise Day Year 6-10 group GB 5

TERM 5: Careers programme PSHE GB1

TERM 4: National Careers week GB5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

What are your skills, natural abilities. Register www.careerplilot.com to start mapping your thoughts.

TERM 6: Enterprise Day Year 6-10 group GB 5

TERM 5: Careers programme PSHE GB1

TERM 4: National Careers week GB5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

Individual decision making. Understanding choice and how it affects career options.

TERM 6: Enterprise Day Year 6-10 group GB 5

TERM 5: Careers programme PSHE GB1

TERM 4: National Careers week GB5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 2: Future Branches (STEM week group) GB5+6

TERM 4: National Careers week. Activities and speakers. GB 5

TERM 5: Working life module PSHE GB1
Tutor programme preparation for WEX GB 1+3, 5+6

Appendix 3 - Provider Access Legislation (“PALS”) Requests

Please click this [Link to Provider Access Policy](#) for examples of what this work currently involves.

Requirement: The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend

At Cotham School we believe that contextualising students' learning is essential to their success in their future endeavours and realising their potential. Cotham school warmly welcomes offers and requests from Businesses Mentoring organisations, potential Employers, Higher Education Institutions, Further Education Colleges, UTC/Studio Schools and Apprenticeship Training Providers to help us inform and prepare our students for their future decision making.

Procedure

A provider wishing to request access should contact Suzanne Paice, Careers Leader.
Tel: 0117 919 8069, Email: paices@cotham.bristol.sch.uk

Opportunities for Access

A number of events integrated into the school careers programme will offer providers an opportunity to come into school to speak to students and/or their parents.

Please speak to our named Careers Leader to identify the most suitable opportunity for you. Our policy on safeguarding sets out the school's approach to allowing providers into the Academy as visitors to talk to our students.

Premises and Facilities

The school will make the Main Hall, Sports Hall, Library, Classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available any AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource area of the Library, which is managed by the Library Manager.

Appendix 4 - [The Benefits of Gatsby Benchmark Achievement for Post 16 Destinations](#)

Appendix 5 - [Careers Guidance and Access for Education and Training Providers](#)

Appendix 6 - Post 16 Futures Provision



Applicant CEIAG	<ul style="list-style-type: none"> • Recruitment events: Cotham Y11 Assembly and tutor visits; feeder school assemblies and careers fairs; open evenings and mornings. • Application discussion meetings (1:1 meeting for all students, after the application deadline, to review progress and guide P16 subject choices). • Transition Day and summer work to support Post 16 readiness. • Enhanced induction and subject change window (option to change courses after two week induction if the fit is not right).
Collapsed Timetable Futures Sessions	<ul style="list-style-type: none"> • Futures Launch (Oct Y12): <ul style="list-style-type: none"> ○ <i>Enhanced Assembly</i>: employment, work experience, UCAS and apprenticeships. ○ <i>Tutor Workshop</i>: Unifrog registration and navigation, 'Career Compass' quiz. • Futures Conference (Jul Y12): <ul style="list-style-type: none"> ○ <i>Day One</i>: A keynote speech, followed by 30+ different 40 minute Futures workshops for students to choose from (everyone attends four) ○ <i>Day Two</i>: Applying to university, UCAS walkthrough and registration, degree / professional apprenticeships, personal statements, EPQ launch. • Futures Review - Identity (Jul Y12): <ul style="list-style-type: none"> ○ <i>Enhanced Assembly</i>: study skills, seeking support / challenge and neurodiversity. ○ <i>Tutor Workshop</i>: gender expression, discrimination and body positivity. • Futures Morning (Jan Y13): <ul style="list-style-type: none"> ○ <i>Enhanced Assembly</i>: student finance, budgeting and financial literacy. ○ <i>Tutor Workshop</i>: consent, healthy relationships, online safety, sexual harassment.
Cotham Student Hub	<ul style="list-style-type: none"> • A dedicated Futures section on the Cotham Post 16 Student Hub with support and resources for all things futures (Cotham School login required).
Futures Bulletin	<ul style="list-style-type: none"> • Weekly bulletin shared with all P16 students to promote a range of local and online external opportunities including: enrichment, work experience, post 18 application support, apprenticeship vacancies, gap year opportunities and more.

Futures Hour	<ul style="list-style-type: none"> • Every Y12 and Y13 student has one hour per week timetabled to focus on Post 18 planning. This includes: utilising their Unifrog account, reviewing the Futures Bulletin; arranging and undertaking work experience; online courses; UCAS / apprenticeship / job applications Support is available via the P16 team and the Futures section of the Student Hub.
Futures Enrichment	<ul style="list-style-type: none"> • Bi-weekly career development workshops, delivered by school Careers Lead, as part of P16 enrichment. Wednesday p5.
Early Applicants Pathway	<ul style="list-style-type: none"> • Oxbridge Conference. • Early applicant workshops at key stages in the application process. • Fortnightly lunchtime drop-in sessions. • Guest speakers. • Application and interview mentors.
Futures Clinic	<ul style="list-style-type: none"> • 1:1 CEIAG clinic with Careers Lead every Weds. • Students can self refer or be referred by staff. • Appointment Schedule and outcomes shared with P16 team and tutors.
Futures Pop-ups	<ul style="list-style-type: none"> • Employer and enrichment pop-ups at lunchtime in Charnwood canteen to help students explore local opportunities.
Tutor Programme	<ul style="list-style-type: none"> • Bi-weekly Futures session, designed by Careers Lead and delivered by tutors. • 1:1s with tutors to discuss Post 18 plans (Y12 students have 3 x 1:1s per year; Y13 students have 5 x 1:1s per year). Tutors update the central Futures Tracker to connect support with the Post 16 team and signpost opportunities / interventions. • Bi-weekly assemblies on a range of themes, with a Futures strand built in.
Core Programme	<ul style="list-style-type: none"> • External speakers come in to run workshops and deliver talks. Every other session is Futures focused. • There is a different focus every fortnight which includes a range of topics from careers to summer plans.
Work Experience	<ul style="list-style-type: none"> • All Foundation students on the business pathway complete a work placement as a core unit in their course. • All other Year 12 students are expected to have gained some work experience (paid, voluntary, or online) before they start Year 13. Time and resources are allocated as part of the Futures Hour. Opportunities updated here weekly.
Parents and Carers	<ul style="list-style-type: none"> • Parent Engagement Sessions are shared at key points throughout the year. The induction session is hosted onsite. • Family Consultation Day hosted in October for students and their parents/carers to meet 1:1 with tutors and discuss transition to Post 16. • End of Term Mailing is shared with parents/carers each term, signposting support and opportunities. • Parent / Carer Clinic: held after school with Post 16 team (by appointment).
Gap Year Check Ins	<ul style="list-style-type: none"> • All students from the previous year's cohort who have a gap year as their Post 18 destination and have not yet contacted the centre for support with a UCAS application will have a check in from the Post 16 team to confirm destinations and support as required.

Appendix 7 - Collaborative Working Analysis Table (GB5/6/7)

Organisation	Contribution (Implementation)	Impact/outcomes	Future Plans	feedback/ Evaluation documents
ASK Apprenticeships / WTPN	Whole Year group Assemblies in Year 11/10 and Post 16 followed by a “Search and Apply” workshop to inform students about the apprenticeship opportunities available to them and how to be successful in applications.	<p>Students from Post 16 and Year 11 signed up for the follow up workshops.</p> <p>Local Independent Training providers are given access to meet with year 10/11 students to tell them about their offer and offer support to those needing extra support with transition to Apprenticeships and Traineeships.</p>	<p>Each year we identify our 3 (max) opportunities to involve ASK.</p> <p>Next year - greater inclusion of ‘T’ level experiences of current students at local colleges.</p>	Feedback form sent to Students
Careerpilot	Students are able to look up information about careers, do quizzes to help them assess their employability skills, favourite pathways and options at 16/18 plus download a personal plan.	<p>Students are able to take ownership of their own career learning and journey and design a plan for their success.</p> <p>Year 9 students experience activities designed by Careerpilot in their Tutor time and via Google classroom.</p> <p>Year 10 students are encouraged to sign up and use Careerpilot when meeting with the work experience coordinator.</p>	Roll out the Pathway Planner model so that Tutors and the Careers Lead can see students progress and guide them and refer them to the Careers Adviser for Personal Career Guidance.	When the Pathway planner is rolled out to Tutors a report can be downloaded to show progress through the tutor time activities and impact on destinations across the whole school.

Unifrog	<p>Post 16 Students and students in Year 10 (as a pilot) have been able to use Unifrog to discover all aspects of Careers Learning.</p>	<p>Sessions on how to use Unifrog are delivered in “core” post16 sessions as well as in 1:1 sessions for year 10 with the work experience coordinator.</p>	<p>Post 16 Enrichment now includes a session on Unifrog and how to use it to apply to University and how to find work experience as well as identifying personal qualities (via quizzes) and employability skills.</p>	<p>Data reporting can be downloaded by staff to see who is using Unifrog and encourage those not yet using it to try it.</p>
University of Bristol Outreach.	<p>Post 16 students are able to take part in e.g. Access to Bristol and Bristol Scholars programmes to increase awareness and access to top universities.</p> <p>Current Medical students visited Cotham year 12 students to describe the course content and give tips on applications.</p> <p>7 Year 10 students visited the Veterinary Science Faculty to experience real animal care and to be inspired and encouraged by current students.</p>	<p>Students receive a “conditional offer” for University of Bristol when applying and confirming Bristol as their first choice. Students undertake a programme of activities including visits to the university, seminars and help with personal statement writing.</p>	<p>Current Law Ambassadors have linked with Cotham School to offer a support package for KS3/4 students who are interested in finding out more about Law careers. Keep working with local universities to extend the variety of workshops to match the courses on offer at the university.</p>	<p>Medical and Veterinary students evaluation of visits</p>
<p>Year 11 Futures Workshops Regular Exhibitors include City of Bristol College, SGS College, Boomsatsuma, BSA, UWE, NHS, ASK apprenticeships, Robins Foundation, ON-Site and many more.</p>	<p>A range of “friends to Cotham School” are invited each year to display their opportunities for work and personal development.</p>		<p>Maintain and keep building a database of contacts for the purpose of information and advice for students. Use this database to facilitate networks for teachers when devising lessons and schemes of work with a view to embedding careers in the curriculum.</p>	<p>An audit of careers in the curriculum has produced an inspirational range of activities which can be shared across teams to help teams to contextualise students' learning and grow confident and successful</p>

Careers Fair Exhibitors				students.
Futures 18 Conference	Once in the Autumn term to introduce the idea of “Cotham Futures” to new year 12 students and in July of each year a range of workshops are offered to help students understand all of their option choices for P18.	Students are able to meet with employers and understand what Apprenticeship opportunities offer their career. Students can meet with Oxford and Cambridge representatives to discuss early applications and admissions tests. Sign up to UCAS, how to choose your course and personal Statement writing workshops are delivered by partner Universities UoBristol and UWE.		
Future First (Alumni)	<p>A programme of E mentoring for post 16 students in the Foundation Year. Students are matched with business leaders for coaching support and advice on a chosen area of student interest.</p> <p>Alumni are linked to Cotham School to help with delivery of e.g. Mock Interview Day, Careers Fairs, mentoring opportunities and Year 8 Whole school day enterprise activity. (8.5.23)</p>	<p>Students have access to successful people who are former students of Cotham School to inspire them to achieve their best and follow their dreams.</p> <p>A “Wall of inspiration” has been created to inspire students from all ethnicities and socio-economic backgrounds.</p>		
University of the West of England	Students in year 13 considering HE are	Year 13 students are clearer about	Involve UWE in KS3 offers as well as KS4	

<p>(UWE)</p>	<p>offered FREE independent and impartial personal Careers guidance from the Careers Consultants at UWE.</p> <p>Year 12 “core” “How to choose your university degree course” delivered by UWE professional Careers Adviser.</p> <p>Attendance at Careers Fairs bringing e.g. current “Healthcare professionals” students to meet Year 11 & post 16.</p>	<p>their university choices.</p> <p>Year 12 students visit UWE and feel at ease and confident in their applications because they have met current students and staff.</p>	<p>where available.</p> <p>Increase the number of visits to UWE with KS3/4 students for tours and activities.</p> <p>Increase the activities offered to e.g. A Level Science and Childcare GCSE students e.g. to experience the simulation centre.</p>	
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