



Careers Education,
Information and Guidance
(CEIAG) and Employability
Policy
Version 2



This policy applies only to Pre-16 New Collaborative Learning Trust institutions.

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1.0 Introduction

1.1 Wingfield Academy is wholeheartedly committed to helping all our learners develop into responsible, respectful, model citizens, making a positive contribution to society. This is primarily achieved through our 'Location Vocation' careers programme, which is delivered to all pupils from Year 7 to 11. This programme encourages them to develop the knowledge, skills, resilience, confidence and independence they need to make reasoned and informed decisions about their next steps. This helps them maximise their potential, supporting them in successfully transitioning into higher education or an aspirational alternative.

2.0 'Location Vocation' Vision

2.1 We are committed to implementing a careers programme that:

- Empowers learners to make informed and realistic decisions at key transition points in learning and work, for example at 14, supporting learners' qualification and subject choices based on their likes, strengths and assessment methods.
- Inspires and motivates learners to fulfil their potential.
- Explores different careers to raise learners' aspirations, broaden their horizons and accumulate the cultural capital, knowledge, behaviours, and skills that a learner can draw upon to be successful in society.
- Enriches learners' experience by providing multiple opportunities to learn from employers about work, employment and the skills that are valued in workplaces.
- Enables access to up-to-date labour market information (LMI) to ensure learners are aware of growth sectors in the economy and opportunities for employment, to encourage social mobility.
- Overcomes stereotypes to help learners explore all career opportunities available to them.
- Develops learners' personal financial capability.
- Provides learners with high quality independent and impartial careers advice and guidance which is in their best interests.

3.0 Statutory Requirements and Expectations

Our 'Location Vocation' careers programme has been developed to meet the requirements of the Department for Education's Statutory Guidance 2018 and in accordance with the eight Gatsby benchmarks and the Careers Development Framework. The Gatsby Benchmarks are:

3.1 Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

3.2 Benchmark 2: Learning from career and labour market information

All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3.3 **Benchmark 3: Addressing the needs of each pupil**

Students have different careers guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

3.4 **Benchmark 4: Linking curriculum learning to careers**

All teachers link curriculum learning with careers.

3.5 **Benchmark 5: Encounters with employers and employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

3.6 **Benchmark 6: Experiences of workplaces**

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

3.7 **Benchmark 7: Encounters with further and higher education**

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

3.8 **Benchmark 8: Personal guidance**

Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

The Careers Development Framework identifies the six career development skills that people need to have positive careers. The six career development skills are:

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Manage career

Manage your careers actively, make the most of opportunities and learn from setbacks.

Create opportunities

Create opportunities by being proactive and building positive relationships with others.

Balance work and life

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

4.0 Organisation and delivery of 'Location Vocation'

- 4.1 Everyone has a role to play in "Location Vocation" delivery. It is a vital element driven by careers 'champions' across our Academy curriculum. Personal Social Health and Economic Education (PSHEE) contributes significantly to the distinct delivery of "Location Vocation" lessons and our Careers programme (Appendix A). Learners in Year 7 and 8 receive 1 hour per week discreet PSHEE and learners in Year 9 and 10 receive 1 hour per week of PSHEE and RE combined. All PSHEE lessons will be delivered by a core team. Where non-specialist staff are deployed to deliver PSHEE, the lead teacher for PSHEE will quickly identify and provide/signpost integral support/training to develop the deliverer's expertise in the subject.
- 4.2 'Location Vocation' lessons, clearly identified within the PSHEE curriculum overview roadmap have been developed in consultation with the Careers Leader, Careers Adviser, learners and parents/carers, and in accordance with the national PSHE association Programme of Study, recommended by the DfE and mapped against the eight Gatsby benchmarks and CDI Framework for Careers, Employability and Enterprise Education (2018).
- 4.3 Content is appropriately sequenced within planned schemes of work, tailored to the needs of our learners and the local community in order to ensure its effectiveness. PSHEE deliverers are responsible for adapting their teaching, ensuring learning is delivered in ways accessible to all abilities. They will encourage learners to ask questions, engage in class discussion and ensure topics are delivered sensitively to avoid stigmatising learners because of their home circumstances.
- 4.4 PSHEE deliverers will challenge perceived views of learners, through exploration of, and developing mutual respect for, those different to themselves.

5.0 Learner entitlement - 'Location Vocation' in PSHEE curriculum roadmaps/ Additional 'Location Vocation' activities

5.1 Year 7

5.1.1 Living in the wider world: Financial decision making and careers

In 'Living in the wider world: Financial decision making and careers' learners' learn how to manage a budget effectively by balancing their longer-term goals and short-term happiness, essentially their wants and needs. They learn about savings, loans and interest and explore the social and moral dilemmas in relation to the use of money. Learners explore the key skills employers look for in potential employees and reflect upon their own skills, qualities/strengths and areas for development and their future employability.

5.1.2 In addition, Year 7 will:

- Complete a career interests questionnaire during personal tutor time.
- Consider applying to become Academy councillors.
- Interview their parents/carers/relatives to learn about their work, employment and skills valued in their workplace, and present what they learn to their personal tutor group.
- Participate in the 'Buzz' quiz during personal tutor time and 'Celebrity Degree' quiz to become 'headteacher for a day.'

- Visit a university.

5.2 Year 8

5.2.1 Living in the wider world: Community and careers

In 'Living in the wider world: Community and careers' learners consider the different types and patterns of work including employment, self-employment and voluntary work, and use local and regional labour market information (LMI) to start informing their future career options. They explore all available post-16 pathways and develop skills to confidently challenge equality in the workplace.

5.2.2 In addition, Year 8 will:

- Meet NHS employees for British Heart Foundation 'Restart a Heart Day.'
- Participate in the 'Buzz' quiz during personal tutor time and 'Celebrity Degree' quiz to become 'headteacher for a day.'
- Participate in RNN/DVC college taster sessions.
- Visit a university.

5.3 Year 9

5.3.1 Living in the wider world: Setting goals

In 'Living in the wider world: Setting goals' learners consider what influences them, revisit their skills and qualities/strengths and areas for development to balance their ambition with realistic expectations and experience meaningful employer encounters enabling them to make reasoned, informed decisions about the career options best suited to them. They explore the GCSE options available, how different subjects link to careers and the world of work, and learn strategies to develop a growth mindset to succeed and achieve.

5.3.2 In addition, Year 9 will:

- Discover US, an aspiration raising programme for pupils in Year 9 – 11.
- Participate in a labour market information (LMI) quiz during personal tutor time.
- Participate in a careers speed networking event.
- Visit a university.
- Attend individual personal guidance interviews.

5.4 Year 10

In addition, Year 10 will:

Complete a visit to New College.

- Visit the Local Employment Advisory Forum (LEAF) job and careers fair, helping businesses source and recruit future apprentices and employees.
- Go to a Speed with STEM event.
- Participate in a labour market information (LMI) quiz during personal tutor time.
- Visit a university.
- Participate in mock interviews with a range of employers.
- Complete work experience for one week.
- Attend individual personal guidance interviews.

5.5 Year 11

5.5.1 Year 11 will:

- Attend virtual/in person college and apprenticeship provider assemblies.
- Complete a college application during personal tutor time, with support from the CEIAG adviser.
- Participate in a labour market information (LMI) quiz during personal tutor time.
- Attend individual personal guidance interviews.

5.6 **All learners will have the opportunity to:**

- Meet college representatives and apprenticeship providers at “Meet the Tutor” and options/parents’ evenings.
- Participate in various Remembrance Day activities.
- Contribute to the Reverse Advent Calendar initiative.
- Engage in a range of activities during National Apprenticeship week and National Careers week.
- Attend our annual careers fair, providing opportunities to encounter further/higher education/employers and employees.
- Experience employer/alumni-led assemblies.
- Access quality, impartial, differentiated personal guidance interviews with our trained careers adviser, at any time.
- Access the weekly careers café every Thursday, providing a setting for informal discussion on a variety of topics in relation to careers, post-16 options, different employment sectors and support with college applications.

The ‘Location Vocation’ careers programme is reviewed annually and is subject to change as opportunities arise.

6.0 **Roles and Responsibilities**

6.1 The link advisor is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Meeting regularly with the Academy’s dedicated Careers Leader and Careers Adviser and reporting back to the Academy’s Advisory Board.

6.2 The Careers Leader/Faculty lead for RE/PSHEE/Careers is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Ensuring the curriculum is age-appropriate, ensures continuity and progression between each year group, is of high quality and tailored to the needs of all our learners.
- Monitoring and evaluating the delivery and effectiveness of the ‘Location Vocation’ programme.
- Auditing PSHEE staff subject knowledge CPD needs and providing/signposting to integral support/training to develop deliverers expertise in the subject.

- Ensuring learners' 'Location Vocation' experiences are systematically monitored and recorded appropriately.
- Liaising with 'Careers champions' colleagues across all curriculum areas to audit/ensure the inclusion of careers in new curriculum road maps.
- Reviewing any changes in relation to work related learning and employer engagement and advising on their implementation.

6.3 The Careers Adviser is responsible for:

- Ensuring the Academy meets its statutory requirements in relation to work related learning and employer engagement.
- Planning a programme of resourced 'Location Vocation' lessons for Year 7 to 10.
- Providing quality, impartial, differentiated and timely personal guidance open to all learners.
- Systematically monitoring and recording learners' 'Location Vocation' experiences.
- Monitoring and evaluating the delivery and effectiveness of the 'Location Vocation' programme.
- Overseeing and updating the 'Location Vocation' library resources.
- Collecting and analysing learners' first destinations.
- Attending all parents' evenings.
- Coordinating and reviewing the Academy's one-week work experience.

6.4 Careers champions are responsible for:

- Auditing the inclusion of 'Location Vocation' within their new curriculum roadmaps.
- Identifying and embracing opportunities to embed real-life contexts and examples from the world of work in their new curriculum roadmaps.
- Developing links with employers/external organisations/alumni.
- Contributing to a 'Location Vocation' curriculum/post-16 options specific display.
- Attending/contributing to careers champions meetings and feeding back at curriculum team meetings at the earliest opportunity.
- Knowing the regional labour market information (LMI) for careers directly linked to their curriculum area.

7.0 Funding and Resourcing

7.1 The Careers Leader/Faculty lead for RE/PSHEE/Careers is responsible for the effective deployment of the annually allocated careers budget.

8.0 Monitoring Quality

8.1 The Careers Leader/Faculty lead for RE/PSHEE/Careers and Careers Adviser are responsible for monitoring and evaluating the delivery and effectiveness of the 'Location Vocation' programme and will:

- Termly review Compass evaluation.
- Conduct IMQTL comprising lesson visits and learner voice in accordance with the Academy calendar.

- Record one-to-one guidance meetings in a way that can be analysed.
- Collect and analysing learners' first destinations.
- Seek feedback from all stakeholders.

Appendix A: Wingfield Academy's 'Location Vocation' 8-year careers programme

Careers Curriculum and Experiences (8 Year Plan)

Location Vocation Vision

Here at Wingfield Academy we are wholeheartedly committed, through our 'Location Vocation' careers programme of activities delivered to Year 7 to 11, to prepare all our learners to make informed decisions about their future next steps ensuring they maximise their potential and successfully transition into higher education or an aspirational alternative.

We are committed to implementing a programme that will:

Empower learners to make informed, realistic decisions at key transition points in learning and work E.g. at 14, supporting learners' qualification and subject choices based on their likes, strengths and assessment methods.

Inspire and motivate learners to fulfil their potential through a range of further and higher education encounters.

Explore different careers throughout the curriculum to raise learners' aspirations, broaden their horizons and accumulate cultural capital, the knowledge, behaviours, and skills that a learner can draw upon to be successful in society, their career and the world of work.

Enrich learners' experience by providing multiple opportunities to learn from employers about work, employment and the skills that are valued in workplaces.

Enable access to up-to-date Labour Market Information (LMI) to ensure learners are aware of growth sectors which are currently working at or above average productivity and those who have a gap in worker numbers where opportunities are readily available in order to support social mobility.

Overcome stereotypes to help learners explore all careers opportunities to them.

Develop learners personal financial capability.

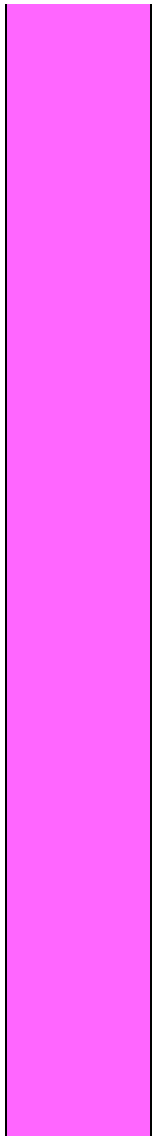
Provide learners with high quality independent and impartial careers advice and guidance which is in their best interests.

Year/Term	Autumn Term	Spring Term	Summer Term
Year 7	<p>Careers advisor visits all personal tutor groups. (Raise profile of JSO and signpost CEIAG early on). Careers interests questionnaire during personal tutor time. (Following visit from JSO to personal tutor group). Macmillan's 'World's Biggest Coffee' morning. (National initiative). Trip to Hull University. (Organised to suit Hull University). Access to careers advisor at parents' evening. (Calendared by SLT). Samaritan's Purse Operation Christmas Child Shoe box appeal. (National initiative).</p>	<p>Apprenticeship quiz during personal tutor time, apprenticeship curriculum related starter every lesson. (National Apprenticeship Week). Careers quiz during personal tutor time, 'Buzz' quiz during personal tutor time. Careers curriculum related lesson. Careers fair offering opportunities to encounter further/higher education/employers and employees. 'Benefits of higher education'/'Choices and Pathways' HEPP presentation. Employer/'Inspiring the future'/Alumni led assemblies (National Careers Week).</p>	<p>Interview your parent/carer/relative competition. Presentations of 'interview your parent/carer/relative during personal tutor time.' (Careers fair follow up) Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (disadvantaged only). (In order of year group priority). Trip to Sheffield Hallam University. (During summer term to enable campus tour in fine weather/organised to suit Sheffield Hallam University). Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (disadvantaged only). (In order of year group priority, post Year 8 disadvantaged).</p>

	<p>Year 7 students also have access to:</p> <p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor at any time bookable through Wingfield Academy 'Careers' website (Ongoing), the weekly careers cafe providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more (Weekly), Crest awards inspiring young people of all ages to think and behave like scientists and engineers partaking in challenging and thought provoking real-world STEM projects (Ongoing), the Key Stage 3 'Pledge' (Ongoing), Comfort ministry 'Baby packs' for Zimbabwe (Ongoing), Africa's gift 'Happy feet' initiative (Ongoing), 'Career of the week' during personal tutor time (Weekly), Litter picks in and around the academy (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).</p>		
			<p>Careers lessons</p> <p>What are wants and needs? Why do we need to know the difference? How can I successfully manage my money? How can I budget my money/create a personal budget plan? What are savings, loans and interest? What can we learn from successful business people? What are the key skills and attributes that employers' value? What are my skills and qualities/strengths and areas for development? How can I set myself targets to improve? What choices and pathways are available to me? What so I want my future to look like? What are my dreams/values/aspirations? (7 weeks in PSHEE sequence of lessons).</p>
Year 8	<p>British Heart Foundation 'Restart a Heart Day.' (National initiative). RNN/DVC college taster sessions. (Introduce some possible post 16 options early on/organised to suit RNN/DVC). Reverse Advent calendar. (National celebration).</p>	<p>Apprenticeship quiz during personal tutor time, apprenticeship curriculum related starter every lesson. (National Apprenticeship Week). Careers quiz during personal tutor time. Careers curriculum related lesson. Careers fair offering opportunities to encounter further/higher education/employers and employees. 'Benefits of higher education'/'Choices and Pathways' HEPP presentation. Employer/'Inspiring the future'/Alumni led assemblies (National Careers Week). Access to careers advisor at parents' evening. (Calendared by SLT).</p>	<p>Trip to Hull University. (Organised to suit Hull university). Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (disadvantaged only). (In order of year group priority, post Year 10 personal guidance interviews, pre-Year 7 disadvantaged).</p>

	<p>Year 8 students also have access to:</p> <p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor at any time bookable through Wingfield Academy 'Careers' website (Ongoing), the weekly careers cafe providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more (Weekly), Crest awards inspiring young people of all ages to think and behave like scientists and engineers partaking in challenging and thought provoking real-world STEM projects (Ongoing), the Key Stage 3 'Pledge' (Ongoing), Comfort ministry 'Baby packs' for Zimbabwe (Ongoing), Africa's gift 'Happy feet' initiative (Ongoing), 'Career of the week' during personal tutor time (Weekly), Litter picks in and around the academy (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).</p>		
<p>Year 9</p>		<p>Careers lessons</p> <p>Why do people work? What are the different types of work?</p> <p>Employment/Self-employment/Voluntary work.</p> <p>What types of work are available in my locality/region?</p> <p>How can I challenge stereotypes in relation to work and pay?</p> <p>What post-16 options are available to me?</p> <p>(5 weeks in PSHEE sequence of lessons/Composite sequenced around National Careers Week).</p>	
	<p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (Disadvantaged first).</p> <p>(Pre-options interviews).</p> <p>Trip to Hull University. (Organised to suit Hull University).</p> <p>Reverse Advent calendar. (National celebration).</p>	<p>Apprenticeship quiz during personal tutor time, apprenticeship curriculum related starter every lesson. (National Apprenticeship Week).</p> <p>Careers quiz during personal tutor time.</p> <p>Careers curriculum related lesson.</p> <p>Careers fair offering opportunities to encounter further/higher education/employers and employees.</p> <p>'Benefits of higher education'/'Choices and Pathways' HEPP presentation.</p> <p>Employer/'Inspiring the future'/Alumni led assemblies. (National Careers Week).</p> <p>'Get Up To Speed' with STEM event, Magna. (Organised by external provider).</p> <p>Access to careers advisor at parents' evening. (Calendared by SLT).</p>	<p>Careers speed networking event delivered by Workwise Foundation. (Organised by external provider).</p>
	<p>Year 9 students also have access to:</p> <p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor at any time bookable through Wingfield Academy 'Careers' website (Ongoing), the weekly careers cafe providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more (Weekly), the Key Stage 3 'Pledge' (Ongoing), Duke of Edinburgh's Award (Ongoing), Comfort ministry 'Baby packs' for Zimbabwe (Ongoing), Africa's gift 'Happy feet' initiative (Ongoing), 'Career of the week' during personal tutor time (Weekly), Litter picks</p>		

	<p>in and around the academy (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).</p>		
<p>Year 10</p>	<p>Local Employment Advisory Forum (LEAF) job and Careers fair helping businesses source and recruit future apprentices and employees. (Organised by external provider). New College (NCLT) taster sessions. (First drop-down day). Rotherham food bank. (Pre-Christmas).</p>	<p>Careers lessons What influences your decisions? How can I make reasoned and informed choices? How do I choose a career that is right for me? How have my skills and qualities/strengths and areas for development changed? How can I balance my ambition and realistic expectations? What GCSE options are on offer? How are curriculum subjects linked to careers/the world of work? How can we foster a growth mindset to succeed and achieve? (5 weeks in PSHEE sequence of lessons/Composite sequenced around National Careers Week).</p> <p>Apprenticeship quiz during personal tutor time, apprenticeship curriculum related starter every lesson. (National Apprenticeship Week).</p> <p>Careers quiz during personal tutor time, careers curriculum related starter. Careers fair offering opportunities to encounter further/higher education/employers and employees. 'Benefits of higher education'/'Choices and Pathways' HEPP presentation. Employer/'Inspiring the future'/Alumni led assemblies. (National Careers Week). Work experience preparation, CVs. (Second drop down day). Careers advisor visits all personal tutor groups to launch work experience. (Post second drop down day). Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor to discuss post-</p>	<p>Mock interviews with a range of employers. (Pre-work experience, preparation for post 16 interviews). Trip to Hull University. (Organised to suit Hull University). Access to careers advisor at parents' evening. (Calendared by SLT). Work experience preparation assembly. (Week prior to work experience). Work experience. (Week prior to timetable rollover).</p>



16 options, provide literature to read/digest over the summer holidays with parents/carers (Disadvantaged first).
 (Early preparation of applying for post-16 options/post second drop down day to offer learners feedback on their CVs).
 'Get Up To Speed' with STEM event, Magna.
 (Organised by external provider).

Year 10 students also have access to:
 Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor at any time bookable through Wingfield Academy 'Careers' website (Ongoing), the weekly careers cafe providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more (Weekly), the Key Stage 4 'Pledge' (Ongoing), Duke of Edinburgh's Award (Ongoing), Discover US, an aspiration raising programme for successful learners/applicants who have the potential to access higher education (Visits organised by invite to the University of Sheffield throughout Key Stage 4), Comfort ministry 'Baby packs' for Zimbabwe (Ongoing), Africa's gift 'Happy feet' initiative (Ongoing), 'Career of the week' during personal tutor time (Weekly), Litter picks in and around the academy (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).



Year 11

Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (Disadvantaged first).
 (Pre-college applications).
 College and apprenticeship provider assemblies uploaded to Google classroom and scheduled for use during personal tutor time.
 (Pre-college applications).

Apprenticeship quiz during personal tutor time, apprenticeship curriculum related starter every lesson.
 (National Apprenticeship Week).
 Careers quiz during personal tutor time, careers curriculum related starter.
 Careers fair offering opportunities to encounter further/higher education/employers and employees.
 'Benefits of higher education' HEPP presentation.
 Employer/'Inspiring the future'/Alumni led assemblies.
 (National Careers Week).
 Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (Disadvantaged only/ Learners identified as

Access to careers advisor at second parents' evening.
 (Calendared by SLT).
 Data consent letter distributed at leavers assembly to facilitate NEET mitigation prevention policy.
 (Leavers assembly).

requiring additional support).
(Pre college applications).
Access to careers advisor at
parents' evening.
(Calendared by SLT).

Year 11 students also have access to:

Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor at any time bookable through Wingfield Academy 'Careers' website (Ongoing), the weekly careers cafe providing a setting for informal discussion on a variety of topics in relation to careers, post 16 options, different employment sectors and more (Weekly), the Key Stage 4 'Pledge' (Ongoing), Duke of Edinburgh's Award (Ongoing), Discover US, an aspiration raising programme for successful learners/applicants who have the potential to access higher education (Visits organised by invite to the University of Sheffield throughout Key Stage 4), Comfort ministry 'Baby packs' for Zimbabwe (Ongoing), Africa's gift 'Happy feet' initiative (Ongoing), 'Career of the week' during personal tutor time (Weekly), Litter picks in and around the academy (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).

Post Wingfield NEETs mitigation prevention plan

Local authorities have a statutory duty to record destinations of 16-year olds and track and support all young people in their area (16 and 17-year olds). This duty extends to young people with special educational needs up to the age of 25. Local authorities can share this information with the school that the young person attended. Schools and post-16 educational institutions also have a statutory duty to provide data to local authorities to support these duties. As these are statutory duties, local authorities and schools/educational institutions do not need consent to collect this data. However, for a school to track a student's destinations after 16 years old, they will need the young person's consent (unless the student is at school sixth form, in which case the school does not need consent). It is recommended that schools routinely seek consent from their students in Year 11 to collect and maintain information on them once they have left school. It is vital that consent is obtained in order to collect information about past students.

Year 1	First point of contact via e mail in 3rd week September. (Once students have enrolled and settled).	Second point of contact via email in 3rd week February. (Half way through students' first year to mitigate against typical Term 2 drop).	Final point of contact via e mail in 3rd week of June. (Upon completion of students' first year post Wingfield).
Year 2	First point of contact via e mail in 2nd week September. (Once students have started their second-year post Wingfield).		Final point of contact via e mail in 2nd week of April. (Two-thirds way through students' second year of college course/post Wingfield).
Year 3	Sole point of contact via e mail in 1st week September. (Once students have started their third-year post Wingfield).		

Policy Status

Policy Lead (Title)	Careers Leader/Associate Assistant Head teacher and CEIAG Advisor	Review Period	Annually
Reviewed By	Trust Executive Team/ Board of Directors	Equality Impact Assessment Completed (Y/N)	N

POLICY AMENDMENTS

Version	Approval Date	Page No./Paragraph No.	Amendment	Audience	Plan for Communicating Amendments
Version 1* *This is the first version of this policy following WFA joining NCLT	TET 08/07/2021 BoD 12/10/2021			Wingfield Academy staff, students and parents	Uploaded onto the NCLT website
Version 2	TET 21/06/2022 BoD 04/07/2022	P3/3.01 P4/3.8 P5/4.1 P5/5.1 P5-6/5.12 P6/5.22 P6/5.4 P7/6.2 P8/7.1 and 8.1 P10	Addition made. Addition made. Slight amendment. Paragraphs removed. Some bullet points removed. Some bullet points removed. Paragraph removed. Paragraph removed. Slight amendment. New appendix to be inserted, previous appendix removed.	Wingfield Academy staff, students and parents	Uploaded onto the NCLT website