

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

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



## **CONTENTS**

<b>Paragraph Number</b>	<b>Heading</b>	<b>Page Number</b>
1.0	Introduction	3
2.0	'Location Vocation' Vision	3
3.0	Statutory Requirements and Expectations	3
4.0	Organisation and delivery of 'Location Vocation'	5
5.0	Learner entitlement - 'Location Vocation' in PSHEE curriculum roadmaps/ Additional 'Location Vocation' activities	5
6.0	Roles and Responsibilities	7
7.0	Funding and Resourcing	8
8.0	Monitoring Quality	8
Appendix A	Wingfield Academy's 'Location Vocation' careers programme	10

## **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.
- Tracks and supports learners post-Wingfield as/when required/appropriate.

## **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, 8 and 9 receive 1 hour per week discreet PSHEE and learners in Year 10 receive a series of PSHEE and RE lessons 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 In Year 7 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, their future employability and consider their dream job.

##### **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.
- Visit a university.

## 5.2 Year 8

5.2.1 In Year 8, 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.
- Participate in RNN/DVC college taster sessions.
- Visit a university.

## 5.3 Year 9

5.3.1 In Year 9, 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

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 parents' evenings.
- Participate in various Remembrance Day activities.
- 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.

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/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.
- Liaising with the Lead teacher for PSHEE to provide/signpost 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.
- Supporting a planned 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/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/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.

Track and support learners post-Wingfield as/when required/appropriate.

Year/Term	Autumn Term	Spring Term	Summer Term
Transition	Hull University visit to Wingfield Academy. (Organised to suit Hull University).		
Year 7	<p>Careers advisor visits/virtual presentation to all personal tutor groups. (Raise profile of JSO and signpost CEIAG early on). Input into 'what are my dreams/aspirations?' PSHEE lessons. (Following visit/virtual presentation from JSO to personal tutor groups). Access to careers advisor at tutor evening. (Calendared by SLT). Macmillan's 'World's Biggest Coffee' morning. (National initiative). 'Sheffield Shoebox Appeal.' (Local initiative).</p>	<p>Apprenticeship curriculum related starter every lesson. (National Apprenticeship Week). Employer/'Inspiring the future'/Alumni led assembly. (Calendared by RST). Access to careers advisor at parents' evening. (Calendared by SLT). 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' HEPP presentation. (National Careers Week). Complete 'Life Beyond Wingfield' (Gold): Evaluate a careers experience. (Careers fair follow up). Trip to Hull University.</p>	<p>Interview your parent/carer/relative competition/excellence task. Presentations of 'interview your parent/carer/relative during personal tutor time/PSHEE lessons.' (Careers fair follow up). Trip to Sheffield Hallam University. (During summer term to enable campus tour in fine weather/organised to suit Sheffield Hallam University). Review 'what are my dreams/aspirations?' PSHEE lessons. (During PSHEE Careers related composite). Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (disadvantaged only). (In order of year group priority, post Year 8 disadvantaged).</p>

(Organised to suit Hull University).

Year 7 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 Key Stage 3 'Pledge' (Ongoing), 'Career of the week' during personal tutor time/assembly/website (Weekly), Update on careers activities experienced (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).

Careers lessons  
What choices and pathways are available to me?  
What are the key skills/attributes that employers value? What are my skills and qualities/strengths and areas for development? How can I set myself targets to improve?  
What can we learn from successful business people?  
What do I want my future to look like? Have my dreams/aspirations changed?  
(4 weeks in PSHEE sequence of lessons).

Year 8

Access to careers advisor at tutor evening.  
(Calendared by SLT).  
British Heart Foundation 'Restart a Heart Day.'  
(National initiative).  
North Star Science School event.  
(Organised by external provider).  
RNN/DVC college taster sessions.  
(Introduce some possible post 16 options early on/organised to suit RNN/DVC).  
Access to careers advisor at parents' evening.  
(Calendared by SLT).  
Fundraising for Rotherham foodbank.  
(Local initiative/Pre Christmas).

Apprenticeship curriculum related starter every lesson.  
(National Apprenticeship Week).  
Employer/'Inspiring the future'/Alumni led assembly.  
(Calendared by RST).  
Careers quiz during personal tutor time.  
Careers curriculum related lesson.  
Careers fair offering opportunities to encounter further/higher education/employers and employees.  
'Choices and Pathways' HEPP presentation.  
(National Careers Week).  
Complete 'Life Beyond Wingfield' (Gold): Evaluate a careers experience.  
(Careers fair follow up).  
Hull University visit to Wingfield Academy.  
(Organised to suit Hull University).  
'World of Work' drop down day careers related experiences including: Network Rail Lightbulb moment, M and G Enterprise Challenge.  
(Organised on scheduled drop down day).

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).

Year 8 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 Key Stage 3 'Pledge' (Ongoing), 'Career of the week' during personal tutor time/assembly/website (Weekly), Update on careers activities experienced (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).

Careers lessons  
Why do people work?  
What are the different types of work? Employment/Self-employment/Voluntary work.  
What types of work are available in my locality/region?  
How can I challenge stereotypes in relation to work and pay?  
What post-16 options are available to me?  
(5 weeks in PSHEE sequence of lessons/Composite sequenced around National Careers Week).

Year 9

Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (Disadvantaged first). (Pre options SLT interviews). Access to careers advisor at tutor evening. (Calendared by SLT). North Star Science School event. (Organised by external provider).

Trip to Hull University. (Organised to suit Hull University/Day before 'Options' parents' evening). Access to careers advisor at 'Options' parents evening. (Calendared by SLT). Options interviews with SLT. (Organised pre options deadline). Apprenticeship curriculum related starter every lesson. (National Apprenticeship Week). Employer/'Inspiring the future'/Alumni led assembly. (Calendared by RST). Careers quiz during personal tutor time. Careers curriculum related lesson. Careers fair offering opportunities to encounter further/higher education/employers and employees. 'Choices and Pathways' HEPP presentation. (National Careers Week). Complete 'Life Beyond Wingfield' (Gold): Evaluate a careers experience. (Careers fair follow up). 'First Give' fundraising initiative. (Calendared by RST).

Careers speed networking event. (Supported by external provider).

Year 9 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 Key Stage 3 'Pledge' (Ongoing), 'Career of the week' during personal tutor time/assembly/website (Weekly), Update on careers activities experienced (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).

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 do I choose my GCSE options?  
 How can we foster a growth mindset to succeed and achieve?  
 What choices and pathways are available to me?  
 How might my GCSE option choices affect my employment?  
 (5 weeks in PSHEE sequence of lessons/Composite sequenced around National Careers Week).

Year 10

Work experience launch.  
(Early launch to secure placements for all learners).  
Work experience placement matching.  
(To secure placements for learners in advance/by Christmas).  
Further education learner/parent/carer event.  
(Pre college application process for Year 11 learners).  
Access to careers advisor at tutor evening.  
(Calendared by SLT).  
Advanced Manufacturing Research Centre (AMRC) visit.  
(Organised to suit external provider).  
Local Employment Advisory Forum (LEAF) job and Careers fair helping businesses source and recruit future apprentices and employees.  
(Organised by external provider).  
Rotherham food bank.  
(Local initiative/Pre Christmas).

Apprenticeship curriculum related starter every lesson.  
(National Apprenticeship Week).  
Apprenticeship parent event.  
(National Apprenticeship Week).  
Employer/'Inspiring the future'/Alumni led assembly.  
(Calendared by RST).  
Careers curriculum related starter.  
Careers fair offering opportunities to encounter further/higher education/employers and employees.  
'Choices and Pathways' HEPP presentation.  
(National Careers Week).  
Hull University visit to Wingfield Academy.  
(Organised to suit Hull University/National Careers Week).  
Work experience preparation, CVs.  
(Drop down day).  
'National Health Service Roadshow'  
(Drop down day).  
Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor to discuss post-16 options, provide literature to read/digest over the summer holidays with parents/carers (Disadvantaged first).  
(Early preparation for applying for post-16 options/post drop down day to offer learners feedback on their CVs).  
'Get Up To Speed' with STEM event, Magna.  
(Organised by external provider).  
Access to careers advisor at parents' evening.  
(Calendared by SLT).

Work experience preparation assembly.  
(Calendared by RST/Prior to work experience).  
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.  
(Week prior to May half term).  
New College (NCLT) taster sessions.  
(Organised to suit NCLT).  
RNN/DVC college taster sessions.  
(Introduce some possible post 16 options early on/organised to suit RNN/DVC).

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 Key Stage 4 'Pledge' (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), 'Career of the week' during personal tutor time/assembly/website (Weekly), Update on careers activities experienced (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).

<b>Year 11</b>	<p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor (Disadvantaged first). (Pre college applications).          College and apprenticeship provider information uploaded to Google classroom and scheduled for use during personal tutor time/assemblies. (Pre college applications).          Further education learner/parent/carer event. (Pre college applications).          Trip to Hull University. (Day before 'Preparing for Success' evening).          Access to careers advisor at parents' evening. (Calendared by SLT).          Mock interviews with a range of employers. (Pre college interviews/Rescheduled from previous academic year).</p>	<p>Apprenticeship curriculum related starter every lesson. (National Apprenticeship Week).          Apprenticeship parent event. (National Apprenticeship Week).          Employer/'Inspiring the future'/Alumni led assembly. (Calendared by RST).          Careers quiz during personal tutor time, careers curriculum related starter.          Careers fair offering opportunities to encounter further/higher education/employers and employees. (National Careers Week).          Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor          Disadvantaged focus/ Learners identified as requiring additional support. (Ongoing/dependent on need).          Access to careers advisor at parents' evening. (Calendared by SLT).</p>	<p>Quality impartial, differentiated and evaluated personal guidance interviews with careers advisor. Disadvantaged focus/ learners identified as requiring additional support. (Ongoing/dependent on need).          Data consent letter distributed at leavers assembly to facilitate NEET mitigation prevention policy. (Leavers assembly/Results day).</p>
	<p style="text-align: center;">Year 11 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 Key Stage 4 'Pledge' (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), 'Career of the week' during personal tutor time/assembly/website (Weekly), Update on careers activities experienced (Half termly), Community Remembrance Sunday service at Greasbrough cenotaph (Remembrance Sunday).</p>		

### 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.

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