



Aims: To embed a robust whole school careers programme that develops intrinsic motivation and increases pupil aspirations.

1. All pupils have access to careers information.
2. All pupils during the first and second phase of secondary school to have two provider encounters arranged by the school.
3. All pupils clear when taking their option choices, where they could lead to post 16 to increase aspirations for all.
4. All pupils to have access to independent careers support during the carers fair.
5. All pupils to attend the annual school careers fair.
6. All Year 11 have access to independent careers support that is tailored to their needs.
7. All pupils to have the opportunity to carry out work experience.
8. All pupils to have appropriate post 16 destinations that intrinsically motivates them to succeed.
9. Ensure no pupils become NEET.

Each year 11 pupil, during term 1, will have a careers support meeting delivered by the pupils' staff mentor. Some selected meetings will also have the schools Careers Leader in attendance. This initial meeting will start a year of 1:1 mentoring by the staff member to ensure all year 11 pupils have an appropriate post 16 destination with the aim of preventing NEETS. All pupils will also have a careers support meeting, in the form of aspiration setting, held by their form tutor or form TA. All support meeting notes will be shared with parents during academic induction day. The independent careers advisor will also meet, in small groups, with KS3 and KS4 to follow up these meetings with access to her at Academic review day and The Rowans careers Fair. Year 11 also have 1:1 careers advice and guidance support sessions to provide impartial careers advice.

Agenda of careers advice support session

1. The aim of these informal meetings is to gain an understanding of their personal situation to better understating their aspirations and what could motivate them. This is communicated to parents to engage and inform them.

- Grades achieved in year 10.
- Emotional, behavioural and academic needs.
- Option choices in year 11.
- Post 16 aspirations.
- Motivation triggers.

It is expected that from these meetings year 11 mentors and the careers leader will be able to set up a framework for each pupil to follow, setting out deadlines for research into the careers field discussed, applications, personal statement writing and CV writing.

<i>Careers advisors ensure the framework is followed by:</i>	<i>Pupils ensure they achieve their post 16 goals by:</i>
Communicating with the career's leader regarding the pupil's framework. Having a shared vision for imbedding intrinsic motivation.	Attending school regularly and aiming for no less than 96% attendance
Listening to the pupils and researching appropriate careers future plans and post 16 options with them. Be proactive in planning two pathways for each pupil.	Learning and making progress in all lessons Behave appropriately – allowing the careers advisor to help them.
Making timely applications and communicating these to the career's leader. Having outstanding careers knowledge.	Being kind and respectful to all, having a positive attitude to their own future.
Engaging employers to link with pupils and the school.	Understanding and taking ownership of their progress, aiming for aspirational targets
Professionally managing behaviour effectively to ensure a good and safe learning environment	Commitment, perseverance and resilience. When plan A fails then go to plan B.

New targets and progress areas for 2025- 2026 – JS as lead with FR and LG deputising.

1. **Task and finish group to start in term 6** so year 11's have a mentor allocated at the very start to year 11.

Mentor allocations

FR – LL, RLM, PC

LG – TeMc, JK, FW

MH – BE, YR, AB

ZS – LMo, CA

JM – LMu, SW, FIW

PC – NT, JT

RP – SH, LC

EW – TyMc, TeMc

CHe – HKG, LR

2. New roles and responsibilities for task and finish group

JS as lead with LG and FR to continue to be deputies managing Careers Task and Finish Group.

LG – Aspiration setting. Including new term setting in academic induction day.

FR – Lead for year 11 mentors and Compass Plus.

LK – 3 year post 16 tracking and work experience.

3. Target areas for task and finish group:

- Initial meeting to allocate mentors to mentees emphasising the importance of year 11's engaging in the Kent Choices platform making an appropriate post 16 destination by the end of term 5. College applications are open from 4th November 2025. How this can be achieved and expectation for mentors.
- Watch videos from the Kent Choices platform to understand how to use the platform.
- Year 11 leavers to have a spreadsheet for tracking that covers all pupils over the last three years. Year 11 leavers to be tracked as per set times of spreadsheet. The spread sheet is on the google drive for easy access.
- Review of transition document to fully align with year 11 proforma so one document is completed and forms the final year 11 transition document.

Careers year programme 2025 - 2026

Term 6	<ul style="list-style-type: none"> Careers and enterprise Company – Compass plus evaluation meeting and review. BM1. KM Carried out with Sara Benett. LG to organise for aspiration review and setting on Academic induction day meetings between Pupils, form tutors and parents. BM3. LG Actioned SB, track former pupils for progress check-ins, attendance and progress. BM3. Actioned this is to LK moving forward. Working party for Careers and Aspirations 1st meeting and action plan to be shared. Pupil allocations to be made and ‘Careers transition document’ shared for completion by the end of term 1. Introduction to Kent choices website BM3. KM Actioned Weekly current apprenticeship email in the Medway and Maidstone area to be sent to former and current year 11’s. BM3 PT Actioned we have now made our own and PT will update and send out weekly. Year 11 leavers 2025 added to the mailing list. Careers fair date, TBC in term 3, in the planning stages. Careers leader to communicate with Mandy BM5. Actioned set for 28th January 2026 MEBP – LK to arrange year 10 work experience, form tutors to complete pupil forms with them and LK send them off to MEBP abiding by GDPR. BM6. LK in process of completing. Careers budgets finalised. BM1 Same as last year and allocated to JS £3,636. Independent L6 careers advisor SLA checked and agreed with Careers Leader. BM1. KM Actioned Extended work experience placements to be organised to continue and new contracts started. Lee Ketcher to monitor and liaise with MEBP. BM5 & 6. No pupils currently booked onto work placements LK will monitor. Previous placements included: <table border="1" data-bbox="353 847 1155 1010"> <thead> <tr> <th>Pupil</th> <th>Placement</th> </tr> </thead> <tbody> <tr> <td>Tegan S</td> <td>Exemia</td> </tr> <tr> <td>Jerry R</td> <td>Caring Hands</td> </tr> <tr> <td>Harry W</td> <td>Redline American Muscle</td> </tr> <tr> <td>Connor</td> <td>Micks MOT’s</td> </tr> </tbody> </table> <ul style="list-style-type: none"> IAG Team Tarnya Cregreen 29th June - September guarantee information (SGI) – send information of any year 11 or 12 pupils that do not have a record of offer for September. Medway will provide a list of young people without a record of offer. Schools to provide intelligence that have via egress. Use in NEET and EET meetings to identify post 16 provisions for young people without a SGI offer. DFE statutory requirement. BM1. KM Actioned KM to attend transition meeting with post 16 providers to share information for year 11 leavers. BM3, 1 & 8. KM Actioned for Midkent college and NACRO. Google drive Benchmark folders set up for task and finish group and responsibilities discussed. KM Actioned Careers policies reviewed and passed onto headteacher for ratification in full trustees meeting in term 1. BM1. KM Actioned: Work Experience, Provider Access, Careers Advice and guidance pupil statement and Careers Programme. KM has asked Sara Bennett to come in a review the Careers education policy with KM and JS in term 1. 	Pupil	Placement	Tegan S	Exemia	Jerry R	Caring Hands	Harry W	Redline American Muscle	Connor	Micks MOT’s
Pupil	Placement										
Tegan S	Exemia										
Jerry R	Caring Hands										
Harry W	Redline American Muscle										
Connor	Micks MOT’s										

1	<ul style="list-style-type: none"> • LK - check on enrolment to MidKent college and NACRO. Also, former pupil's spreadsheet information checks. BM3 • FR - MKC information assemblies booked for KS4 and KS3 during term 1. BM7. • LG - Academic Induction Day, 1st day of term, pupil aspiration setting and review from term 6. Form pupil aspirations posters to be in place to state pupils' goals to reach their aspirations. This is to be revisited every term, within form time, to see if they have changed or been achieved. Aspirations to be updated and discussed between pupils and form staff. Staff to communicate their findings through staff meetings. Working party for Careers and Aspirations to agree how to monitor and support form tutors to help pupils set and achieve their goals. Aspirations met are celebrated through assembly mid-term 2 and onwards. BM3. • JS – check on Kent Choices logins achieved by year 11 pupils from AID. BM3 • JS - Meet with SENCO to identify year 9's, 10's and 11's with EHCP to share CEIG information to prepare for adulthood in review meetings. BM3. • JS - Check on Careers fair progress for 28th January 2026 8.45am-12.45pm. Inspire in attendance after The Rowans. BM5. • Year 11 to have 'Careers Support meetings' in school with their, Task and Finish group for Careers and Aspirations, mentor with outcomes communicated in weekly reports to parents/ carers. BM3. • JS - All contracts signed and payments raised with finance. BM1. • JS - Task and Finish group for Careers and Aspirations meeting to discuss the individual needs of all year 11 pupils. Target set and actions points noted for completion within the term. BM3. • JS – send out letter to local employers to develop business links with local employers. KM to give JS sample letter. BM5. • JS - organise careers advisor pupil appointments <p>Schedule</p> <ul style="list-style-type: none"> • Wednesday 17th September • Wednesday 24th September • Wednesday 1st October • Wednesday 8th October • Wednesday 15th October <p>Half term 2 weeks</p> <ul style="list-style-type: none"> • Wednesday 5th November • Wednesday 12th November • Wednesday 19th November <p>Once all year 11 pupils have been seen and the tracking document is saved onto the Google drive, Mandy then goes onto carry out small group meetings for KS3 and Year 10 to build relationships and gauge an understanding of what interests and motivates our pupils to progress and succeed. Building a picture of interests to be able to use in the future when writing personal statements. BM8.</p> <ul style="list-style-type: none"> • LK - finalise work experience for year 10 from 13th - 17th October 2025. Allocations for all of year 10 to be communicated to pupils, parents and form tutors. Table of tasks to complete written for year 10 form TA's ready to action in term 1. Form tutors to have visited them once

	<p>during work experience week and to have phoned to check progress on Monday, Wednesday and Friday. All phone calls to be made by 10am. LK to organise with JS overseeing. BM6.</p> <ul style="list-style-type: none"> • JS - organise Year 11 Drop Down Careers Carousel – A carousel of interview skills, practice interview, CV writing, teambuilding and investigating job roles booked for Wednesday 15th October. BM3. • JS - All year 11 to have had at least 1 meeting with the careers advisor to discuss initial plans and set research tasks for pupils to do before their next meeting. Information to be recorded onto the tracking document and shared to mentors. BM8. • LG -Review aspiration boards and how form tutors are monitoring and supporting pupils to achieve their goals. BM3. • FR - Small group or individual college tours booked to be completed over the next two terms for year 11 and 10. BM7. • JS - IAG Team Tarnya Cregreen. Year 11 leavers data, Medway to provide schools with a pre-populated template of their year 11 and 12 leavers who do not appear on any school or college enrolment lists. Schools to add destination information to the template. Send by egress – DFE statutory requirement. BM1. • JS - Check Kent choices platform for post 16 application progress. BM8,3,7.
2	<ul style="list-style-type: none"> • FR - College tours for year 11's at MKC/ NACRO. BM7. • JS - Letter sent to parents of all year 11's informing them of their post 16 choices. PT HAS THE COPIES FROM LAST YEAR. BM3. • LK - Taster sessions and links to apprenticeship providers to be made for those wishing to follow this route. LK to organise taster days and work experience. BM 6. • JS - Careers fair update, 28th January 2026 8.45am-12.45pm. Inspire in attendance after The Rowans. BM5. • JS - All year 11 to have had at least 1 meeting with the career's advisor, and some 2 meetings where needed, to discuss progress of initial plans and research. Careers advisor to have started applications to college places as they get short of spaces later on in the year. Research ongoing by careers advisor. BM8. • JS - Task and Finish group for Careers and Aspirations meeting to discuss the individual needs of all year 11 pupils. Target set and actions points noted for completion within the term. Review aspiration boards and how form tutors are monitoring and supporting pupils to achieve their goals. BM3. • FR – To organise Apprenticeship Week 5-11 February – Organise MidKent college apprenticeships and courses talks. BM2, 3, 5, 8. • JS - NCS year 11 talk in term 3. lunch sign-up stand in hall for registrations. BM3. • JS - Check Kent choices platform for post 16 application progress. BM8,3,7.
3	<ul style="list-style-type: none"> • JS – Speak with parents to ensure they know year 11 intended destinations. Whole school Academic Review Day Friday 12th February 2026 BM3, 8. • FR- organise National careers week 2 - 7 March 2026. Links to local businesses for all option groups where a small group can meet with professionals in the appropriate field of work to discuss career prospects. • PC - Army careers talk to be booked. BM5. • SW - British Science week 6 – 15 March 2026. Various activities linked to careers in STEM. BM4, 5. • JS - 1:1 meetings with pupils and parents that do not have positive placements or are unsure of their choices originally made. Extra mentoring put in place for any students at risk of becoming NEET. BM3.

	<ul style="list-style-type: none"> • JS - Letter sent to parent's re; pupil exams, revision clubs, Easter revision schedule, pupil time tables for Easter revision/ tutoring schedule, results day Thursday 20th August 2026 (only to be 9-11am for collection of results). BM3. • JS - Working Party for Careers and Aspirations meeting to discuss the individual needs of all year 11 pupils. Target set and actions points noted for completion within the term. Review aspiration boards and how form tutors are monitoring and supporting pupils to achieve their goals. Work experience, taster days etc for those wanting employment or apprenticeships. BM3. • JS - IAG Team Tarnya Cregreen 31st March - September guarantee information (SGI) – send information of any year 11 or 12 pupils that do not have a record of offer for September. Medway will provide a list of young people without a record of offer. Schools to provide intelligence that have via egress. Use in NEET and EET meetings to identify post 16 provision for young people without an SGI offer. DFE statutory requirement. Not requested in term 4 for academic year 2018- 2019. BM1. • JS – check that all Year 11 applications have been made and, where appropriate, some pupils to have a plan A and B in place detailed on the Kent choices platform. BM8, 3, 7.
4	<ul style="list-style-type: none"> • FM/ JS - Letter sent to year 9 and 10 parents informing them of their option choices and careers links to the sectors. BM3 • FR - Check all providers such as MKC/ NACRO have dates for college tours, courses and taster days for year 10/ 11 completed. BM7. • JS - Task and Finish group for Careers and Aspirations meeting to discuss the individual needs of all year 11 pupils. Target set and actions points noted for completion within the term. Review aspiration boards and how form tutors are monitoring and supporting pupils to achieve their goals. Work experience, taster days etc for those wanting employment or apprenticeships. BM3. • JS - Continue communication with parents for pupils that are unsure about leaving school or are at risk of becoming NEET. BM3. • JS - All interviews and placements in place. Letters sent to parents regarding pupil final destinations and transition information. Results day reminder within this letter with additional key dates communicated if required. BM3, 7, 8. • JS - Email/ meetings regarding possible transition meetings with all future MKC pupils, parents and Student Support Managers (ALS/Safeguarding/Welfare), MidKent College, NACRO and any other providers. BM1, 3. • JS - Review transition documents and add photos ready for transition meetings. BM1, 3. • JS - Share pupil part of the transition document with parents. BM 3.
5	<ul style="list-style-type: none"> • JS - Review and evaluate Task and Finish group for Careers and Aspirations meeting to discuss the individual needs of all year 11 pupils what went well and what can be improved upon. Target set and actions points noted for completion within the term and hand over from mentors to JS for transition follow up. BM3. • JS - transition meetings with all future MKC pupils, parents and post 16 providers where appropriate. BM3,1. • JS - transition meetings, where appropriate, to be held with other providers other than MKC. BM3,1. • LG - Review aspiration boards and how form tutors are monitoring and supporting pupils to achieve their goals. LG BM3. • JS - Careers and enterprise Company – Compass plus evaluation. Liaise with outside providers such as carers advisor and Inspire for dates and timescales for 2026-2027 regarding plans for the new academic year, setting dates and timescales for careers provision throughout the school. BM1, 5. • FR - Arrange for term 6 MKC – college tours, courses and taster days for year 10. BM7.

	<ul style="list-style-type: none"> • LK - to review extended work experience placements and extend contract for next year's placements. BM6. • Add destinations to SIMS for all year 11 pupils so this can be used in term 6 data. BM1. • FR - Add destinations to compass plus for all year 11 pupils. FR BM1.
Summer holiday	<ul style="list-style-type: none"> • FM - Organise balloons etc., staff attending and results are ready for results day. BM1. • RJ - Send out TEXT reminder for results day. BM3. • FM/ KM -Meet virtually or face to face on the Wednesday 19TH August 2026 to review the results. BM1. • JS - Results day – check on enrolment dates for pupils going onto college. Check welfare and placements for non-college destinations. Offer support where necessary. BM3. • RJ - Continually remind pupils and parents of dates for enrolment at college and other providers. BM3, 7. • RJ - Help with bursary applications when needed. BM3.

Review of careers programme year on year, evaluations and new plans.

New targets and progress areas for 2024- 2025 - Evaluation in blue.

Task and finish group to start in term 6 so year 11's has a mentor allocated at the very start to year 11.

New roles and responsibilities for task and finish group

LG and FR to deputies managing Careers Task and Finish Group with KM as lead.

LG – Lead for Compass Plus and continuing to run whole aspiration setting. Including new term setting in academic induction day. [Working well and deputise for KM](#)

FR – Lead for year 11 mentors. [Working well and deputise for KM](#)

CH – 3 year post 16 tracking. [This changed to SB in term 5 and 6](#)

New members of the group as mentors: SB, MH, JM, RP, ZS, EW, RJ, [CHe joined group.](#)

Target areas for task and finish group:

- Initial meeting to allocate mentors to mentees emphasising the importance of year 11's engaging in and appropriate post 16 destination by the end of term 5. How this can be achieved and expectation for mentors. [Actioned](#)
- Year 11 leavers to have a spreadsheet for tracking that covers all pupils over the last three years. Year 11 leavers to be tracked as per set times of spreadsheet. [Actioned](#)
- New proformas to be made for aspiration setting to include our school values. [Actioned](#)
- Review of transition document to align with year 11 proforma so one document is completed and form the final year 11 transition document. [Actioned this is to be further adapted for 2025-2026](#)

New or review of progress in areas for 2023 – 2024

1. New Task and Finish group, Careers, aspirations, work experience and post 16, members and roles.

Lead – KM

Post 16 support – GH – KM took over tracking after GH left at the end of term 2. Tracker kept on the google drive. KM supported via texts and meetings, medical appointments, references and job searches with former year 11's.

Work experience and extended work placements – LK Year 10 work experience took place with more placements arranged directly with providers.

Aspiration setting – LG This is continued to be successful and celebrated in assembly.

Compass Plus Coordinator – JCo JCo has undergone training and is uploading activities with the support of KM.

Lead mentor – FR FR has taken on the role of lead mentor, this year, all pupils are placed and destination have been communicated to KM for sharing with the local authority and to be uploaded onto SIMS.

Year 11 Mentors – ZS, DB, MH, JM, MT, CBU, SB

2. Review of careers in the curriculum to ensure this is continuing to be a golden thread of school life. Subjects had speakers in alongside noticeboards/ posters showing careers links.
3. Planning and preparation to ensure, as a school, we are upholding PAL. Ideas: MKC, Army, NHS, Department of work and pensions.
4. Review of careers webpages. Completed in September 2023
5. Add Career Mag for Employers into the email to providers to engage their interest. Letter sent in September 2023.
6. Careers advisor year 10 and KS3 meetings/ activities. KS3 activities and year 10's all had either a 1:1 meeting or a careers bingo activity.
7. Review new NCS offer and arrange for a visit. Visit not arranged but information shared with pupils were appropriate.
8. Review 'Drop down careers day' from last year's feedback and plan this year's activities. This was split into activities in lesson during year 10 work experience days to ensure pupil focus and progress.

New or progress in areas for 2022 – 2023 Evaluation notes below

1. Greater use of Compass + for evaluating careers events. Subject teachers to use excel sheet to evaluate their own events. KM to monitor. Started and will continue to use in 2023-2024.
2. DfE careers paper new legislation to be reviewed in January and embedded into the schools' careers programme. Legislation was reviewed and embedded into the provider Access Policy and ratified by the board of trustees. As a school we have fulfilled the requirements of the Provider Assess Legislation (PAL) by the following:

KS4

- Assembly from MKC regarding their courses and apprenticeships
- Talk by CXK on apprenticeships
- Army careers assembly
- Careers fair – with 16 providers that included the following attendees:
 - Waitrose, DWP, Army, Princes Trust, Supajam, ASK, Exima, NHS, Cats Protection, MKC, Police, Rochester Bridge Trust, Nacro, Greenwich (STARTR), North Kent/Hadlow College, Highways England and National Grid.
 - Art pupils had a talk by an animator
 - Food pupils had a visit from the Navy chefs for a practical cooking activity and careers talk.

KS3

- South East River Trust practical task and careers talk regarding their work and what a job with them looks like.

- Assembly from MKC regarding their courses and apprenticeships
- Careers fair as above
- Food pupils had a visit from the Navy chefs for a practical cooking activity and careers talk

Green activities are areas where we have exceeded the requirements of the PAL and the blue activities are extra to requirements and as they are not for whole year groups to access, they do not meet PAL.

3. Develop LK role within careers department. Working party now called Task and Finish Group. All roles are up and running.

Careers and aspirations Task and Finish Group key roles this academic year: Group leader KM

- Year 11 Mentors. Lead - FR
- Drop down careers day 13th October for year 11's. Lead - LK
- Aspiration setting, review and celebrating. Lead - LG
- Support and transition for former year 11's. Lead – GH
- Careers Fair January 2023 – Lead – KM

Talentino gave out careers programme a health check and we are pleased to see we fulfilled all areas. Amanda Dickinson commented “Thank you for meeting with me earlier today. It was amazing to hear about your CEIAG offer.”



Date of Health Check: 23.03.2023

INCLUSIVE (SEND) CAREERS HEALTH CHECK CHECKLIST

Name of interviewer	Amanda Dickinson (Talentino)
Name of interviewee	Katie Martin (Assistant Head) and Sara Bennett
School Name	The Rowans
School / College Type <i>(e.g. special, SEMH, PRU, AP, mainstream)</i>	Alternative Provision
Number of pupils and structure <i>(e.g. age range, post 16, 19-25)</i>	65 pupils KS3 and 4
Pupil profile <i>(e.g. SEND, MLD, PMLD, ASD, SEMH)</i>	<small>Part of the school is currently excluded or at risk of permanent exclusion. Some students are home educated. Some pupils have SEN.</small>
Number of leavers in current academic year	
Range of destinations of leavers in the last two years	Some Year 10 students return to mainstream aft

reviewed and used to check their progress against the Gatsby Benchmarks. Review of year 11 to be made plus not available in August so checking in September to see areas of improvements to be made for

ages. Changes to tabs and content made to make the website more accessible.

or adulthood for EHCP pupils. Lease with SENCO and be part of the professional's meetings to ensure information shared when needed. Due to teaching timetable meeting attendance was not possible but this did

it just 1:1 for year 11. Careers BINGO planned for KS3 in term ½ for academic year 2022-2023.

- Speakers for subjects to be face to face. Some in attendance and some visited on site such as gigs to be made 2022-2023.

k experience and local businesses. Extended work placements used to engage pupils.

post 16 destinations. Awarded for last year. Awaiting new for this year.

Develop role of home support mentor. Use feedback from staff training. Mentors in place for all 25 year :h Strood Academy for CV writing and apprenticeship advise.

ration to school life. Ongoing for 2022-2023.

Item <i>(please tick)</i>	Action needed	Deadline	Review	Action completed
Section One - Careers Leadership				
A Careers Leader has been appointed and is a member of SLT or is working closely with SLT in a meaningful way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Leader has applied for training and a bursary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Leader is undergoing training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Leader has completed the training course successfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school has appointed a named Governor for Careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school is considering taking the Quality Standards in Careers Award or has already achieved the award.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Year 10 Drop Down Carers Day' Careers Carousel – develop so imbedded into careers programme. Not possible for this year's cohort as it is too big to accommodate in the carousel but will be used in 2022-2023, booked for 13th October during year 10 work experience week.

Item (please tick)	Action needed	Deadline	Review	Action completed
Section Two - Careers Strategy and programme				
The Strategic Careers Plan has been created and is linked to the whole school development / improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school has registered with The Careers & Enterprise Company and belongs to the network.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school has been contacted by and is working with an Enterprise Coordinator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school has been allocated and is working with an Enterprise Adviser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school belongs to the local Careers Hub.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school belongs to the local SEND / Inclusion Community of Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Careers Programme has been created which is progressive and incorporates the needs of each and every student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school uses Compass + and questions for Special Schools to assess progress against the Gatsby Benchmarks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Programme is published and available on the website.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Programme is published and available on our website and has accessible and relevant information for parents/carers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Programme is published and available on the website and has accessible and relevant information for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Provider Access Policy is published on the school website in the approved format.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The school can provide evidence of enabling post 16 providers to provide students and their families with information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school is able to demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Careers activities are purchased from organisations with the Matrix quality award for careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school works with the local Job Centre and the Support for Schools Programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section Three - Gatsby Benchmarks				
A Compass + report is completed termly to measure progress against all 8 Gatsby Benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Item (please tick)	Action needed	Deadline	Review	Action completed
Section Four - Personal Guidance				
A Level 6 qualified Careers Adviser has been appointed either internally or services commissioned from an external Careers Adviser or the Local Authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The school can demonstrate how it evaluates the contribution of the Careers Adviser.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Adviser is highly competent at advising young people with additional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The Careers Adviser engages with parents, carers and families providing information and guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provision of Personal Guidance is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal Guidance is offered from a L6 qualified Careers Adviser – one Guidance meeting by age 18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Exploratory discussions have taken place to scope how Careers Guidance could be offered to younger students from Year 7.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Local research has been carried out to explore the use of QDOS Careers services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section Five - Young Person's Careers Experience at School/College				
By 14, students have accessed/been supported to access L4+ Careers Information to inform careers decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Information has been provided on the importance of Maths and Science that lead to STEM Careers where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Girls have had additional input in developing STEM related careers where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
By age 16, students have had a meaningful encounter with a range of sixth form providers e.g. FE College, Apprenticeship provider.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Schools can demonstrate how they engage Parents, Carers and Families early in the Transition process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
All students have experienced a meaningful employer encounter between Years 7 and 13 annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
All students have experienced two work experiences one by 16, one by 18 externally or internally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
All students have visited a minimum of two Universities or FE Colleges by age 18 if University is the preferred career destination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
All school leavers are invited to join the school's alumni network on leaving.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Item (please tick)	Action needed	Deadline	Review	Action completed
Section Six - Considered the following aspects of career Development for Students with SEND				
Considered the widest possible range of destinations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Considered how to raise aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Considered how to support families / engage families more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Increased authentic employer encounters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Differentiated your careers offering as appropriate for your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Improved career development for Looked After Children and children in APs and PRUs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Utilised 16-19/25 bursaries if applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilised Access to Work funding for Job Coaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure Career decisions are based on students' aspirations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure staff are working from the presumption of paid work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Effective use of EHC plans and transition planning processes where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Looked at the free SEND Careers resources on the Careers and Enterprise Company website, Education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Training Foundation, NDTI and Barclays Life Skills websites for further support.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Term 6 Review of year made with Esther Cook – Carers Governor

Training

- KM has recently attended **Compass + training**, which was excellent in terms of finding enhanced ways to use the system to record and evaluate the careers programme and related activities. This will enable her to share links with staff to enable the logging of activities as they happen, rather than requiring KM to upload details herself. The Rowans is now on the system as an SEND school, making it more tailored to the setting
- KM also attended a **local Hub Network** meeting. This allowed ongoing networking but would have benefitted from a wider range of speakers
- KM attended the **STEM Hub conference** and secured excellent links with STEM ambassadors
- LK has finished his **careers leader training programme**

Work Experience and Transition

- LK is planning Year 10 **work experience** for October, linked with MEBP. He is currently collating requests from students. This work experience will take place w/c 10th October 2022
- A group focused on **land based studies** are visiting Kent Life every Wednesday. They are accompanied by a Rowans member of staff and a team member from Kent Life. Risk Assessments are completed for this. A group also access child development work experience
- Of the **current Year 11 leavers** (a cohort of 25), 3 are currently unplaced. KM is working tirelessly to support these students, including through CV workshopping and signposting to ongoing opportunities. GH has focused on supporting post 16 destinations
- KM is still waiting for news on **transition funding**

Annual Evaluation

- We discussed an **evaluation of this year's priorities**, which will be collated in the 'Investors in Careers' evaluation for the Quality in Careers standard, alongside the ongoing Compass + evaluations
- **Pupil evaluations** from Compass + against the Gatsby benchmarks are completed for Year 11, with plans to roll this out next year.
- The recent **DfE Careers paper** will be embedded into next year's plan, including at least 2 opportunities per Key Stage for pupils to engage with workplace settings
- The **website** is reviewed as an ongoing process
- KM liaises with the **SENCO** to feed into data capture for SEND reviews
- **Careers Advisor meetings** have occurred for KS3 and 4 and are being revised, with the development of 'careers bingo'
- The **Careers and Aspirations working party** has benefitted from LK and GH's roles

New or progress in areas for 2020 – 2021

- Extended work placements – **Taster days completed in terms 5 and 6 but extended placements not possible due to COVID-19 restrictions.**
- Work experience – look at COVID restrictions **Completed for year 10 in term 6.**
- Work experience – link to subjects **some links made this will be worked on next year as COVID-19 restrictions made this hard to develop this year.**
- Speakers from local businesses linked to subjects - **Virtual and face to face speakers for subjects completed in terms 5 and 6 for Photography, LBS, DT, Engineering, Science, Art, Sport, Media. All option subjects linked to a local business.**
- Working party for careers and aspirations – continue 1:1 mentoring adding more parent communications and develop pupil aspirations. **Reviewed and GROW model now used. Student support mentors at home introduced.**
- Transition – addition of TA to support pupils on-site at their post 16 destination. Tracking attendance, welfare, bursary's, for financial support, leasing with professions involved with pupils, leasing with post 16 placements to gain information needed to support the pupil. **Completed and awarded. Review of support completed and returned.**
- Application to the government Transition fund for £750 per year 11 pupil. **As above.**
- Careers and Enterprise links and support with building relationships with local businesses. **As stated above links made using CEC Enterprise advisor Penny Reid. Application made to join SE CEC Hub in September 2021.**
- Contact to LA regarding alternative post 16 destinations. Daniel Ratcliff. **Limited offer but LA are reviewing.**
- Year 9, 10, 11 – Preparing for adulthood for EHCP pupils. Lease with SENCO and be part of the professional's meetings to ensure careers planning is in place and shared. **Information shared with SENCO.**

- Careers strategy post updates and on website. Updated and followed. Review in term 5 in staff CPD to look at subjects and curriculum input.
- Review website for all parties: parents, pupils, employers and staff. Full review to check for updates in September 2020. Full review to take place August 2021.
- QiCs annual review – completed with Compass plus evaluation attached July 2021.
- New addition to careers plan ‘Drop Down Carers Day’ Careers Carousel – during year 10 work experience year 9 follow a day off timetable to complete a careers carousel including Interview techniques, CV writing, practice interview, team skills and practicing job roles.

Review for 2019 – 2020

- COVID – 19 restriction. From 20th March meant we had to go online or social distance for meetings.
- Small group or 1:1 college tours had already taken place and this worked well as pupils were more focused on their intended courses and a greater number of questions were asked by pupils in the small groups. Tours were arranged with little or no cover needed as MKC were very accommodating. Teachers and TA’s were used but it was mostly the careers leader who took pupils.
- Taster days with employers was introduced this year with one at Medway council in their business and administration department.
- Taster days at college were also completed by some pupils. It is well to note that these need to happen earlier, if possible, next year as exams for the more practical subjects affected availability for pupils to attend.
- Contact with LA SEN and online meetings with professionals ensured EHCP pupils were not missed and reviews planned for earlier on in the new year after sharing information of summer transition by school.
- Contact with Social workers to ensure applications are made and followed up for all pupils that are at risk of disengaging over the summer holidays.
- Transition has been more focused this year with two transition meetings for MKC pupils (10). Text and phone call reminders by careers leader and support of the career’s leader meeting pupils before their meeting starts at the collages. Communicating to both parents and pupils on dates, times and how the transition meetings have gone. Lift for the foundation learning pupil to the first transition meeting. Translating messages to help communication to EAL pupil’s parents and using brother and sister in-law to translate.
- Help for parents to apply for bursaries organising letters to parents, passwords, emails and speaking to MKC finance.
- NACRO communications have stayed consistent throughout the summer with information sharing with both NACRO and pupils and parents. Texts, letters and phone calls made by careers leader to ensure transition information is shared and acted upon. All applications, interviews and tours happened pre COVID-19 lockdown so this aided progression.
- Departments have fully imbedded careers into MTP and have a focus point in their SoW and some have classroom noticeboards.
- QiCs had been fully uploaded and is awaiting assessment day on the 24th August 2020. Representing the school are: Careers leader KM, Headteacher FM, Careers Governor EC, KS4 form tutor and vocational teacher GH, Work experience lead and KS3 form tutor LK, Parent SW, Careers Advisor JM.
- Staff CPD carried out on inset day at the beginning of term and this was followed up by mid-year staff meeting training on inviting outside speakers into school.
- Work experience was successful and planned before COVID-19 lockdown so not affected by this as most schools were.

New for 2019-2020

- Extended work placements to be organised for 2 more pupils. In total 6 pupils went on extended work placements.
- Careers letters for year 10 and 11 sent in weekly report in term 1. All completed and sent.

- CCCU careers plan interviews and workshops day. [Day worked well and booking or net year.](#)
- LK now organising work experience with KM overseeing and coaching LK through this process. [Training/ support for LK lead to successful WE week.](#)
- Whole school academic review with Careers advisor attendance. [Did not occur as school closed.](#)
- Working party for careers and aspirations – working on mentoring year 11. [Successful and to continue for next year.](#)
- Transition update meetings with MKC throughout the year. [Useful to monitor attendance and help some pupils not get withdrawn, however some work still to do.](#)
- Staff CPD – coaching in organising external speakers. [Completed and external speakers visited the school Inspiring the Future website not really used so more work to do next year.](#)
- Career Leadership course at CCCU being undertaken by Careers Leader KM. [Passed and NPQSL completed with full marks with a focus on Careers programme.](#)

Review of Careers Guidance 2018 - 2019.

- All action points achieved.
- Part 1 of the QiCs passed.
- Policies written and implemented.
- Pupil Careers Education, advice and guidance entitlement statements written and sent to parents.
- Employer provider statement written and letters sent to local employers.
- Yearly plan stated above adhered to and upon yearly review changes made for 2019-2020.

Review of Careers Guidance Health Check and Careers Compass Review 2017 - 2018.

Last academic year Katie Martin, the head of year 11, completed the Compass Careers Benchmark tool and went onto review the careers provision at The Rowans AP Academy. In July 2018 MYT Rebecca Towner, CDI Legacy Fellow, undertook a careers health check alongside Katie Martin and rated the school as Amber 7/20 with areas of development for the next academic year.

Areas rated green, where best practice and a strong commitment to the plans were as follows;

- Careers guidance plan meets the careers guidance needs of all students including vulnerable groups.
- organisation reviews and evaluates its CEIAG provision annually using own destination data.
- Independent careers guidance secured by a contract with an external matrix award holder.
- Face to face careers guidance available to students and key decision points.
- Students from vulnerable groups including SEN are prioritised for face to face careers guidance interviews.
- Up to date resources and websites provide impartial careers information on all post 16 options and careers programme is designed to reduce the number of students who do not continue in education.
- Employment or training (NEET).

Apart from one red area, that has been actioned for September 2018, Rebecca Towner stated that it was a pleasure to see career development in action and most plans in place to support the changes needed. Well done.

She also stated that amber areas could easily be achieved as green if the actions highlighted in the report are implemented. From setting out our action plan the school is now fully committed to achieving the Quality in Careers standard (QiCs). Below is a plan for implementing the following 13 actions within the QiCs.

Appendix A

Action plan from Careers Health Check. 2017.

Action/ QiCs	Objective	Strategy	Responsible	Cost	Monitoring (staff and pupils)	Success criteria	Progress to date
1/ 1	Organisation has a senior leader and governor responsible for managing CEIAG.	Careers leader to be appointed and SLT to discuss the need for governor responsible.	CJ (Head teacher)	£2667 TLR2C per annum	Head teacher to appoint and appraise Careers leader.	Careers leader appointment for September 2018.	As from September 2018 Katie Martin is Assistant headteacher with Careers leader as one of her responsibilities.
2/ 3	Careers guidance policy has been developed and shared amongst staff and parents and is reviewed annually.	Careers Leader to research careers policies and implement policy for The Rowans AP Academy. Policy to be reviewed by RT to ensure statutory requirements are adhered to.	KM (Careers Leader) in term 1/2. KM to liaise with Melanie Phelps a careers advisor that has QiCS at her secondary school.	Cost taken out of support costs from trust careers in a Section 4.	Trust careers to monitor and KM to report to Headteacher.	Policies agreed and signed off by headteacher and governing body. Policies loaded onto website.	Careers policy, Provider Access Statements and Entitlement statements written and ready for review on Tuesday 18 th September 2018.
4/NA	Organisation has a dedicated CEIAG Quality in careers standard (QiCS) validated award.	Careers Leader to raise requisition for payment of the QiCS process and support through the process. Careers Leader to put the necessary actions in place to gain this award by the end of 2018-2019	KM term 1 KM meet with Rebecca Towner (trust careers advisor) in term 1 to	£1600 for QiCs application and process. £500 for support through the process via Trust Careers – Rebecca Towner	KM to report to headteacher regarding progress of the application and key assessment points.	QiCs awarded to The Rowans AP Academy.	SLT to agree passed part 1 June 2019.

		academic year. Careers Leader to liaise with RT	review plans gain advise.				
10/NA	Careers resources to be annually reviewed for currency and accuracy.	Careers Leader to inform DS of new resources so these can be placed on the school website. Careers Leader to liaise with Careers advisor (Jacky Moran) for any new developments throughout the year. KM to get resources organised in her office to invite pupils to look at them.	KM term 1 KM and Jacky Moran (careers advisor)	Cost of book case £129.99 Cost of information included with in careers advisors budget. Coast in courses for KM to keep her updated with current careers models and developments.	KM to ensure careers resources are up to date and old material is disposed of.	Variety of careers resources are available for pupils to reference to.	KM has holders to put into office and new bookcases to hold careers materials. Library in KM office.
11/8	Organisation has a designated member of staff to co-ordinate careers guidance activities.	SLT to nominate for September 2018. KM has organised GH to run a term of PSHE lessons for KS3 in term 2 to coincide with The Rowans careers fair on 7 th December.	CJ KM	Cost included in action point 1. PSHE lesson teacher hourly cost £33.82	Review of PSHE content and careers fair providers list.	KS3 pupils awarded AQA unit award for Careers.	As from September 2018 Katie Martin is Assistant headteacher with Careers leader as one of her responsibilities. KS3 PSHE agreed T2.
12/ 5	Careers programme is mapped against recognised model curriculum i.e. ACEG	Curriculum is reviewed annually against the needs of pupils and the current labour market information.	KM, CJ, FM	Hairdressing course (£ 8 places @ 7534), college carousel (12 places @ 4253). Resources for Design in the Built	KM to monitor destinations and report the local authority.	All pupils to get positive post 16 destinations and gain 5 passes at GCSE or equivalent.	2018-2019 offer has been reviewed and checked against points scoring

				Environment, ASDAN short courses and new specification for DT course.			
13/ 9	Programme includes the use of labour market information to help students to make informed career choices.	Data of Medway labour market to be used in assembly when talking about career paths, results, post 16 destinations and intrinsic motivation. Careers advisor to have current labour market information available to pupils during support sessions. Careers advisor to update Job shop noticeboard fortnightly or as and when the jobs offer ends.	KM assembly term 1. JM JM	No cost Cost within careers advisor budget.	KM to monitor and communicate to teachers. KM to monitor JM advice and job shop noticeboard.	Awarded 9 CiCs.	KM used on careers noticeboard.
14/ 1&8	All staff are made aware of CEIAG development through CPD opportunities.	CPD planned and date set for 2018. KM has looked into Trust careers delivering and this was quite expensive. This needs to be reviewed.	SLT to set date and organise.	External provider KM looking into Trust Careers providing this.	Km to organise QiCs and Gatsby Benchmark information.	CPD organised, planned and delivered. All staff aware of Careers programme.	KM attending MEBP Gatsby Benchmark Conference on the 26 th September to gain information to be able to report back in CPD.

16/8	Students and parents are made aware of the careers education and guidance programme and consulted in the evaluation process.	Letter sent to parents of pupil post 16 choices and what careers this could lead to. Options booklet shows careers options for each subject, these are sent home for parent review. KM to create a survey.	KM to action All teachers KM to write.	Administration cost £10.43 hourly rate. Cost of careers advisor in attendance for parents' evenings x 3 = £180	Review and evaluation to take place in term 3 2019. Letters to parents in term 4 2019.	Students being successful in their option subjects.	Term 1 so actioned immediately; Careers support interviews being carried out by form tutors with parents and pupils present in the family home if possible. Results will be analysed by KM.
17/ 9&5	Students are taught employability skills with the involvement of local and national employers.	During small group discussions looking at Barclays Life Skills. Barclays careers lead to come into school.	KM to liaise with The Howard School to get name of link to Barclays bank.			Review use of website and CV writing.	Employer visits to school and apprenticeship information assembly.
18/9	Employers and all education and training providers invited into the organisation for careers events.	Annual careers fair to include local employers such as All TASKS to advertise apprenticeships.	Trust careers to organise under careers fair contract.	Careers fair cost £600	Survey pre and post careers fair to pupils, staff and post careers fair survey to providers completed by Trust careers.	KM to monitor providers that are invited to careers fair, making suggestions on behalf of pupil suggestions.	KM to organise survey to all pupils and staff pre-careers fair in September 2018.
19/4&5&9	Enterprise skills are taught within a programme of entrepreneurial	Business studies course new for 2018-2019 are running their own business alongside their course.	KM to liaise with CH.	Business course resources £450	LMI: research by business group and option groups business plan.	Successful business run by pupils.	Businesses linked to through careers fair. Student ran their own candle business.

	activities, local employers to act as mentors.	Local business mentor to be organised to mentor pupils in their business project.					
20/ 5&9	Work related experience in which students visit local employers or their staff visit the school to provide an insight into their profession.	Year 10 have 1 week's work experience; taster days are set when needed and extended work placements are used when this is of benefit to a pupil. Healthcare sector BTEC pupils in year 11 have 1 week's work experience in the health care sector to co-inside with their course content. During Careers week 4-8 March 2019 option groups will have visits from employers within their topics industries to have small groups discussions regarding career prospects.	KM organises in conjunction with MEBP, form tutors and option teachers.	£200 subscription and total cost for pupils placements £462	KM to liaise with form tutors and MEBP for allocations. During work experience placements KM to ensure form tutors phone work placements to check attendance three times and visit pupil once. Km to collate work experience booklets and review progress made for all pupils. KM to organise local employers to conduct small group talk during careers week 2019.	Successful work experience placements. Option groups all have a small group employer talk during careers week 2019.	Year 10 Work experience organisation underway. Allocations are starting to be set. Extended work placements arranged.