

Elmy Hall School

Careers Policy

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Signed by:

N Hewitt

Headteacher

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Statement of intent

At [Elmy Hall School](#) we are committed to providing a comprehensive and inclusive careers education that equips all students with the knowledge, skills, and experiences necessary to make informed decisions about their future pathways. Our Careers Policy aims to inspire ambition, broaden horizons, and promote lifelong learning by delivering high-quality guidance and opportunities that reflect the diverse range of career options available.

The main aims of careers provision at [Elmy Hall](#) are to:

- Ensure a stable careers program is in place.
- Ensure pupils are able to access and use information about careers, pathways and the labor market to inform their own decisions.
- Address the needs of each pupil.
- Ensure the curriculum learning is linked to careers.
- Provide meaningful encounters with employers and employees.
- Provide pupils with meaningful experiences of workplaces.
- Provide pupils with positive encounters with further and higher education.
- Ensure every pupil is offered personal careers guidance.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2025) 'Careers guidance and access for education and training providers'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Provider Access Policy Statement
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favoritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that the guidance that is provided promotes the best interests of pupils.
- Ensuring this policy does not discriminate on any grounds.

- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Providing strategic oversight of the school's legal and contractual requirements for careers guidance.
- Holding the SLT to account for delivering against careers guidance requirements.

The careers leader will be responsible for:

- Planning and delivering a progressive careers program that is underpinned by clear learning outcomes and meaningfully aligned with the Gatsby Benchmarks.
- Coordinating and managing the different elements of the careers program, including its associated budget.
- Collaborating with the SLT to ensure the careers program is guided by a strategic careers plan that reflects institutional priorities.
- Engaging parents throughout the careers journey to foster strong support networks.
- Establishing and nurturing key relationships to drive progress and enhance the effectiveness of the careers program.
- Working with colleagues across the institution, including senior leaders, governors, teaching staff, careers advisers, the SENCO, pupils, and their parents.
- Building external partnerships with employers, external agencies, learning providers, and careers organizations to broaden opportunities for pupils.
- Continuously evaluating and improving the careers program based on feedback from stakeholders and pupil destinations.

The careers adviser will be responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalized career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organizing workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils once a week to drop in and discuss their options.

- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher for LAC and previously LAC to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff will be responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Being good role models for their particular area of work or specialism.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

3. Developing a stable careers program

The school will have its own careers program in place which meets the requirements of the eight Gatsby Benchmarks. The careers program will be known and understood by pupils, parents, staff, governors, employers and other agencies.

In order to meet the stable careers program Gatsby Benchmark, the school will ensure that the structured careers program:

- Has the explicit backing of governors, the headteacher and the SLT, and has an identified and appropriately trained careers leader responsible for it.
- Is tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan.
- Sets out how parents will be engaged throughout.
- Is published on the school website and communicated in ways that enable pupils, parents, staff and employers to access and understand it.
- Is regularly evaluated using feedback from pupils, parents, teachers, subject staff and other staff who support pupils, careers advisers and employers.
- Is underpinned by learning outcomes.
- Gives all pupils opportunities to achieve and thrive.
- Has clearly defined staff responsibilities.

- Is evaluated regularly to ensure continued effectiveness.
- Helps pupils develop career readiness and essential skills for the workplace, or their progression transition pathway.
- Enables pupils to make well-informed decisions about education, training, apprenticeships and employment opportunities.

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers program
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school or college and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organizations.

The careers leader will be supported by the SLT and will be given protected time and sufficient budget to carry out their role effectively. The school will engage with the DfE's [careers training offer](#) in order to support the growth of the careers leader.

The following will be published on the school's website:

- The name and contact details of the careers leader.
- A summary of the careers program, including how information about the program may be accessed.
- Details of how the school measures and assesses the impact of the careers program on pupils.
- The date by which the school will review information.

The careers leader will understand what effective careers leadership looks like in a school and will support the embedment of careers in the school's structures and ensuring a strategic focus on outcomes.

The careers program will be aligned with the school's vision, priorities and development plans with the aim of establishing a whole-school approach where the careers program can play an important part in addressing wider improvement priorities, including:

- Attendance
- Behavior
- Wellbeing

- Inclusion
- Attainment

The school will ensure that experiences and encounters within the careers program are well-sequenced and build on prior knowledge, with clear learning outcomes for every pupil.

Parents will be provided with relevant, up-to-date careers information, supported in making the best use of this information and encouraged to participate in the opportunities available.

A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils.

The headteacher will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

4. Using labor market information

The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure every pupil, and their parents, has access to high-quality information about future pathways, study options and labor market opportunities. Pupils and their parents will be referred to an informed advisor to help them make best use of the information available.

Pupils with SEND and their parents will be offered tailored or additional information where required.

During each key stage, all pupils will access and use information about careers, pathways and the labor market to inform their own decisions on study options or next steps.

Parents will be encouraged to access and supported to use information about careers, pathways and the labor market to inform how they support their children.

Career and labor information will cover a diverse range of progression pathways, including technical routes, to strengthen the capacity of pupils to make effective choices and transitions.

Labor market information (LMI) will be used to help pupils understand:

- What jobs and skills employers are looking for
- Wage rates
- Skills gaps
- Future trends, including growth-driving sectors

LMI will include local information that showcases growth sectors in the local economy and helps pupils understand local skills needs and local businesses. The careers leader will use LMI during each key stage to ensure that pupils can make informed decisions at each stage.

The careers leader will also ensure that there is an equity of access to LMI by tailoring it to individual circumstances. Information, opportunities and supported will be personalized and sequences to meet the needs of each pupil with SEND and their family. The careers leader will work closely with the SENCO, pupils and their parents to prepare pupils with SEND for adulthood and to provide tailored support to make positive transitions.

To ensure everyone can make best use of the available information, the school will ensure that pupils are supported by informed careers advisors who have expertise in interpreting LMI and using this with pupils to help them to make effective career decisions.

The school will consider how best to support parents in accessing and using career and LMI, e.g. by providing additional information or support in an accessible format.

5. Addressing the needs of each pupil

The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each pupil' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school's careers program will aim to raise the aspirations of all pupils whilst being tailored to individual needs and different stages. The program will inform pupils of the range of opportunities available to them, encouraging them to navigate concerns about any barriers to career progression and make choices relevant to what they feel they can achieve.

The school's careers program will actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.

Systematic records of the participation of pupils in all aspects of the careers program will be kept. This will include the individual advice given to each pupil and any subsequent agreed decisions. Pupils will have access to these records and use them ahead of any key transition points to support their next steps and career development. This information will be integrated into a pupil's records where they change schools during the secondary phase and provided to the new school.

Data on pupil aspirations, intended and immediate education and training or employment destinations will be maintained accurately to inform personalized support.

Destinations data will be retained by the school for at least three years after a pupil has left school. This data, e.g. the percentage of pupils attending sixth form in the following term, will be published on the school's website alongside the school's careers program.

Data retained will be collected, stored and managed in line with the Data Protection Policy and Records Management Policy.

The school will collect and analyze destinations data to assess how well the careers program is countering stereotypes and raising aspirations. The data will be reviewed by the headteacher and careers leader on an **annual** basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

Providing targeted support

The school will work with the LA, children's social care and VSHs to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways, such as:

- LAC and PLAC.
- Care leavers.
- Pupils from Gypsy, Roma and Traveler backgrounds.

Agreements will be made on how these pupils can be referred for support drawn from a range of education and training support services available locally. The school will share the relevant data on these pupils with the LA and local education and training providers where support costs may be required, such as care leavers and pupils who are eligible for FSM.

The school will ensure that pupils understand the programs available to support them and the financial costs associated with staying in post-16 FE. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.

Pupils will be made aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. They will be advised of how to access this funding and who they should speak to in order to find out more information.

Supporting pupils with SEND

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalized approach. The SEND local offer will be utilized; annual reviews for a pupil's EHC plan will be informed by good careers guidance.

The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.

Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace. Guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organizations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

The school will ensure that transition planning is built into EHC plans with clear, agreed outcomes that are ambitious, stretching and prepare pupils for adulthood.

6. Linking curriculum

The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. Teachers with industry experience will play a part in building careers guidance into the curriculum.

Pupils will be taught to understand how the subjects they are studying provide a sound basis for careers, as well as how they can enrich and enhance their lives and prepare them for adult life in general. Careers, employability, and enterprise lessons will be embedded into the PSHE curriculum

Careers will form part of the school's CPD program for teachers, subject staff and all staff who support pupils.

All pupils will be aware of the importance and labor market value of achieving a good standard in English and math's.

Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE math's and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study program.

The school will ensure that, by the age of 14, every pupil has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied for every pupil in their chosen subjects by the end of their course of study. The Careers and Enterprise Company (CEC) have collaborated with STEM Learning to produce a series of [STEM toolkits](#).

7. Enabling encounters with employers and employees

The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure that every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer. These encounters may include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Alumni activities.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Employer encounters with parents.
- Employer involvement in the curriculum.
- Business games and enterprise competitions.

Meaningful encounters will give pupils the opportunity to learn:

- What work is like.
- What skills are valued in the workplace.
- What the recruitment process involves.
- What it takes to be successful.

Pupils will be provided with opportunities to meet a variety of employers, employees and the self-employed. The school will develop strong links with local, regional and national employers across a range of different industries and sectors, as well as professional networks. In particular, pupils will have opportunities to learn about jobs and careers in the government's eight priority sectors for economic growth:

- Advanced manufacturing
- Clean energy industries
- Creative industries
- Defense
- Digital technologies
- Financial services
- Life sciences
- Professional and business services

Encounters will be in person, or a combination of in person and virtual. Virtual encounters will be used only in addition to, not as a replacement for, in person encounters.

The school will seek to ensure that meaningful encounters:

- Have a clear purpose, which is shared with the employer and pupils.
- Are underpinned by learning outcomes that are appropriate to the needs of pupils.
- Provide opportunities for two-way interactions between pupils and the employer.
- Are followed by time for pupils to reflect on the insights, knowledge or skills gained via the encounter.

8. Providing work experience

The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

The school will ensure that all pupils have had at least one first-hand experience of a work place by the age of 16, additional to any part-time jobs they may have.

The school will ensure that, by the age of 18, or before the end of their program of study, every pupil has had at least one further first-hand experience of a workplace, additional to any part-time jobs they may have.

From September 2025, the school will ensure that pupils are receiving two weeks' worth of work experience broken down into:

- One weeks' worth of work experience activities in years 7 to 9
- One weeks' worth of work experience placement(s) in years 10 and 11.

Where required and appropriate, virtual experiences of the workplace will be used to complement the in-person experience. This method will not be used for T-level industry placements. Mandatory industry placements for pupils undertaking T Levels will differ from traditional work experience, and involve more long-term and immersive placements that are designed to lead to a particular type of employment.

The school will encourage pupils to experience a wide variety of workplaces and support them to plan for, reflect upon, and learning from these experiences.

Work experience will be designed to meet the needs of individual pupils, with particular consideration for pupils with SEND and those from disadvantaged backgrounds. The school will carefully match the placement to each pupil's ability, needs and aspirations. The school will work with the employer to put in place additional support within the work placement for pupils with additional needs, where required, and help prepare the pupil for the work placement.

16-19 study programs will require high-quality and meaningful work experience. A flexible approach will be adopted for younger pupils. Experiences of the workplace by the time the pupil is aged 16 may include the following:

- Workplace visits
- Job shadowing

- Career-related volunteering and social action

Experiences of the workplace by the time the student is aged 18 may include the following:

- Internships
- Work experience that takes place during term time
- Longer work placements

9. Enabling encounters with further education (FE) and higher education (HE)

The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's 'Careers guidance and access for education and training providers'.

The school will ensure all pupils understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure pupils are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider.
- Undertake an apprenticeship, traineeship, or supported internship.
- Work or volunteer 20 hours or more a week, combined with part-time accredited study.

The school will provide pupils with a range of information and opportunities to learn about the academic and technical pathways for education, training, and career paths throughout their school life, to prevent last minute decision-making. The school will not present HE more favourably compared to FE or other technical routes, nor will it disproportionately promote its own sixth form over other options.

By the age of 16, every pupil will be provided the opportunity to have a meaningful encounter with providers of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers.

The school will ensure that, by the age of 18, all students who are considering applying for university have been provided the opportunity for at least two visits to HE providers. In addition, before the end of their program of study, all students will have been provided the opportunity to encounter a range of HE and FE and training providers.

Pupils will be encouraged to use information tools, such as websites and apps, which display information about opportunities, such as the National Careers Services' [Find a Course](#). Education and training providers will have access to all pupils in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will ensure that there are opportunities for providers to visit the school and speak to pupils in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

10. Providing personal guidance

The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's '[Careers guidance and access for education and training providers](#)'.

Careers advice provided by the school will be unbiased and maintain the best interests of individual pupils at all times. The school **will not** promote particular career or progression routes as better or more favorable than others; however, pupils will be advised, where evidence supports it, whether a chosen course has the potential to lead to poor career outcomes.

Every pupil will have opportunities for guidance meetings with a careers advisor whenever significant study or career choices are being made. These meetings will be scheduled to meet pupils' individual needs and the careers leader will work closely with the careers adviser, SENCO and other key staff to ensure personal guidance is effective and embedded in the careers program.

Personal guidance meetings will take place by the time the pupil reaches age 16, with the opportunity for a further meeting by the age of 18.

Information about personal guidance support, and how to access it, will be communicated to pupils, parents and other stakeholders, including through the school website.

Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions, where they have one. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

11. Sharing information

The school will provide the relevant information about all pupils to the LA support services including:

- Basic information, such as the pupil's name or address.
- Other information that the LA requires to support the pupil to participate in education or training to track their progress.

Pupils with SEND will have their data monitored by the LA up until the age of 25.

The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.

LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

12. Compliance with legal duties and statutory guidance

Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.

Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide pupils in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide pupils with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.

All pupils in Years 8 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:

- In Year 8 or between 1 September and 28 February during Year 9, all pupils must attend two mandatory sessions by accredited providers
- In Year 10 or between 1 September and 28 February in Year 11, all pupils must attend two mandatory sessions by accredited providers
- In Year 12 or between 1 September and 28 February during Year 13, there will be two sessions held by accredited providers – these will be optional for pupils to attend

The school will be clear on the following:

- Who is to be given access to pupils
- Which pupils access will be given to
- How this will happen and when

The school will ensure that providers provide the following information to pupils and parents:

- Information about the provider and the technical qualifications and apprenticeships that they offer
- Information about the potential careers to which those technical qualifications or apprenticeships might lead
- What learning and training with them is like
- Any answers to questions that pupils and parents may have

The school will ensure that provider visits are available to all pupils in the relevant year group and will not do anything which may limit the ability of pupils to attend. The school will not, under any circumstance, restrict invitations to selected groups of pupils or hold events outside of normal school hours.

The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website and will include:

- Details on how the school will meet the legal requirement to provide six encounters with providers between Year 8 and 13.

- Any procedural requirements in relation to requests for access, e.g. the main point of contact at the school to whom requests should be directed.
- Grounds for granting and refusing requests for access, e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend.
- Details of premises or facilities to be provided to a person who is given access, e.g. rooms and resources.
- How the school will work with each visiting provider.
- A list of providers who have previously visited the school.
- Destinations of previous pupils.
- Details about live online encounters with providers.
- Information on how a provider can raise a complaint and the procedure to go through.

13. Monitoring and review

The governing board, in conjunction with the headteacher and careers leader, will review this policy on an [annual](#) basis, taking into account the success of supporting pupils in accessing post-16 education and training. The headteacher will make any necessary changes to this policy, and will communicate these to all members of staff.

The next review date for this policy is [January 2027](#).

Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary school.

Name		Date of birth	
Year group		Date	

Careers

When will you complete your Accredited Learning?	
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your Accredited Learning.

<input type="checkbox"/> Job role
What kind of job role appeals to you?
What support and qualifications, if any, do you think you need to achieve this career path?

<input type="checkbox"/> Sixth form	
Which sixth form?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

--

<input type="checkbox"/> College

Which college?	
-----------------------	--

What would you like to study?

--

What support and qualifications, if any, do you think you need to begin your chosen programme of study?
--

--

<input checked="" type="checkbox"/> Apprenticeship
--

Which sector?	
----------------------	--

What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?
--

--

<input type="checkbox"/> Military

Which branch?	
----------------------	--

What support and qualifications, if any, do you think you need to begin your chosen military course?

--

<input type="checkbox"/> University	
Which university?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

Preparation for Adulthood

Independent travel	
Are you an independent traveler?	Yes/No
Would you like further support to be an independent traveler?	Yes/No
Add other ways of travel you would like to learn e.g. Road safety (bikes), Learning to drive etc	

Living independently	
Would you like to live independently in the future?	Yes/No
Please list any support you would require to support you with living independently.	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?

Work encounters/ experiences

Have you had any work encounters/experiences?	Yes/No
If 'yes', What experiences have you had? What did you enjoy? What did you learn from this experience? What could have been better?	
What further encounters or experiences would support you in your career options?	

Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at [Martha H School](#). This survey will also support our school in providing evidence for how our current careers program has impacted on past pupils. Please fill in the questions below and return the survey back to the school.

Name		Date of birth	
Year group		Date	
Address			

1: Study	
Are you applying for a place at college or university? (Please circle – If 'no', please go to section 2)	Yes/No
Have you been offered a place at a college or university? (Please circle)	Yes/No
How many offers have you received?	
Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
Will you accept an offer? (Please circle)	Yes/No
If you answered 'no' to question F, why will you not be accepting an offer?	

What college or university would you like to be studying at?	
What is the title of the course you will be studying?	
Is the course full time?	Yes/No
What career path do you wish to pursue with your chosen program of study?	

2: Employment	
A. Are there any job roles you wish to pursue? (Please circle)	Yes/No
B. If you answered 'yes' to question A, please give details of your desired job role.	
C. Have you secured a job role? (Please circle – if 'no', please don't answer question D, E or F)	Yes/No
D. What is the job title?	
E. What is your role?	
F. Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes/No

Careers Audit

Employment related skill	Description	Was this included in my careers advice?
<p>Self-management</p>	<p>Ability to take the responsibility for setting and achieving personal goals:</p> <ul style="list-style-type: none"> • I can evaluate my performance in tasks. • I am able to accept and deal with authority. • I can accept feedback in a constructive manner. • I am able to set goals and manage my school work and social life. 	<p>Yes/No</p>
<p>Initiative and enterprise</p>	<p>Ability to seek and take advantage of opportunities:</p> <ul style="list-style-type: none"> • I can identify opportunities and act on them. • I am willing to take risks and learn from mistakes. 	<p>Yes/No</p>
<p>Learning</p>	<p>Ability to achieve new skills and/or knowledge:</p> <ul style="list-style-type: none"> • I am open to new tasks and use knowledge to further my technical skills. • I can use different methods to learn new things. • I am able to access information on courses to further my learning. 	<p>Yes/No</p>
<p>Communication</p>	<p>Ability to express and understand information:</p> <ul style="list-style-type: none"> • I can speak to a group confidently. • I have debated in front of large audience. 	<p>Yes/No</p>

	<ul style="list-style-type: none"> • I can speak and write in another language. • I can follow verbal instructions. 	
Teamwork	<p>Ability to work effectively with others to get things done:</p> <ul style="list-style-type: none"> • I can work with other people to sort out a problem. • I can work and collaborate with others on group tasks. • I am able to value the work of others and share resources. 	Yes/No
Planning and organisation	<p>Ability to coordinate and prioritize tasks and resources:</p> <ul style="list-style-type: none"> • I am able to make decisions. • I can manage my time and priorities. • I can collect, analyze and organize information using appropriate methods. • I am able to organize equipment and materials needed for a task. 	Yes/No