

Careers at R.E.A.L



R.E.A.L

Re-thinking Engagement
& Approaches to Learning

R.E.A.L Careers Strategy and Programme: 2021 – 2024
Updated November 2021

Our Ethos

Rethinking Engagement and Approaches to Learning

At our R.E.A.L schools, our learners come first and our priority is to deliver high quality learning experiences. Everything we do is to ensure that our learners achieve their very best. We are deeply aware that there are often multiple barriers to some learners acquiring the skills they need to achieve their full potential. In response to this we build bespoke pathways for our students that include a wide range of vocational options, whilst maintaining a focus on improving their core skills.

We want every learner to be successful; to reach for success from the very first day they join us and throughout their school lives so that when they leave us, they have the core skills needed to succeed in the future.

We have 3 Values that we instill in all our children and throughout all the work we do.

These are-

Trust: Innovation: Achievement

Careers at R.E.A.L

Our Vision:

Our R.E.A.L vision is to enable all of our learners, across all Key Stages, to receive the very best careers education possible, guided by the core principles of the Gatsby benchmarks in order to progress on to meaningful further and higher education, vocational training, apprenticeships and employment in the most appropriate way.

Our Careers Strategy: Introduction

Our commitment

R.E.A.L. ensures that all identified learners have opportunities to access a careers programme that will develop high and realistic aspirations and provide them with a broad and ambitious range of careers. Modern careers guidance is as much about inspiration and aspiration as it is about advice. Partnership working with employer networks, FE colleges, higher education institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

Expectations will be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every learner is stretched and acquires the attributes that any employer will value. R.E.A.L. will work from a presumption that all learners are employable regardless of their individual learning needs and will facilitate activities to help every young person realise their potential and their contribution to their economic and social mobility.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at R.E.A.L is not just a stand-alone strand; it is integrated into every area of R.E.A.L and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways.

We work closely with Futures Career Advice and our independent careers advisor is employed by R.E.A.L to provide us with one-to-one interviews for all KS4 pupils as well as curriculum support and general advice.

Aims and Objectives

The careers education, information and guidance programme is designed to meet the needs of each and every learner at R.E.A.L. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The careers programme will enable learners to:

- develop an understanding of their own skills, values and aspirations
- navigate pupils through the diverse career opportunities available to them
- develop their communication, team working, commercial awareness and other employability/work related learning skills
- develop their preparation into adulthood

The outcome of the careers programme will be that learners are:

- driven and self-directed
- self- assured and informed
- self- aware and resilient
- enterprising and entrepreneurial
- proud of themselves

At REAL Education we develop learners employability skills across all of the Key Stages. All learners at Key Stages 2-5 have access to the following opportunities:

- Exploration of a range of Vocational Tasters
- PSHE Programme of Study
- Enterprise Projects
- Careers Week
- Options Choices
- Access to Job Explorer Database
- STEM Projects
- Regular Person Centred Reviews
- Guest Speakers
- Aspirational Visits
- Employability Workshops
- Employability is embedded throughout all lessons

Learners at Key Stages 4 and 5 learners have access to additional opportunities:

- Flexible Work Experience Placements and Work Tasters
- Careers Advice and Guidance Interviews
- Accreditation
- Visits to FE /HE providers
- ESP team
- Careers advisor

Careers Guidance Policy

[Careers Education Information, Advice and Guidance Strategy Policy](#)

Legal framework

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

- DfE 'Careers guidance and access for education and training providers' 2018
- 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
- Preparation for Adulthood Outcomes and Framework 2017

Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism 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 the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Head of Personal Development is responsible for:

- Managing the provision of careers information.
- Liaising with the Head Teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Learning Managers and the careers adviser to identify learners needing guidance.
- Ensuring Learning Managers are aware of the referral process for careers guidance interviews and support
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Providing learners with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their learners.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing learners to have access to providers of technical education, such as colleges, and apprenticeships to ensure every learner is well-informed about their future options at every stage.
- Using the [Compass tool](#) for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Ensuring that learner with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to the Head of Personal Development, regarding learner progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised 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.
- Attending regular meetings with the Head of Personal Development to discuss the school's career plan.
- Liaising with Learning Managers regarding individual learner careers support or guidance required.
- Arranging meetings and follow-up appointments with learners.

- Offering services to past learners for up to a year after their departure from compulsory education.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- 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.
- Creating a learning environment that allows and encourages learners to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Addressing the needs of learners

The R.E.A.L careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers. Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be reviewed and shared with appropriate stakeholders.

Targeted support

The school will work with the LA to identify learners who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

Pupils with SEND

R.E.A.L will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

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

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school's Marketing and Business Engagement Lead will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learner's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised;

annual reviews for a learner's EHC plan will be informed by good careers guidance.

Learners 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 learners, the school will work with the employer to determine any additional support that will be needed during the work placement.

Careers At R.E.A.L

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Young people with SEND/Highly Complex Needs and using the Gatsby Benchmarks

There is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.

The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact:



Benchmark 1- The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships, community



Benchmark 5- The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort



Benchmark 2 - The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs



Benchmark 6 - The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise



Benchmark 3 - The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students



Benchmark 7 - Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted



Benchmark 4 - The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter



Benchmark 8 - The focus has been on generating internal qualified Careers Advisers and the advantages to their being in place for this cohort

Careers at R.E.A.L

Overall SIP Objective:

To further develop and improve our CIAG/employability provision.

Strategic Objective 1:

To further develop and improve a fully embedded careers education, advice, information and guidance programme through the curriculum offer at R.E.A.L.

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
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<p>Year One (2021-2022)</p>	<ul style="list-style-type: none"> • A comprehensive programme of age-specific Careers Education is in place through the PSHE programme to enable all learners to develop their own personal career pathway. • Student survey shows that learners are excited about different jobs and can all name a range of careers and career pathways. • Learners can identify links between their learning in each subject area and their future career pathways, learners can identify career pathways in all aspects of their curriculum learning. 	<ul style="list-style-type: none"> • Implement the Careers Programme into the whole-school PSHE curriculum including an employability programme into KS2, KS3 & KS4. • Regular CPD training for all staff to deliver the PSHE programme. • Monitor and evaluate the programme by staff and learners each half term through the QofEd policy. • Introduce effective ways of capturing and evaluating learner voice. • Career Pathways are referenced in curriculum schemes of learning. • Each school/hub has a careers display. • Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.
<p>Year Two (2022-2023)</p>	<ul style="list-style-type: none"> • A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates. • Learners are able to understand and demonstrate employability skills within lessons, work experience opportunities or within 1:1 careers guidance appointments. • Teaching staff are held accountable for linking key future pathways with the work in that particular lesson so learners can see link between learning and their future plan. 	<ul style="list-style-type: none"> • Introduce a focus on local businesses/employers visiting school and linking with individual curriculum areas. • CPD for staff on how to link curriculum delivery to relevant jobs/careers within lesson planning and delivery. • Develop the lesson observation form to evidence links of future pathways or jobs within relevant curriculum areas. • Introduce more links with local or national employers for learners to understand and develop their employability skills. • Ensure 100% of learners in Year 10/11 and Post-16 are accessing work experience placements or visits.
<p>Year Three (2023-2024)</p>	<ul style="list-style-type: none"> • Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. • All learners can make KS4 and post-16 choices within time frame and can justify their choice. • Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> • Each curriculum area area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. • Careers and LMI presented to parents on inductions. • Targeted workshops to focus on key employability skills, including involving parents. • Review practice with other school(s) to identify next steps.

Strategic Objective 2:

To raise and track learner's engagement within the careers programme during their journey through R.E.A.L and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2019-2020)	<ul style="list-style-type: none"> • All learners have experienced a range of different careers experiences during careers and apprenticeship week to enable them to develop their own future pathway. • Introduction meeting with Grofar and R.E.A.L so platform can be introduced for a pilot scheme with some Year 11 learners so tracking of careers is more accessible and relevant. • All KS4 and KS5 learners have accessed a 1:1 careers guidance interview to ensure they have support when planning their next destination. • All learners in Year 11 and Year 13 have a clear plan for post-16 (and post-18) and that all learners are in some form of education or employment at the end of their time at R.E.A.L. The number of NEET learners have reduced. • Former learners are invited into school to inspire next generation. 	<ul style="list-style-type: none"> • Creation of a careers database/Grofar (or other appropriate resource) to record all individual /group careers engagements with staff CPD to show how to record and access the information. • LMI is used to update the Careers Programme and that Year 9 and 11 learners have access to the latest information to make decisions at key transition points. LMI section of website updated for parents to access. • Learners identified for the Grofar pilot scheme are using Grofar to create their own profile. • Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor which is monitored for quality and effectiveness. • Initial learner views on future careers to be collected at induction to the school and recorded in pupil files. • All KS4 and 5 learners are to be offered a work experience placement or visit. • Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits. • Former learners to be invited to return to careers related events.
Year Two (2020-2021)	<ul style="list-style-type: none"> • Grofar or other appropriate platform is to be used to track all careers activities with relevant staff being able to access these records across the school. • All learners in KS4 and 5 to have created a profile on Grofar to record their own careers pathways experiences and to be regularly updating these throughout the year. • Introduction to how Grofar can be used to record and hold Alumni network and track destination data, ensuring all learners are successful in their future destinations. • All learners have access to career and labour market information through PSHE lessons, employability lessons, school display, website and careers events. 	<ul style="list-style-type: none"> • CPD on Grofar software to learners and relevant staff • Introduction from Grofar on how Alumni data can be recorded and tracked. • Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. • All 1:1 careers guidance interviews are tracked and monitored through Grofar.

<p>Year Three (2021-2022)</p>	<ul style="list-style-type: none"> • All learners have access to Grofar and have created a basic profile. • All KS4 and 5 learners are updating their careers profile on a termly basis and Grofar data analysis shows these updates across all accounts. • To continue working with a range of local employers to ensure that all learners in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> • Ensure that time is built into the Careers programme in PSHE/Employability lessons so that learners can update their profiles and that appropriate staff have relevant CPD training in order to access these profiles to check progress. • Curriculum area is responsible for identifying at least one workplace visit per year and that these visits are recorded on Grofar and on individual students' profiles.
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Strategic Objective 3:

To embed employability opportunities across the schools to reduce learners at risk of, or becoming NEET.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> • KS4/5 learners are identified in the autumn term of at risk of becoming NEET and urgent intervention is prioritised to reduce NEET learners. • All learners have engaged with at least 1 activity during careers or apprenticeship week to encourage learners to move on to a successful destination. • The Enhanced Support Team (ESP) is used to support any learners who are at urgent risk of becoming NEET find an interest in their next destination. • KS4/5 learners to have visited at least one further education provider by the end of the academic year. • KS4/5 learners have been offered a work experience placement or activity by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> • Tracking document is introduced and embedded to identify learners at risk of becoming NEET in the autumn term. • Annual R.E.A.L Careers Fair where local business, training providers and further and higher education providers will engage with all learners. The types of employers who attend will reflect LMI. • Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. • Clear referral process is created for the ESP team and learners are tracked and monitored throughout their intervention. • Employability link to continue building greater local partnerships with employers/businesses. • All KS4/5 learners have been offered a work placement during the year and record the experience through tracking and monitoring document. • All work experience placements to be evaluated.
Year Two (2022-2023)	<ul style="list-style-type: none"> • KS3 learners as well as KS4/5 learners are identified in the autumn term of at risk of becoming NEET and urgent intervention is prioritised to reduce NEET learners. • All learners have engaged with more than 1 activity during careers or apprenticeship week to encourage learners to move on to a successful destination. • Each subject area to create a link with a local business to engage learners. • KS4/5 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. • KS4/5 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> • Tracking document is introduced and embedded to identify learners at risk of becoming NEET in the autumn term. • Learner voice is used to evaluate careers and apprenticeship week and plan for future events. • Employability link and Head of Personal Development to work with a local university in order to plan opportunities for KS4/5 learners to engage with a local university. • Employability link to work with curriculum leads to create links with a local business. • Visits and virtual events with further education, apprenticeship and training providers.
Year Three (2023-2024)	<ul style="list-style-type: none"> • Each curriculum area has established links with a range of businesses that they are using within their subject area to help plan and link careers options into their schemes of learning. 	<ul style="list-style-type: none"> • Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links. • Survey each curriculum area in order to establish what links have been created already and how successful these links have been.

Careers At R.E.A.L

Current Position Summary – Academic Year 2020-2021

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool.

Areas of Strength

- The school has performed well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool.

Benchmark	% of the assessment areas in Benchmark achieved (February 2021)	% of the assessment areas in Benchmark achieved (March 2021)	% of schools nationally meeting this Benchmark (2021)
1: A stable careers programme	94%	70%	27%
2: Learning from career and labour market information	80%	100%	52%
3: Addressing the needs of each student	90%	90%	25%
4: Linking curriculum learning to careers	100%	100%	45%
5: Encounters with employers and employees	100%	100%	58%
6: Encounters of workplace	87%	100%	52%
7: Encounters with further and higher education	100%	100%	30%
8: Personal Guidance	100%	50%	61%

- STA has been appointed with a careers specialism and is providing learners with 1:1 careers guidance interviews and detailed action plans.
- Learning Managers have been actively engaging with the referral process for work experience placements and visits.
- R.E.A.L is a member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation.
- The marketing and business engagement lead has built a solid network of employers who are offering suitable work placements, meeting the needs and interests of our learners.
- The marketing and business engagement lead has also started networking and setting up placements with employers in Leicestershire for Hinckley and Nantpantan Learners.
- We are looking into a suitable platform for the careers lead to use with learners to track careers guidance interviews, work experience placements, NEET figures and future destination data (Grofar).
- Typically, R.E.A.L has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education.

Destination Data 2018-2021

Academic Year 18/19	Destination into full time education and employment	NEET
Yr 11	85% (10 learners)	15 % (2 learners)
<p>Summary:</p> <p>3 learners transitioned onto an Apprenticeship 5 transitioned to College 1 learner started work 1 learner stopped at RAPS 2 learners became NEET 1 learner moved out of the county.</p>		
Post 16	37% (4 learners)	63% (7 learners)
<p>Summary:</p> <p>2 learners transitioned to a training provider 1 learner to college 1 Apprenticeship 7 learners became NEET</p>		
Academic Year 19/20	Destination into full time education and employment	NEET
Yr 11	100 % (21 learners)	-
<p>Summary:</p> <p>15 learners stayed with RAPS. 2 learners moved out of the county. 6 learners transitioned onto full time employment and education.</p>		
Post 16	94 % (13 learners)	6% (1 learners)
<p>Summary:</p> <p>6 learners remained at RAPS. 1 learner became NEET. 2 learners moved out of the county. 6 learners transitioned onto further education/ employment. 1 learner transitioned onto a study programme at Digital Arts.</p>		
Academic Year 20/21	Destination into full time	NEET

	education and employment	
Yr 11	92.5% (37 learners)	7.5% (3 learners)
Summary: 26 remained at R.E.A.L 3 learners became NEET 9 learners went on to further education 2 learners went on to other education		
Post 16	90.2% (37 learners)	9.8% (4 learners)
Summary: 19 remained at R.E.A.L 4 learners became NEET 2 learners went on to apprenticeships 1 learner went on to employment 15 learners went on to further education		

- Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).
- COVID has had some implications on NEET data for the year 2020-2021.
- 9.5% Total of NEET Y11 and Post 16 (20/21)
- March 2021 NEET National Average - Age 16-24 11.5%
- Currently we are below National Average
- East Midlands Average 10.7% NEET

Areas for Development (School Improvement Plan 2021-22)

STRATEGIC PRIORITY 3	To further develop and improve our CIAG/employability provision.
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STRATEGIC LEAD	Sophie Gascoyne
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RESOURCES	External provider delivery for careers and apprenticeship week, staff CPD on new CDI framework, time for employability networking and establishing local employer links
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OBJECTIVE	BEFORE	TARGET
1.1 To embed employability opportunities across the schools to	<ul style="list-style-type: none"> ● 7 NEETs. 	<ul style="list-style-type: none"> ● 0 NEETs. ● Employability

reduce the children classed as NEET.		opportunities are embedded across the curriculum with 100% learner engagement.
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Actions	Description	Lead
1.	Develop further monitoring and evaluation mechanisms to capture Learner Voice through Apprenticeship and Careers Week.	SG
2.	Identify an appropriately qualified member of staff to be trained up to Level 6 in Careers, Advice and Guidance.	SG
3.	Map out the enhanced support programme that identifies which learners through the careers programme need further interventions and careers support.	SG
4.	Develop the role of specialist TA for careers and employability.	SG
5.	Learning Managers to identify a tutor to follow through actions identified on Career Action Plans in a timely manner	SG
6.	To use the CDI framework as a model to improve and develop our careers provision further.	SG
7.	Plan and deliver staff training on the CDI Framework.	SG
8.	Curriculum leads and Provision Managers to plan and deliver one employability lesson during Careers Week which links to job salaries and employment trends.	SG
9.	To develop partnerships with local employers.	SG
10.	To ensure all learners have appropriate pathways in place for when they leave R.E.A.L.	SG

Opportunities

At REAL Education we develop learners employability skills across all of the Key Stages. All learners at Key Stages 2-5 have access to the following opportunities:

- PSHE Topics are in Blue
- Company Wide Projects are in Green.

Year Groups	Autumn Term	Spring Term	Summer Term	Gatsby Benchmarks
5	<ul style="list-style-type: none"> ● Enterprise Project 	<ul style="list-style-type: none"> ● Careers Week ● STEM Week 	<ul style="list-style-type: none"> ● Taster sessions 	GB: 3, 4, 5

	<p>PSHE topics including:</p> <ul style="list-style-type: none"> • Self Esteem • and Self Worth • Online Behaviour and Risks 	<ul style="list-style-type: none"> • Apprenticeship Awareness Week <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Exploration of Careers and Stereotypes 	<p>PSHE topics including:</p> <ul style="list-style-type: none"> • Success and Achievement • Independence and Responsibility 	
6	<p>Enterprise Project</p> <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Transitions • Money Management • Keeping Safe 	<p>Careers Week</p> <p>STEM Week</p> <p>Apprenticeship Awareness Week</p> <p>PSHE topics including:</p> <ul style="list-style-type: none"> • What is Money and How Did It Evolve? • Different Attitudes About Money • Keeping Safe 	<p>Taster sessions</p> <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Asking for Help and Advice • Me and My Identity and Community • Celebrating Diversity and Difference • Social Media • Online Privacy and My Data 	GB: 3, 4, 5
Key Stage 3	<ul style="list-style-type: none"> • Enterprise Project <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Challenging Stereotypes • Developing skills and aspirations • Team work, problem solving • Keeping safe online 	<ul style="list-style-type: none"> • Careers Week • STEM Week • Apprenticeship Awareness Week <p>PSHE topics including:</p> <p>What is budgeting?</p> <ul style="list-style-type: none"> • How can I create a personal budgeting plan? • What are savings, loans 	<ul style="list-style-type: none"> • Taster sessions <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Aspirations • Self Esteem • Wants and Needs • Introduction to Prejudice and Discrimination 	GB: 3, 4, 5

	<ul style="list-style-type: none"> • Introduction to prejudice and discrimination 	<p>and interest rates?</p> <ul style="list-style-type: none"> • What are financial products? • What are the different financial transactions? 		
8	<ul style="list-style-type: none"> • Enterprise Project <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Self Confidence and Goals • Personal Development and Target Setting • Managing Behaviour • Emotional Literacy • Mindfulness 	<ul style="list-style-type: none"> • Careers Week • STEM Week • Apprenticeship Awareness Week <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Finance: Income and Expenditure • Finance: Tax and National Insurance • Finance: How Tax is Spent • Finance: Budgeting and Saving • Careers: Entrepreneurs • Careers: Teamwork • Careers: • Communication Skills 	<ul style="list-style-type: none"> • Taster sessions <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Stereotypes and Prejudice • Discrimination and Prejudice 	GB:3, 4, 5
9	<ul style="list-style-type: none"> • Enterprise Project • Taster sessions 	<ul style="list-style-type: none"> • Careers Week • STEM • Apprenticeship Awareness Week • Options Day 	<ul style="list-style-type: none"> • Taster sessions 	GB:2, 3, 4,5

		<p>PSHE topics including:</p> <ul style="list-style-type: none"> • Avoiding Debt • Successfully Managing Money • Consumers and The Law • Employability and Preparing for The World of Work 	<p>PSHE topics including:</p> <ul style="list-style-type: none"> • Who is Unicef? • How and Why the UK Helps People in Other Countries • What is Sustainability? 	
Key Stage 4	<ul style="list-style-type: none"> • Enterprise Project • Work Experience • Opportunities for students to attend Post 16 open evenings and taster days <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Managing Screen time • The importance of Sleep 	<ul style="list-style-type: none"> • Careers Week • STEM • Apprenticeship Week • Options Day • Work Experience • Opportunities for students to attend Post 16 open evenings and taster days <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Careers in STEM • Variety of careers • The right career for me • Employability skills - CVs • Prep for work experience • Rights and responsibilities in the workplace 	<ul style="list-style-type: none"> • Work Experience • Opportunities for students to attend Post 16 Open • Evenings and Taster Days <p>PSHE topics including:</p> <ul style="list-style-type: none"> • Managing time effectively 	GB:2, 3, 4, 6, 7, 8

11	<ul style="list-style-type: none"> ● Enterprise Project ● Work Experience ● Opportunities for students to attend Post 16 open evenings and taster days ● Targeted 1:1 guidance meetings. <p>PSHE Options including:</p> <ul style="list-style-type: none"> ● Next steps and career progression ● Perseverance and procrastination ● Risk taking and decision making. ● Personal safety in the wider world. 	<ul style="list-style-type: none"> ● Careers Week ● STEM ● Apprenticeship Week ● Options Day ● Work Experience ● Opportunities for students to attend Post 16 open evenings and taster days ● Targeted 1:1 guidance meetings <p>PSHE Options including:</p> <ul style="list-style-type: none"> ● Revision ● Applying to college ● Prep for interviews ● Trade unions ● Health and safety at work 	<ul style="list-style-type: none"> ● Work Experience ● Opportunities for students to attend Post 16 Open ● Evenings and Taster Days <p>PSHE Options including:</p> <ul style="list-style-type: none"> ● Independent Living ● Internet Safety 	GB: 2, 3, 4, 6, 7, 8
Yr 12	<ul style="list-style-type: none"> ● Enterprise Project ● Work Experience ● Opportunities for students to attend Post 16 open evenings and taster days ● Targeted 1:1 guidance meetings. <p>PSHE topics include:</p> <ul style="list-style-type: none"> ● Relaxation 	<ul style="list-style-type: none"> ● Careers Week ● STEM ● Apprenticeship Week ● Options Day ● Work Experience ● Opportunities for students to attend Post 16 open evenings and taster days ● Targeted 1:1 guidance meetings 	<ul style="list-style-type: none"> ● Work Experience ● Opportunities for students to attend Post 16 Open ● Evenings and Taster Days 	GB:2, 3, 4, 6

		<p>PSHE topics include:</p> <ul style="list-style-type: none"> • Motivation and Work Ethic • Initiative • Problem Solving • Leadership Skills • Personal Branding 	<p>PSHE topics include:</p> <ul style="list-style-type: none"> • Personal Statement • Finance: Renting Vs Buying • Payday Loans • Pensions and Retirement 	
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Provider Access Policy

Aims

This policy statement aims to set out R.E.A.L's arrangements for managing the access of education and training providers to learners for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

Learner entitlement

All learners in years 7 to 13 at R.E.A.L are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point

- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical course

Management of provider access requests procedure

A provider wishing to request access should contact

Sophie Gascoyne	Head of Personal Development	Tel: 07904890370	Sophie.gascoyne@real-education.org
Martin Heartfield	Marketing and Business Engagement	Tel: 07411223221	Martin.heartfield@real-education.org
Head Office	N/A	Tel: 01158220400	Enquiries@real-education.org

Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

Date:	November 2021
Date approved by Head of Schools:	
Signature of Head of Schools:	
Date approved by Governors:	
Signature of Chair of Governors:	
To be reviewed:	November 2022
Careers Strategy and Programme written by:	Sophie Gascoyne