

Benchmark	Summary & Criteria:	Riverside Meadows/Wisbech Green Strategies:
<p>1. A Stable Careers Programme</p>	<p>Every school, Special School and College should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers. Every school, special school and college should have a stable, structured careers programme that has the explicit backing of the SLT and an appropriately trained person responsible for it</p> <p>The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it</p> <p>The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. This includes:</p> <ul style="list-style-type: none"> → Opportunities across the curriculum to develop transferrable life and social skills that support careers, employability and enterprise → Students develop self-advocacy, negotiation, decision making and transition skills → Students have purposeful interactions with a range of trusted and familiar adults including school staff and visitors → The voice of students, parents and carers is considered → Students are actively involved in decisions that affect their future → Students are provided with up-to-date information, advice and guidance 	<ul style="list-style-type: none"> ✓ The schools CEIAG policy details the steps we take to ensure a stable careers programme that is embedded into the curriculum ✓ Planning systems allow highlighting of where career skills and opportunities take place within each subject area ✓ Developing skills and supporting career pathway and progression routes takes place in discrete PSHE lessons from years 7 to 11 ✓ Progression in the development of preparation for adulthood (PfA) skills is monitored using the schools attainment systems. Targets for PfA are shared with students, parents and carers ✓ The careers lead coordinates the development of the careers programme and develops links with enterprise and community partners ✓ Careers, life and social skills are a key part of the cross-curricula programme
<p>2. Learning from the Career & Labour Market Information</p>	<p>Every school and their parents or carers should have access to good quality information about future study options, labour market opportunities and the Local Offer. They will need the support of an informed adviser to make the best use of the available information. This includes:</p> <ul style="list-style-type: none"> → Students accessing and using information about career paths and labour market to inform their own choices and decisions on study options → Parents and carers are encouraged to access and use information on labour markets, future study options and the Local Offer so that they can support their child in making decisions 	<ul style="list-style-type: none"> ✓ Labour market information and the latest apprenticeships are shared with parents, carers and students in the half termly careers newsletter ✓ Work experience booklets are kept by those that take part in work experience placements ✓ KS4 students have targeted sessions with the local ANPA to discuss careers and routes to careers ✓ During National Careers Week, students are presented with up-to-date local

	<ul style="list-style-type: none"> → Career pathways and progression routes, applications and interviews, skills and occupations, job demands and working life education → Information on educational institutions, courses they offer, qualifications available, entry requirements and the cost of study → Information on employment sectors, employers, jobs, salaries and employment trends → Information on apprenticeships and traineeships 	<p>labour market statistics and research career pathways</p> <ul style="list-style-type: none"> ✓ KS4 students have access to apprenticeship information internally as well as from external providers
<p>3. Addressing the Needs of Each Student</p>	<p>At different stages in their lives, students have different careers guidance needs and so 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 throughout. This includes:</p> <ul style="list-style-type: none"> → Challenging stereotypical thinking and raising aspirations → Keeping systematic records of the individual advice given to each student and subsequent agreed actions → Allowing students to access their personal careers record to support their career development → Schools collect data and maintain accurate data of each student on their education, training or employment destinations for at least 3 years after they leave school 	<ul style="list-style-type: none"> ✓ All students have a chance to take part in their annual review meeting and their views are taken into consideration through the 'All About Me' section ✓ The additional needs pathway adviser is involvement in all year 11 annual reviews to give up-to- date, expert information and careers guidance ✓ All students have a personal careers record which is updated for each encounter or experience they have ✓ KS4 students, parents and carers engage in the 'Moving On' event in the autumn term to talk to the apprenticeship adviser and local ANPA. They receive a 'Moving On' booklet which details the Local Offer.
<p>4. Curriculum Learning in Careers</p>	<p>All teachers should link the curriculum learning to careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. This includes:</p> <ul style="list-style-type: none"> → Every student having the opportunity to learn how the different STEM subjects help people to enter a wide range of careers → All subject teachers emphasising the importance of succeeding in English and Maths → Careers education being a discrete learning activity as well as being embedded in subject and topic learning 	<ul style="list-style-type: none"> ✓ The curriculum for all key stages focusses on the development of transferrable skills and cross curricula links ✓ Planning documents ensure that the discussion of careers opportunities takes place within all subjects ✓ Careers education forms the core of the PSHE curriculum in the second part of the Autumn term. ✓ Literacy and Numeracy skill development are key cross curricula foci

		<ul style="list-style-type: none"> ✓ British Science Week activities enhance the learning of science across all subjects ✓ The National Careers Week strategy includes researching the requirements for different courses and pathways post-16
<p>5. Encounters with Employers and employees</p>	<p>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. This includes:</p> <ul style="list-style-type: none"> → All students having at least one encounter per year → Meaningful encounters from a range of activities and a range of employers both in and outside of school, but does not include off-site experiences of workplaces → Structuring encounters within the school to strengthen aspirations and attainment as well as providing support as students take action to achieve their full potential 	<ul style="list-style-type: none"> ✓ All students take trips to local businesses to see how they function ✓ Students are provided with a range of encounters within school including <ul style="list-style-type: none"> → Virtual Amazon Tour → Police careers talk → DWP school's adviser → Enterprise advisor from Kier construction → Apprenticeship guidance from various companies ✓ Careers Fair in the summer term allows for encounters with multiple different employers ✓ Employers are invited to take part in National Careers Week, Careers Fair and termly Enterprise events
<p>6. Experiences of Workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities and expand their networks. This includes:</p> <ul style="list-style-type: none"> → Every student, by the age of 16, should have had at least 1 experience of a workplace in addition to any part-time jobs → Creating a range of possible workplace experiences, including visits, work shadowing, work experience, career-related volunteering and citizenship 	<ul style="list-style-type: none"> ✓ By the end of KS4, all students will have taken part in work experience or work shadowing. These take place in carefully considered personalised placements. In recent years they have included <ul style="list-style-type: none"> → Voluntary work for local charity shops → IT work with King's College, Cambridge → Working as a TA in primary schools → Working as support in a nurse → Grooming and caring for horses at a stables → Working as a labourer for a landscape gardener → Working as a shop assistant

<p>7. Encounters with Further & Higher Education</p>	<p>Every student should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes as well as learning in schools, colleges, universities, the workplace and the Local Offer. This includes:</p> <ul style="list-style-type: none"> → Every student, by the age of 16, should have had a meaningful encounter with a provider of the full range of learning opportunities → Encounters with providers of apprenticeships, work-based training, further education, higher education and providers of the Local Offer, both within school and through off-site visits → Exploring the full range of routes available including the local colleges, apprenticeships, traineeships, vocational opportunities or higher education 	<ul style="list-style-type: none"> ✓ The 'Moving On' event allows students, parents and carers to engage with the apprenticeship adviser and local ANPA to discuss local college opportunities, apprenticeships, traineeships, vocational and employment opportunities ✓ Year 11 student visits, and taster days take place throughout year 11 ✓ Encounters with a range of apprentice advisers and apprentices during National Careers week allow students to develop their understanding of vocational routes
<p>8. Personal Guidance</p>	<p>Every student should have personalised careers guidance and specific, individualised, transition planning that helps to identify potential future pathways. This includes:</p> <ul style="list-style-type: none"> → Access to continued guidance and support to help them explore opportunities and develop the skills to make effective transitions → Personal guidance to foster improved self-determination through self-awareness, decision making skills and goal setting → Interagency and interdisciplinary collaboration → The development of individualised, comprehensive planes which include self-determination, advocacy and transition planning with family or parent or carer involvement → Practicing interview techniques 	<ul style="list-style-type: none"> ✓ The Additional Needs Pathway Adviser works closely with the school, attending annual reviews and parent events, to provide expert careers and pathways advice to our students. ✓ The school is connected to an Enterprise adviser from Kier construction who assists with mock interviews and Enterprise events ✓ Virtual sessions concerning writing C.V.s and interview techniques have supported development of these skills ✓ Skills for employment, careers and preparation for adulthood form an integral part of the school curriculum and are woven throughout all subjects.