



Careers Guidance: Details of Careers Programme and Information for Provider Access

Member of Staff Responsible	CEO
Relevant guidance/advice/legal reference	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf
Approved by	Board of Trustees
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Website	Yes

This policy is divided into sections.

Section 1 is common to all schools in The 3-18 Education Trust. It reflects the statutory guidance referred to above, including a provider access statement and sets out the principles for the implementation of careers guidance. This is approved by the Board of Trustees.

Section 2 provides details of Provider Access as well as the detail of how the policy is implemented at Thomas Adams, including reference to the Gatsby Benchmarks. It is written by the school's Senior Leadership Team and conforms to the policy.

Section 1

1.1 Statement of Intent

The 3-18 Education Trust provides high quality careers education, information, advice and guidance (CEIAG), to support all students. This is developed throughout a students' time at the school and aims to be supportive of their aspirations, strengths and skills. The focus of the support is aimed at enabling students to make informed decisions by connecting their learning to the future through providing them with a range of experiences and advice.

This policy sets out Thomas Adams' arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer. It also provides details of the careers provision at the school, linking in to the non-statutory Gatsby Benchmarks.

1.2 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 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships. At Thomas Adams, we see the benefit of providing careers support for Year 7 also.

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

Careers provision in **The 3-18 Education Trust** is compliant with the statutory guidance developed by the Department for Education in July 2021, which refers to Sections 42A, 42B, 45 and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information Regulations 2008. Since January 2018, schools have had to follow new regulations relating to CEIAG and be compliant with the eight Gatsby benchmarks (summarised below) and the Baker Clause that stipulates that schools must allow colleges and training providers access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

1.3 Student Entitlement

Thomas Adams provides careers guidance from years 7 -13 and ensure that this guidance is impartial, adapted to the needs of the student and includes information on a range of pathways. In addition, the guidance states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information to this is set out later in this document in **Section 2**.

All members of staff at our schools (for years 8-13) are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. Our aim is that our young people leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

1.4 Roles and responsibilities

The detail of the implementation of this policy is contained in section 2, in which the school highlights the individuals involved in delivering and overseeing said implementation. In all schools there is a member of the Local Governing Body who takes a strategic role in holding the school to account for ensuring the policy is implemented based on the Gatsby Benchmarks, the Baker Clause and ensuring arrangements are in place to allow providers to access students according to the age range of the school.

Section 2

2.1 Provider Access statement

2.1.1 Procedure

Thomas Adams offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in Section 2.3, Any potential provider needs to contact **the members of staff listed below who are responsible for managing access opportunities** in order to identify the most suitable opportunity to be given access to students.

A provider wishing to request access should contact **James Hargreaves (Assistant Headteacher Personal Development) / Liam Allen (Assistant Headteacher responsible for Sixth Form) Kim Weston (Career Advisor)**

Telephone 01939 237000

Email; jd@thomasadams.net / lja@thomasadams.net / kw@thomasadams.net

2.1.2 Student entitlement

At Thomas Adams, all students in Years 7 - 13 are entitled to:

- find out about technical education qualifications and apprenticeships opportunities, as part of a 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 – through options events, assemblies and group discussions and taster events.
- understand how to make applications for the full range of academic and technical courses

2.1.3 Granting and refusing access (Baker Clause)

The school has a Careers Programme (See Careers Programme), built upon the CDI and Gatsby Benchmarks. If an organisation is interested in accessing our students, they should contact the school enquiries email (enquiries@thomasadams.net) or the emails contact above. Please note, we may refuse providers access on the grounds that another provider, with good links with the school has already been invited in to talk about a specific type of qualification or option. It would be felt that to invite a similar provider in, is a duplication of information about the different courses and qualification options available. Students are directed to look at specific providers in other ways, such as college open evenings, taster events, prospectuses freely available for pupils to access in school and through discussion with independent Careers Adviser. As such if we refuse, we are more than happy to have the organisations information to distribute to students.

2.1.4 Safeguarding

The school policy on safeguarding (available on the school website) sets out the school's approach to allowing providers into school as visitors to talk to our students.

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.

2.1.5 Premises and facilities

The school can offer the following facilities; the main hall, Stanier hall, classrooms (with computer access when available), careers hub or seminar room available for discussions between the provider and students, as appropriate to the activity and agreed with the school. The school will also make available sound and visual equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers Leaders or a member of their team. Providers are welcome to leave a copy of their presentation / prospectus or other relevant course literature. These will be displayed in the Careers Hub / 6th Form Library and electronic versions will be placed on the school website.

2.2 Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Year Group	Autumn Term	Spring Term	Summer Term
Year 7	Organisations may offer to support students in PSHE lessons about aspiration and teamwork. Assemblies focused on challenging stereotypes	National Careers Week Presentations (Business) Assemblies focused on challenging stereotypes in the workplace Assemblies on the importance of Maths and English Careers Fair (Academic, Technical, Business)	Activities Week focused on Employability Skills Assemblies focused on challenging stereotypes Activity Week Enterprise Day
Year 8	Assemblies focused on different pathways into work or challenging stereotypes	National Careers Week Presentations (Business) Assemblies focused on challenging stereotypes in the workplace	PSHE Curriculum Days (Xello Training) Activities Week Enterprise Challenge

		Assemblies on the importance of Maths and English Careers Fair (Academic, Technical, Business)	
Year 9	Assemblies focused on Career Pathways (pathways from qualifications in Subjects) PSHE Curriculum Days (Xello Training) Assemblies focused on Career Pathways (pathways from qualifications in Subjects)	National Careers Week Presentations (Business / Apprenticeship Pathway) KS4 Options Evenings (focus on pathways to careers) Assemblies focused on Career Pathways (pathways from qualifications in Subjects) Assemblies on the importance of Maths and English PSHE Curriculum Days (Xello Training) Careers Fair (Academic, Technical, Business)	Assemblies / Workshops focused on study skills Enterprise Day (PSHE) Activities Week focused on Employability Skills
Year 10	Works Experience Presentation (Students & Parents Evening) – Business Opportunities Assemblies focused on Employability Skills / Works Experience Placements Assemblies / Workshops focused on revision skills Access to Careers adviser with appointments taking place during the 2 years.	National Careers Week Presentation (Apprenticeship Information / University Pathway) Assemblies focused next destinations Targeted Workshops with Vocational / Technical providers Assemblies on the importance of Maths and English PSHE Curriculum Days (employability skills / LMI / Careers)	Assemblies focused on Employability Skills Targeted Workshops with Vocational / Technical providers National Enterprise Competition (support in delivery) Preparing for Work Experience Assembly Work Experience Week

		Careers Fair (Academic, Technical, Business)	
Year Group	Autumn Term	Spring Term	Summer Term
Year 11	<p>Assembly Presentations focused on Post 18 opportunities</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>PSHE Curriculum Days (application & interview technique)</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Elevate Education Revision workshop</p> <p>PSHE Curriculum Days (Xello – post 16 options)</p>	<p>National Careers Week Presentation (National Citizen Service / University Pathways and apprenticeship offers)</p> <p>Targeted Workshops with Vocational / Technical providers</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Careers Fair (Academic, Technical, Business)</p> <p>PSHE Lesson on Customer Service</p>	
Year 12	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Ongoing career and apprenticeships opportunities notification on Teams</p>	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>University related assemblies</p>	<p>Form Time Registration/ PSHE Foci- Ongoing</p> <p>Assemblies / Workshops focused on revision skills – revisited</p> <p>Futures Day</p>

Year 13	Form Time Registration/ PSE Foci- Ongoing Assemblies / Workshops focused on revision skills – revisited Ongoing career and apprenticeships opportunities notification on Teams Apprenticeship Briefing CV checking service Mock Interview and Assessment Day	Form Time Registration/ PSE Foci- Ongoing Careers Conference- 9 providers focused on apprenticeships and accessing the Job Market. CV Drop in Sessions and Employment meetings Ongoing targeted mail group for career and apprenticeships opportunities Apprenticeship Briefings	Form Time Registration/ PSE Foci- Ongoing CV Drop in Sessions and Employment meetings Ongoing targeted mail group for career and apprenticeships opportunities Apprenticeship Briefings
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2.3 Details of the school’s provision

2.3.1 Implementation and monitoring responsibility (See 1.4)

The headteacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Regular feedback from all stakeholders including students, teachers, employers and parents/carers through surveys and subsequent analysis
- Feedback from external visitors to the school
- Destinations data to include reporting on sub groups including PP/SEND/K students; the number of students who are ‘Not in Education Employment or Training’ (NEET) in October having left the school in the previous summer. Further reporting on sustained destinations data in March / April in the same academic year. These figures will be compared to previous years at the school as well as any available county and national figures.

2.3.2 The plain script in the following table represents the Gatsby Benchmarks. The rows that refer to Autumn, Spring and Summer term indicate the detail that Thomas Adams delivers in their Careers programme. The impact is assessed against the bullet points in the third row of each benchmark. At the end of this section is specific reference to Preventing students becoming NEETs and on SEND provision.

1. A stable careers programme		
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.		
<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Careers Policy and DDP reviewed. • Monitoring cycle initiated. • Website information checked. 	<ul style="list-style-type: none"> • Monitoring cycle continues. 	<ul style="list-style-type: none"> • Monitoring cycle. • Collating destination data for Year 11 and 13.
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.		
<ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Xello session for Year 11 • Social Media and other communication informing parents of the Careers Programme and support from the website. • Ongoing support from Careers Adviser • Assemblies for all year groups from local businesses, training providers and FE & HE providers. 	<ul style="list-style-type: none"> • Form Time activities relating to charity. • Xello session for Year 9. • Assemblies for all year groups from local businesses, training providers and FE & HE providers. 	<ul style="list-style-type: none"> • Xello Session for Year 8 • Assemblies for all year groups from local businesses, training providers and FE & HE providers.

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.		
<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Assemblies challenging stereotypes especially during KS3. 	<ul style="list-style-type: none"> • Completion of Careers Passports by students. 	<ul style="list-style-type: none"> • Completion of Careers Passports by students.
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.		
<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Careers related learning through PSHE • Subject related careers activities. 	<ul style="list-style-type: none"> • Careers related learning through PSHE • Subject related careers activities. • English and Maths specific assemblies. 	<ul style="list-style-type: none"> • Careers related learning through PSHE • Subject related careers activities.
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.		
<ul style="list-style-type: none"> • Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer. (Meaningful is defined as one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.) 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Assemblies challenging stereotypes especially during KS3. 	<ul style="list-style-type: none"> • National Careers Week assemblies. • Careers Fair 	<ul style="list-style-type: none"> • Careers related learning.

6. Experiences of workplaces		
Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.		
<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Assembly to launch work experience for Year 10 and 12. • IFP placements for Year 10 and 11. 	<ul style="list-style-type: none"> • Students select and complete the paper work for their placement, • IFP placements for Year 10 and 11. 	<ul style="list-style-type: none"> • Year 10 and 12 complete work experience. • IFP placements for Year 10 and 11. •
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.		
<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Year 7 students take part in a University of Chester outreach programme. • Assemblies which may feature a university. 	<ul style="list-style-type: none"> • Assemblies which may feature a university. • FE and HE providers attend the Careers Fair. 	<ul style="list-style-type: none"> • Assemblies which may feature a university.
8. Personal guidance		
Every student should have opportunities for guidance interviews with a career 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.		
<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Students from Year 10 and above (Priority on those leaving this year have a Careers appointment. 	<ul style="list-style-type: none"> • Students from Year 10 and above (Priority on those leaving this year have a Careers appointment. 	<ul style="list-style-type: none"> • Students from Year 10 and above (Priority on those leaving this year have a Careers appointment.

Preventing Young People becoming NiEET

- The school aims to work with local authority and multi-agencies in supporting those students at risk of becoming 'NiEET' by offering targeted intervention.
- The school seeks to identify the multiple barriers that are judged to be hindering student progress and use effective CEIAG (along with other strategies) to tackle disengagement.
- Effective use of Pupil Premium Grant to support these interventions will be prioritized in its spending.
- Regular updating, reflecting, planning, implementing and monitoring of the various interventions targeted at this group will take place to evaluate impact and cost effectiveness.
- The "Increased Flexibility Programme" will be targeted at specific groups of students as strategy to re-engage and provide clear pathways to future education and training opportunities.

SEND Provision

- The school will look to support SEND students as part of their Education, Health and Care (EHC) Plans with effective CEIAG that maps out possible traineeships, apprenticeships and higher education options.
- We will seek to use the local offer published by local authorities for SEND providers and liaise with employment services, businesses and relevant agencies to allow informed choices to be made.
- Where a pupil has an EHC or "Statement", all reviews from Year 9 onwards will have a focus on preparing for adulthood, including employment, independent living and participation in society. This review will be attended by a qualified CEIAG provider, in this case, Kim Weston, attends those in Key Stage 4.
- This will allow us to meet the new statutory guidance for 0-25 Special Education Needs Code of Practice.

Section 3

Evaluating and Monitoring of Overall CEIAG Provision

Measurement of Impact

Success Criteria

- An effective and imaginative programme of CEG in place.
- 'NEET' % below 5% for Year 11
- Close links with external careers support in place.
- Imaginative and stimulating CEG schemes of work in place within the PSHE course.
- At least three whole school work related learning and enterprise education activities taking place which evaluations show to be successful with the students.
- Schemes of work in other subject areas include work related learning and enterprise education elements as per schedule.
- Close and smooth liaison for our students transferring to Post 16 providers.
- All appropriate students involved in liaison activities with higher education and getting an understanding of the possibilities offered by higher education.
- All Year 10 on work experience placements that match their interests.
- Work experience built into the Year 10/11 vocational courses.
- All leaving students have a leaving profile of a good standard.

Monitoring

- Evaluation of each activity as organised.
- Evaluation of Schemes of work as part of the overall evaluation of the new PSHE course.
- Monitoring and evaluation of the Schemes of work in other subject areas via checking of schemes of work: lesson observations: scrutiny of students' work.
- Survey of students' views as regards CEG provided.
- Annual Review of success of the Careers Partnership.
- Annual meeting with Post 16 providers to review the year.
- Work experience reports on students and students' own report on their work experience.
- Students' and Parents' views on the support that they have received
- Securitise Destination Measures data
- Use of Local Authority Data
- Use of "Compass Tool" to evaluate CEIAG programme.

Destination Data Collection System

Rationale

As part of Gatsby Benchmark 3, the school has a duty to 'Collect and maintain accurate data for each pupil on their destinations after they leave school.' The reasons are twofold, firstly to track the destination of students who leave Year 11 to provide the data to Shropshire Council and secondly to monitor the success of our Careers Programme. This system will focus on the latter point, as the former is a pre-requisite so its completion is assumed.

System

Data Collected

The Benchmark requires us to track student data for three years after Year 11. There are four sets of data that the school requires and the responsibility for the different data rests with different organisations and people:

1. Year 11 Desired Destination Data – Responsibility of Careers Adviser, Lead and SLT Link. Collected throughout Year 11 interviews and mock exam results day.
2. Year 11 (Actual) Destination Data – Responsibility of Careers Lead and SLT. Collected from students Shropshire Council and other organisations.
3. Year 13 Desired Destination Data – Responsibility of Careers Adviser, KS5 Manager and Exams Officer. Collected throughout Year 13.
4. Year 13 (Actual) Destination Data – Responsibility KS5 Manager, Exams Officer and SLT. Collected following clearing process by Sixth Form Administrative Assistant. Careers Lead to arrange sharing and collection of data with local organisations and establishments.

If data for students is missing or unable to be completed, it will be the responsibility of the Careers Leader to obtain the destinations.

Process

Once the Year 11 (Actual) Destination Data is collected, it will be shared with Shropshire Council, thereby completing our requirement to provide the council with destination data. Once the Council send the official figures, we will verify them and deal with any missing data for former students.

To evaluate our Careers Programme for that Year group, we will evaluate at a number of points. Our first evaluation of the programme will take place once we have received the council's data. An example of this is shown below.

The data will be collected in the following ways:

1. Shropshire Council
2. Other establishments through Service Partnership agreements
3. Direct contact with the child/parent
4. Worst case scenario, through their acquaintances still in Sixth Form.

Using a RAG rating system, the student will be assessed into the following categories:

Colour	Description
Green	Student achieved desired destination.
Amber	Student achieved a destination, but is different from that stated as their desired destination.
Red	Student is NEET.

Grey	Information regarding student is unavailable.
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It is important to note that the school will not use a change in destination as a negative indictment of our Careers Programme. Depending on a number of factors related to the Systems Theory [Patton and MacMahon's (2014)] which recognises the influence of many factors that may change a student's decision between the desired destination data collection and final destination. As such, a green rating will be considered as a highly successful CEIAG provision for that student and orange will be considered a success. Whereas red will be considered a negative result as our provision has failed to support the student.

Red Results

Following a red result, the Careers Lead will need to do an enquiry into what happened with this student. Grades, attendance and attitude will all need to be considered. The school will notify the council who will support the student where possible to find training/course.

Destination 3 Years after student leaves school

Compiling destination data after the initial year is a more difficult task. For students who continue into Thomas Adams Sixth Form, we can collect both the desired data and the actual data for Year 13. This accounts for between 40-50% of the Year 11 cohorts. This data allows us to map out a full picture of the effectiveness of our Careers Programme, without the influence of other College and training providers own careers programmes. For a complete picture, we shall attempt to track the data of students who attended a different educational establishment. The RAG Rating is similar to that of Year 11.

The data will be collected in the following ways:

1. Other establishments through Service Partnership agreements
2. Direct contact with the child/parent
3. Worst case scenario, through their acquaintances still in Sixth Form.

Colour	Description
Green	Student achieved desired destination.
Amber	Student achieved a destination, but is different from that stated as their desired destination.
Red	Student is NEET.
Grey	Information regarding student is unavailable.

This data will be looked at to give a view of the success of our Careers Programme during the student's time at Sixth Form. Again, relating to the System's Theory, it needs to be seen that a change in destination, whether university destination, training provider or employment, should not be considered a failure, but rather a change in direction which may have been supported by the school's programme, achieved grades or other influencing personal factors.

Red Results

Following a red result, the Careers Lead will investigate and note improvements that can be made. Grades, attendance and attitude will all need to be considered.

Overall RAG Rating

The final evaluation can take place following the Year 13 final destination data. This data can be used to evaluate the success of the 11-16 school's careers provision and that of the sixth form (17-18).

Colour	Description
Purple	The student achieved their desired destination on both occasions. This would be considered a significant success.
Green	Student achieved desired destination on one occasion, out of both events but still ended post 18 education with further education, apprenticeship or employment.
Amber	Student achieved a destination, but is different from that stated as their desired destination on both occasions.
Red	Student is NEET at 18, even if they achieved their desired destination at 16.
Grey	Information regarding student is unavailable for one or two fields. This may often happen with apprenticeships started at 16.

Final Evaluation

The goal of collecting the destination data, is to evaluate the programme. By using the RAG system, the Careers Leader will be able to assess the success of the programme, comparing students who achieve the different colour codes. As previously stated, orange and above should be considered as a success for the long term impact of the Career's Programme. Ultimately, the data will allow the school to intervene with former students who become NEET in order to support them in their future.

Some factors to consider are:

1. The success of our students who stay on in Sixth Form will demonstrate the effectiveness of the Sixth Form's Careers Provision. In the unlikely case that we see more NEETs post 18, we would review the post 18 programme. If we saw more NEETs at 16, we would look at the differences between the 2 Key Stage's provisions.
2. If we saw an increase in NEETs post 18 from students who do not attend Thomas Adams Sixth Form, we will need to revise encounters with Universities and increase the information about apprenticeships at 18.

Obviously depending on patterns of results, there may be other conclusions.

Review

A review of the system will take place annually once year 13 data has been collected.

Data used

The data used in this internal document is correct for the Year 11 destination data, but the Year 13 is populated for the demonstration of the document. It is not a reflection of these students.