



Careers Programme

The Careers, Information, Advice and Guidance (CIAG) programme is designed to meet the needs of students at different stages of their learning journey. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration of SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

All students have the opportunity to request an interview with an Independent Careers Advisor at any time throughout Years 9-13.

Year Group	Summary of the Planned Programme	By the end of the Key Stage, all students will have:
9	<p>Our transition programme allows our incoming Year 9 students to gain insight into the various career options available to them based on their selected programme of study. During the Autumn term, our students engage in a range of Business writing in English classes that endows them with the requisite writing skills to communicate effectively for different purposes in the world of work.</p> <p>Our students also engage in a fluid career programme throughout the year ranging from employability sessions, vision boarding activities, group career guidance to shadow work experience as part of their enrichment. Career links are made in all lessons throughout the year.</p> <p>During career's week, our students, parents, guardians and carers are exposed to the various routes and options that they can take to transition through the key stages into University or Apprenticeship. These presentations are done by our learning coaches, SLT, volunteer parents and members of the business community.</p>	<p>A clear understanding of the career fields that are linked to their option choices through, assemblies, PSHE, employability sessions and the different subjects across the curriculum.</p> <p>Insights into the options available beyond Key Stage 4, as they continue to engage in discussions with parents, guardians, carers, teachers and other professionals about their future.</p> <p>Reflect on the various assemblies in their 'Reflection booklet' and use these as discussion points with their form tutors, subject teachers, career advisor and parents, guardians and carers.</p>
10	<p>At the start of the academic year, our students engage in a range of workshops/assemblies that prepare them for the world of work. These include self-presentation, interview skills, time management and developing a positive mindset. These are conducted by parent volunteers, learning coaches, SLTs and external professionals.</p> <p>Throughout the year, our students engage in CV writing and interview skills and mock interviews for the different work experience options that they have selected. These are done during Guided Learning sessions with their Learning coaches.</p>	<p>Gain more insights into career pathway through assemblies, PSHE, and subjects across the curriculum, as they prepare for their options beyond Key Stage 4.</p> <p>Gain real life experience of the process of applying for a job, as they prepare for their own work experience, whether virtually or face to face.</p> <p>Develop a greater understanding of their career choice as they use these opportunities to shape the choices that they make and to inform their decision</p>

	<p>Our students visit universities, such as Brunel University to gain experience of college life. Our students attend a range of virtual and face to face work experience throughout the year. All students are given the opportunity to select the sector that best suits their career aspiration. All students are guided by 1:1 support from their career advisor and their learning coaches to explore the various avenues to achieve their goals.</p>	<p>on the different routes to take to achieve their goals.</p> <p>Reflect on their assemblies and presentations in their 'Reflection Booklet' and use these as discussion points with their form tutors, career placement officer, learning coach and parents.</p>
11	<p>Year 11 students will be required to research on work placements that would best suit their career option. They will have 1:1 session with the career advisor, as well as their learning coach to discuss their research. They will explore the benefits of the work placements and what they hope to achieve from it. Our career placement officer will work with each student to secure placements for work experience.</p> <p>Year 11s will engage in virtual or face to face work experience throughout the year. Students are supervised by SLT and provided with the opportunity to reflect on their experiences.</p> <p>Year 11 students engage in Post 16 Option assemblies where they are provided with alternative routes towards achieving their career aspiration. Students are encouraged to explore opportunities both within and beyond The Trust that best suits their skillsets and abilities. Presentations are done by internal and external individuals who provide the students with a wide range of information on finance, Post-Covid West London Labour Market, different routes available to them, and UCAS, just to name a few.</p> <p>Year 11 students are also engaged in thematic workshops geared towards exploring entrepreneurial avenues for professional development through our 'Boss Day' programme and career week programmes.</p>	<p>This allows for our students to engage in the research process to ensure that they make informed decisions. Additionally, they gain vital insights into their chosen field from their work experience. The ability to make informed decisions is important for a smooth transition process and all the programmes are geared to prepare them for life in Post 16 and beyond.</p>
Post 16	<p>There are a range of internal and external opportunities for career development across Post 16. Our Earn as You Learn Programme and Apprenticeship programme allows for our students to work for the feeder primary schools within The Trust, either on morning duty, reception duty or after-school club. They oversee the care of the children, engage in stimulating play with them and communicate with parents, guardians and carers to ensure safe drop offs and pick-ups. It has given students a taste of what working life is like, as they are required to attend their "shift" either before or after school, therefore needing to manage their time and workload appropriately.</p>	<p>All students have been able to comment on the skills gained in their Personal Statements for university applications. The students themselves have reported a sense of enhanced responsibility and professionalism and the Headteachers of the Primary Schools. A position on the EAYL programme is coveted and the applications are competitive. The most recent positions were filled within a 24-hour window, with an abundance of applications.</p>

	<p>Our Cross Trust Post 16 Ambassador Programme is an opportunity for Post 16 students to make significant and meaningful contributions to the four secondary colleges within The Trust, with long-lasting impact on the culture and the community.</p> <p>During the Post 16 Options Evenings within the traditional colleges, our Post 16 students are staples of these events. Our students take on administration roles, help to man the different activity stations and engage with parents, guardians, carers, students and prospective students through assembly presentations.</p> <p>Our students also engage in entrepreneurial activities during Sports Day, the Arts Emergency Mentoring Scheme, and a range of work experience across industries.</p>	<p>By the end of the programme, it is hoped that the students will be enriched with the confidence and the competence to engage in meaningful debates and conversations that will effect change within their immediate circles and within the global community. This provides our students with the opportunity to interact with the local community and to showcase their talents and skills. In this sense, the students take on a leadership role and profit immensely from it, as they become more confident and independent.</p> <p>Through the entrepreneurial activities, students are able to gain experience in handling money and working out margins for profit. Additionally, our students benefit from the mentorship scheme which targets students with aspirations for a career in Arts or Media and students that want to study an Arts and Humanities Degree. Engaging in real world experiences is at the heart of De Salis and our students benefit from this through a range of work experiences.</p>
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Monitoring and Evaluation

New activities will be planned by the Careers Leader; these will be proposed to the Senior Leadership Team who must approve them before deployment.

The Careers Leader and the Principal will be responsible for the on-going monitoring, review and evaluation of the careers programme. The evaluation will focus on how successful the activities and policy are in delivering its aims and objectives. The following sources of data will be considered when determining effectiveness and impact:

- Surveys/feedback from key stakeholders including students, parents, guardians and carers, and staff
- Student Council
- Feedback from Alliance Directors and form tutors
- Evaluation of one off activities
- Evaluation of on-going activities
- Destinations surveys carried out from Year 10 onwards
- NEET and destination data