

Careers At The Link School



Effort

We recognise that our work has a positive impact on our learners and their families/ carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

**The Link School Careers Strategy : 2021 – 2024
Updated September 2022**

Our Vision

Reach Your Full Potential

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.



Achieve

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.



Careers at The Link School

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Our Careers Strategy: Introduction

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At The Link School, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our Values

Our key values at The Link School are for each and every learner to **REACH** their potential. We do that through;

- **Respect** : Respect is the foundation on which our school values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.
- **Effort** : We recognize that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.
- **Achieve** : We have the highest expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.
- **Communication** : In order to realise shared goals and achieve the very best for the learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.
- **Happy and Healthy**: We have created a safe, secure and happy learning environment in which all learners can thrive. We equip learners with the knowledge and skills they need to achieve well in life. We acknowledge and celebrate their successes widely.

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 The Link School is not just a stand-alone strand; it is integrated into every area of the school 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 the Sunderland school network of careers leaders as well as the Careers Development Institute, NE Ambition and The Careers and Enterprise Company. Our independent careers advisor is Careerwave who support 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 The Link School. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The main aims of the careers provision at The Link School are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through The Link School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

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

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. A [policy statement](#) will set out these arrangements.
- 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.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- 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 careers leader 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 Heads of Year, mentors, the pastoral team, and the SENCO to identify learners needing guidance.
- Referring learners to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils 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 pupils.
- 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.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which learners are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all learners with SEND and implement personalised support.
- Ensuring that learners 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 careers leader, regarding learners 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 careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with learners.
- Offering services to past learners for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

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 pupils

The Link School's 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 published on The Link School website.

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.

Learners with SEND

The Link school 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 the SENDCo 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. The school will work with families of learners to help them understand what career options are available.

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

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform 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 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 put in place any additional support that will be needed during the work placement.

Staff Training and Updates

The Link School's careers programme will ensure that all staff are kept up to date with all relevant information. This will include the following:

- A copy of the Careers Strategy and Policy annually
- A copy of the CPD calendar showing all relevant training sessions (1 per term for Careers)
- Emails to share updates about local and national initiatives such as National Careers Week
- Monthly Email to share relevant local/national Labour Market Information (LMI) so that staff can have appropriate conversations with learners
- Termly review of the careers programme to be sent to SLT, Link Governor and Management Committee but which can be made available to all staff
- The identification of a Careers Champion in each Key Stage who will also feedback relevant information to all staff
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with

External Engagement Planning

During the course of the next three years, The Link School hope to achieve three targets as laid out on pages 9, 10 and 11. These targets show how we successfully support our learners to achieve their very best and improve aspirations. To facilitate this, we have successfully engaged with a new Enterprise Advisor, Scott Bibby, Managing Director of Corehaus. We also work closely with our Link Governor for careers, Caroline Gitcham and the NE LEP. Our plans for the future include;

- Creating a strong network of local employers able to offer a range of experiences for our learners including site visits, apprenticeship workshops, visits into school to present their company, work experience opportunities and employer engagement videos
- Development of our alternative placement opportunities to include work experience for all pupils in KS4
- Develop opportunities for learners to gain greater experience of the workplace including more hands on and practical opportunities
- Develop opportunities for our younger pupils to gain an understanding of different jobs and employment opportunities in their local area
- Deliver a careers fair in school and visit other local events relevant to our learners
- Engage parents/carers in Careers Education

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.

The Link School has been part of the Gatsby Pilot which included 16 secondary schools across the North East of England. When we joined the pilot, as a school we were offering a limited programme of advice and activities and were able to use the benchmarks, support and guidance given to us to develop a strong system of support for our learners. As a result, we are now in a much more advantageous position where all pupils get access to strong careers educations, advice, information and guidance.

Our Strategic Objectives

Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme

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?
Year One (2021-2022)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the PSHCE/Lifeskills/Citizenship 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 understand the link between their learning in each subject area and their future career pathways, and every learner 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 PSHCE curriculum including an employability programme into KS3 & KS4. Regular CPD training for all staff to deliver the new PSHCE Careers programme. Monitor and Evaluate the programme by staff and learners each half term. Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. Implementation of the Skills Builder programme of key employability skills across the curriculum. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.
Year Two (2022-2023)	<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. All key stages have at least one Careers Ambassador who will make relevant links with appropriate local employers. Learners are able to explain what the 8 key employability skills are, and they can demonstrate how they can use these skills in their future pathways. In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. To continue implementing the Skills Builder programme throughout all areas of teaching and learning. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses.
Year Three (2023-2024)	<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 department 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 review days, inductions and careers fairs. 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 The Link School 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 to enable them to develop their own future pathway, including all students in Years 7 to 13 having at least 1 appropriate and meaningful interaction with an employer at least once during the year. All learners in Years 7 to 13 have created a profile on Grofar to record their career pathway experiences. 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 in The Link School. There are NO learner's post-16 who are NEET. Year 11 learners to have joined the Link School Alumni network via Grofar and are invited to relevant events. Former learners are invited into school to inspire next generation. 	<ul style="list-style-type: none"> Creation of a careers database/Grofar 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 in Years 7 to 11 are using Grofar to create their own profile. Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor (Careerwave) which is monitored for quality and effectiveness. All 1:1 sessions to be recorded on Grofar. Initial learner views on future careers to be collected at induction to the school and recorded in pupil files. All learners have support plans with PFI's recorded. Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days. Alumni information to be recorded on Grofar and regularly updated as required. Former learners/parents to be invited to return to careers related events.
Year Two (2020-2021)	<ul style="list-style-type: none"> All careers' activities will be recorded on Grofar for each learner, with staff being able to access these records across the school. All learners in Years 7 to 11 to have created a profile on Grofar to record their own careers pathways experiences and to be regularly updating these throughout the year. Year 11 students to have joined The Link School Alumni network and at least 2 events organised inviting former learners into school to inspire the next generation. All learners have access to career and labour market information through PSHE lessons, employability lessons, school display, website and tutor time. 	<ul style="list-style-type: none"> Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Embed the use of Grofar software to learners and staff Staff training so that colleagues can use the Alumni profile in order to invite former learners into school to support with events and in curriculum areas.
Year Three (2021-2022)	<ul style="list-style-type: none"> All Year 11 learners to have joined The Link School Alumni network and at least 3 events organised inviting former learners into school to inspire next generation. All 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. Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on Grofar and on individual learner's profiles.

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

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"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invited relevant partners into school and into lessons to engage with learners. Year 7-11 learners to have visited at least one further education provider by the end of the academic year. Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 learners embark on a work placement during the year and record the experience on Grofar. Annual Link School Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 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. Run a termly business breakfast (or similar) to encourage greater local partnerships with employers/businesses. In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year Two (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. All Year 10 & 11 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"> All Year 10 learners to complete a block work placement in summer term 2021 and to record this encounter in Grofar. KS4 AHT in conjunction with the CEIAG administrator to work with a local university in order to plan opportunities for Year 10 learners to engage with a local university. 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 on a regular basis to support curriculum delivery. 	<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.

Current Position Summary – updated July 2022

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 and the outcome of our assessment of the Inspiring IAG Quality in Careers Standard Award.

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool. Prior to Covid-19 we had achieved the majority of the Benchmarks.

Benchmark	% of the assessment areas in Benchmark achieved at the Link School July 2022	% of schools nationally meeting this Benchmark July 2022
1: A stable careers programme	94%	43%
2: Learning from career & labour market information	80%	66%
3: Addressing the needs of each student	90%	38%
4: Linking curriculum learning to careers	100%	60%
5: Encounters with employers and employees	75%	56%
6: Encounters of workplace	75%	36%
7: Encounters with further & higher education	75%	33%
8: Personal Guidance	100%	65%

- Following a 2-year journey, The Link School successfully achieved the **Quality in Careers Standard with all Gatsby Benchmarks** in December 2018. This is due to be revisited in December 2021. The Link School is part of the Gatsby Pilot of schools and has been recognised nationally for the improvements in CEIAG it has shown as a result. The case study review can be found at; <https://www.northeastambition.co.uk/news/good-career-guidance-benchmarks-pilot-link-school-case-study>
- Careers Leader is working towards the Teach First Careers and Employability Leadership Programme.
- The Link School was successful in the application to join the North East Ambition Careers Hub and we are one of 40 secondary schools and 10 colleges to join this Hub. This offers extra support from the North-East Local Enterprise Partnership Skills team, in addition to extra resources and funding.
- The Link School is a School member of the CDI (Career Development Institute). This provides us with regular ~~careers~~ news and updates, training opportunities and national representation.
- In terms of staffing, the careers team consists of the Careers Lead who is also a member of the SLT, a careers administrator and independent advisors from Careerwave.
- Each curriculum area has an appointed Careers Ambassador who is responsible for disseminating careers information to colleagues within their own subject area/Key Stage.
- We are working with Skills Builder to incorporate Employability Skills across the Curriculum.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education.

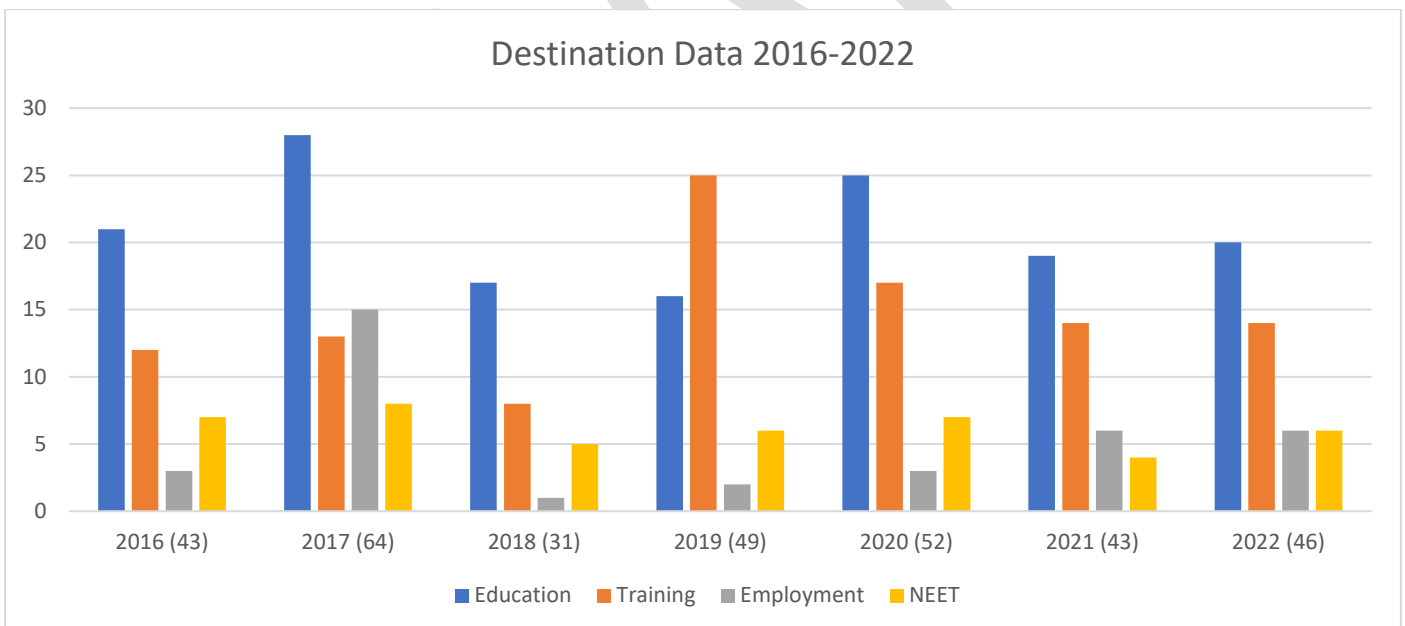
Destination Data 2016 – 2022

Categories to 2020

	2016 (43)	2017 (64)	2018 (31)	2019 (49)	2020 (52)
College/FE	21	28	17	16	25
Study Programme	7	11	6	24	17
Traineeship	5	2	2	1	0
Apprenticeship	1	9	1	2	1
Employment	2	6	0	0	2
NEET	7	8	5	6	7

Categories from 2021

	2016 (43)	2017 (64)	2018 (31)	2019 (49)	2020 (52)	2021 (43)	2022 (46) Provisional
Education	21	28	17	16	25	19	20
Training	12	13	8	25	17	14	14
Employment	3	15	1	2	3	6	6
NEET	7	8	5	6	7	4	6



- Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).
- We work closely with the Sunderland Local Authority NEET team to target those learners we feel are most at risk of becoming NEET.
- This team also shares information with us on a regular basis to help us keep in touch with learners

who have left The Link School and continue to offer them support and advice.

Areas for Development (The Link School Improvement Plan 2020-21)

Objectives	Actions and Timescales	Success Criteria
<p>Further development of the Careers and Information guidance programme across KS3 and KS4 will improve the quality of provision and reduce the number of NEETS at KS4.</p>	Explore different work-related learning providers within the local areas to ensure that all learners learning needs can be met through a wide and diverse curriculum.	Range of alternative providers identified and quality assured.
	Improve support for SEND learners by collaborating North East LEP, improving outcomes for those learners POST 16.	<ul style="list-style-type: none"> - All staff receive up to date and appropriate careers advice and guidance in line with careers policy and Gatsby foundation benchmarks. - Destination data analysis shows that the programme is effectively moving towards eliminating NEET learners - 5% of all learners are NEET.
	Ensure that schemes of learning have a work-related learning module to ensure that learners have high aspirations.	- Scheme of learning identifies age-appropriate opportunities for delivering work related learning.
	Completion of cross curricular/key stage mapping to raise the profile of work-related learning across both schools.	<ul style="list-style-type: none"> - Cross curriculum mapping document completed outlining gaps that need to be completed. - Support plans and SEND ranges to include preparation for adulthood outcomes.
	Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential	<ul style="list-style-type: none"> - All learners receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks. - Destination data analysis shows that the programme is effectively moving towards eliminating NEET learners - 5% of all learners are NEET.
	CPD for all teaching and support staff will be provided to all staff will understand CIAEG process and how this impacts on learner outcomes	- All teachers understand the aspirations of individual earners more fully which will enhance personalised learning opportunities and provide for greater progress
	School to develop the involvement of the Careers Advisor to ensure Careers Education is transferred over to Key Stage 3, so there is a clear transition to Key Stage 4 for learners	<ul style="list-style-type: none"> - All learners are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses and industry. - All learners receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks.
<p>To support the sustained transition of Year 11 learners into Post-16 pathways.</p>	<p>To ensure that all current Y11 learners have identified and applied for a Post -16 pathway. To support the Autumn Term transition into Post 16 pathways</p>	<ul style="list-style-type: none"> - All Yr11 learners have identified a Post 16 destination and secured a pre-exam result offer. - RA to enter all Y11 destination data/commentary on Grofar. One to one tutors to be proficient in using Grofar as a tool to record Yr11 transition activities. - Transition coaches will meet / contact weekly with Yr12 learners – this could include visits in placement, phone calls to the learners / parents / carers.

Provider Access Policy

Aims

This policy statement aims to set out the Link school'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 learners 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 learners.

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 the Link School 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 courses

Management of provider access requests procedure

A provider wishing to request access should contact

Years 7/8/9	Gina Nesbitt	Careers Lead	01915615777	Gina.nesbitt@schools.sunderland.gov.uk
Years 10/11	Rachel Reay	Careers Admin	01915614777	Rachel.reay@schools.sunderland.gov.uk

Opportunities for access

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

	Autumn Term	Spring Term	Summer Term
Year 7/8	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day STEM Presentation Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar 	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar 	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar
Year 9	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar 	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar 	<ul style="list-style-type: none"> PSHE Lesson presentations Parents review day Careers Weeks in individual curriculum areas. PSHCE Aspirations Module/Grofar
Year 10	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Parents review day Careers Weeks in individual curriculum areas. Building My Skills programme Grofar Profile Builder 	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Parents review day Careers Weeks in individual curriculum areas. Careers Fair Building My Skills programme PSHCE Aspirations Module Grofar Profile Builder 	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Parents review day Careers Day Careers Weeks in individual curriculum areas. Building My Skills programme Grofar Profile Builder
Year 11	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Open Events with providers Careers Weeks in individual curriculum areas. Apprenticeship Introduction presentation Individual careers interviews Grofar Profile Builder 	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Open Events with providers Careers Weeks in individual curriculum areas. Apprenticeship Introduction presentation Careers Fair Individual careers interviews Grofar Profile Builder 	<ul style="list-style-type: none"> PSHE/Citizenship Lesson presentations Open Events with providers Careers Weeks in individual curriculum areas. Apprenticeship Introduction presentation Individual careers interviews Grofar Profile Builder

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.

Premises and facilities

The Link School will make the conference room / main hall and classrooms available for discussions between the provider and learners, as appropriate to the activity. Where a provider wishes to deliver a presentation, we can support with the AV equipment – this must be discussed and agreed in advance of the visit with Gina Nesbitt/ Rachel Reay. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our staff who will distribute the relevant information to our learners. Providers are welcome to provide virtual material which we can distribute via email or official school social media.

Monitoring arrangements

The school's arrangements for managing the access of education and training providers to learners is monitored by Wendy Smith, Designated Safeguarding Lead.

Work Related Learning Statement

The Link School is committed to maximising the benefits for every learner, in the development of the whole school approach to work-related learning. Work Related Learning has specific delivery in the PSHE, Lifeskills and Employability programme of study and activities. The study and activities use the content of work to promote a greater awareness and skills necessary for enterprise/employability and working life.

Aims

The aims for work-related learning focus on the school making opportunities for learners to prepare for adult and working life. These include:

- to improve educational standards through using contexts that improve motivation and attainment for all learner
- to improve learner understanding of the world of work and its demands
- to improve the quality of provision and guidance
- to increase access and choice for all learners
- to improve the transition of learners from school to adult and working life
- to improve learners understanding of the day-to-day expectations of employees, work practices, environments, rights and responsibilities
- to develop opportunities which enhance the curriculum
- to promote greater awareness for learners about the world of work and development of key skills

and employability

Experiences of the Workplace

To continue with our commitment of working towards and sustaining the Gatsby Benchmarks in particular around Benchmarks 3, 5, 6. Learners attending the school will be given the opportunity to have some form of experience of the workplace. This can range from work experience placements, work visits, and work shadowing. We believe that if a learner takes up as many opportunities of getting experiences within a workplace it can support in their post 16 pathway choices.

Work experience placements are quality assured both internally and externally and we ensure all Health and Safety/Insurance checks are adhered to.

On and off-site activities

Over the academic year the school arranges a range of on and off-site events for learners. These may include:

- Internal career fairs
- Training provider taster sessions
- Interview preparation skills and mock interviews working alongside DWP
- Visits to colleges / further education
- Visits to employer
- Alternative curriculum support
- Industry days
- Speakers from industry and business
- Annual celebration of National Careers Week/National Apprenticeship Week/STEM Week

Developing on and off-line resources

The school are continuously working on developing on and off-line resources to ensure learners have full access to current and up to date information.

- learners have full access to their own personal profile on Grofar which is an online careers and employability passport. That enables the learners to record CEAG activity and engagement, action plan and goal set
- Access to ICT facilities
- Dedicated learners area on the careers section on the school website
- Access to a dedicated careers area within the school complete with a range of post 16 pathway

options

- Learners have access to an independent career advisor at set days throughout the academic year
- Information of displays around school

Curriculum Provision

The school offers a wide range of activities and lessons that contribute towards work-related opportunities in order to help prepare learners effectively for adult and working life. Work related learning within the school enables all curriculum areas to make contribution through:

- PSHE, Lifeskills and Employability lessons
- Development of schemes of work that recognise the importance of work-related learning in preparing learners for adult working life
- Ensure that activities and work set is appropriate for the individual learner's needs
- Working with external companies within the curriculum on the world of work for example Department for Working Pensions

Planning overview for PSHE Primary:

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Planning overview for PSHE Secondary:

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

- Year 11 pupils will take GCSE Citizenship

Employability in the Curriculum

- Year 11 learners have 1 classroom-based lesson per week with the careers lead covering employability skills and developing individual Grofar profiles. Learners will also have access to the careers lead on an appointment basis two afternoons per week to discuss related issues and areas that they would like to personally develop.

Date:	September 2022
Date approved by Management Committee:	
Signature of Chair of Management Committee:	
To be reviewed:	September 2023
Policy Written by:	Gina Nesbitt (Careers Lead)

Updates for 2022-23:

- **Page 7 added to include staff training expectations and external engagement planning**
- **Page 12 updated Gatsby Benchmarks self-assessment data**
- **Page 13 Destination data updated**
- **Page 20 employability in the curriculum**