



Chestnut Grove Academy

'A CREATIVE LEARNING COMMUNITY'

# **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY**

Date reviewed: September 2018

Reviewed by: Noga Verber

Date agreed:

## STATEMENT OF PRINCIPLE

A young person's career opportunities are supported by the progress they make through pathways in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13 ('Careers Guidance and Inspiration in Schools,' DfE, 2015).

Our careers provision must be world class to help people understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future.  
( 'Careers strategy: making the most of everyone's skills and talents,' DfE , December 2017)

It is part of Chestnut Grove Academy's PROUD ethos to provide students with a comprehensive programme of CEIAG and to exceed its statutory duty to provide this from Year 8 to Year 13 by providing this from Year 7 to enable students to develop the skills they will need to make well-informed, realistic decisions and empower students to access high quality careers information and impartial guidance.

## COMITTMENT

Chestnut Grove Academy is committed to providing a high quality, planned programme of careers education, information, advice and guidance (CEIAG) for all students in Years 7-13. This includes employing an independent Careers Advisor and allocated resources to ensure funding for work experience placement administration and CEIAG activities.

*'Students from disadvantaged groups, and those who are unsure of their aspirations, have been shown to be the least likely to receive careers guidance'*  
( 'Careers strategy: making the most of everyone's skills and talents,' DfE, December 2017)

Additional funding of £2000 is allocated from the Pupil Premium to ensure CEIAG provision for disadvantaged students is prioritised. In line with the recommendations from the Careers Strategy there is a dedicated member of the Senior Leadership Team with the responsibility and leadership of CEIAG with

Chestnut Grove Academy's CEIAG policy takes into account the most recent Ofsted review of CEIAG 'Going in the Right Direction' September 2013, the statutory guidance for governing bodies and school leaders published by the DfE in March 2015: 'Careers Guidance and Inspiration in Schools' and the recent Careers Strategy (December 2017) with particular reference to the Gatsby Benchmarks.

Chestnut Grove Academy follows the National Framework for CEG 11-19 in England (DSfES 2003) and also takes into account the Ofsted report 'The Wasted Years' which states: 'In general careers education, information, advice and guidance (CEIAG) was particularly sparse in year 8 and improved only slightly in Year 9. In schools that offered it, CEIAG typically focused on option choices for Key Stage 4 but lacked any advice on the GCSEs required for different careers.' Chestnut Grove Academy is committed to using the Gatsby Benchmarks to address this and ensuring CEIAG is provided effectively at all Key Stages.

Chestnut Grove Academy is a member of the Careers and Enterprise Company (CEC), a free nationwide network of schools, colleges, businesses and careers activity programmes with a dedicated Enterprise Adviser allocated to the school to support with careers strategy and meeting the Gatsby benchmarks.

Chestnut Grove is committed to keeping up to date with changes in regulations and strategy informed by DfE literature and guidance and working towards meeting the 8 benchmarks

## **AIMS AND OBJECTIVES**

- To ensure we provide a careers programme designed to meet the needs of all students at Chestnut Grove Academy, differentiated and personalised activities that are appropriate to students' stage of career learning, planning and development.
- To ensure academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life.
- To ensure children will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes which underpin success in education and employment.
- To provide high quality, independent, impartial careers guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways.
- To ensure all students will be well-informed when making subject and career decisions.

## **EQUAL OPPORTUNITIES**

Under the Equality Act the Academy acknowledges their legal duty to make 'reasonable adjustments' to practice and policy for children from a range of backgrounds and those with additional educational needs. We pay particular attention to the provision for and achievement of different groups of learners: DP (disadvantaged pupils), EAL, G&T, LGBT, LAC, young carers, ethnic groups and SEND.

Whilst recognising the need to maintain high expectations, all staff are aware of the reasonable adjustments that may need to be made for pupils with additional educational needs in order to maintain high self-esteem. We recognise that achieving these aims is a collective responsibility shared by all staff and (in line with the Teaching and Learning Policy) we aim to:

- Ensure that all resources and activities are differentiated to enable all pupils to make progress and develop their talents irrespective of their starting point;

- Ensure that we know the SEND needs of all the pupils who we teach and understand how to promote inclusion;
- Promote the most effective approach to learning in the classroom and to the physical nature of the learning environment;
- Ensure that pupils have opportunities to develop and feel that their skills and qualities are recognised and supported;
- Ensure that all teaching and support staff receive regular and up-to-date training to promote innovative teaching and learning practices.

In doing this we best equip students for future pathways.

### **LINKS WITH OTHER POLICIES**

The policy for CEIAG supports and is itself underpinned by a range of key school policies/ action plans, including;

- School Improvement Plan
- KS3/4/5 Action Plans
- RSL Action Plans
- Teaching and Learning Policy
- Curriculum Policy
- Pupil Premium Strategy and Plan
- Behaviour and Safety Action Plan
- Safeguarding Policy

### **IMPLEMENTATION**

#### ***Leadership***

The Careers Strategy states that high-quality careers leaders are at the heart of strong CEIAG in schools. Chestnut Grove Academy has a dedicated member of the senior leadership team responsible for CEIAG.

Noga Verber (Assistant Headteacher) is the Senior Leader with responsibility for developing the Chestnut Grove Academy's CEIAG strategy and action plan and co-ordinating CEIAG across the Academy.

#### ***Staffing***

All staff contribute to CEIAG through their roles as subject teachers. Specialist sessions are delivered by relevant staff. The CEIAG programme is co-ordinated, monitored and evaluated by the Assistant Headteacher (Noga Verber) in consultation with the Head of Sixth Form (Jonathon Taylor), the curriculum leader for Health (Jo Taylor) and the independent Careers Adviser (Noel Tierney) who provides impartial specialist careers IAG. Work experience is planned and implemented by the sixth form administration team who work closely with staff listed above.

*Subject Careers Leads* – each department has a nominated member of staff who is the subject careers lead. Subject careers leads are responsible for:

- Supporting with whole school audit of where career activities are embedded in the curriculum
- Planning (at least) one curriculum related activity for their subject linking to careers
- Attending termly focus group to discuss development of CEIAG at CGA.

### **Governing Body**

The link governor for CEIAG is Richard Gorringe. CEIAG is reported on regularly to the Governing Body through termly impact reports.

### **Parents/Carers**

Parent involvement in CEIAG is instrumental to ensuring students are fully prepared and informed about their next steps. The Careers Advisor attends parents' evenings. Parents are invited to a range of information evenings including work experience, GCSE options and UCAS. Parents are invited to volunteer to share their own experiences and work place learning opportunities by completing the volunteer forms at the Learning Journey evenings in the Autumn term offering talks on their workplace or attendance at the Careers Fair.

### **Strategy**

Chestnut Grove is committed to fully achieving the eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation (Holman, 2014):

#### **The Gatsby Benchmarks**

- 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.
- 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 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 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.

In order to do this Chestnut Grove Academy uses the Compass self assessment tool developed by the CEC to assess how careers support compares against the benchmarks. The compass tool is tracked and reviewed every 6 months to help provide guidance on areas of focus.

### ***Delivery***

To ensure all students post 16 and 18 are fully prepared and informed about their next steps Chestnut Grove Academy:

- Provides access to a range of activities in all years that inspire young people.
- Offers high quality work experience at KS4 and KS5 that properly reflects individuals' studies and strengths, and supports the academic curriculum.
- Provides access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A-levels and university route.
- Uses professional careers guidance to provide face-to-face advice and guidance to build confidence and motivation.
- Works with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- Uses university links to provide information to students about the financial support that may be available to help them stay in education post-16.
- Consciously works to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. This includes targeted STEM (Science, Technology, Engineering, Maths) focus for girls to increase female participation in STEM.

### ***Curriculum / Careers Programme***

The careers programme includes a wide variety of activities and interventions and includes:

- Career guidance activities (group work and individual careers interviews)
- Personalised one-to-one interviews at transition stages (Y9, Y11, Y12/13)
- Work-related learning (including two week's work experience in both Year 10 and Year 12)
- Careers lessons as part of the Health curriculum and careers assemblies

- Information and research activities
- Curriculum sessions including those devoted to Careers and Work Related Learning
- Visits to work places, such as Battersea Power Station development site
- Peer Mentor sessions
- Workshops in a variety of career topics,
- Workshops and sessions supporting further education including Higher Education Day, Introduction to UCAS evening, a number of UCAS application support workshops, Junior University sessions, University visits
- Guest speakers/visitor talks on specific careers and apprenticeships
- Mock interview sessions
- CV and personal statement sessions

### ***Partnerships***

Partnerships with local and pan-London employers are being developed to strengthen progression opportunities and the offer for apprenticeships, employment opportunities, work experience and voluntary work placements.

Current Partnership working includes:

- BEST (work experience placements)
- The Careers and Enterprise Company (CEC)
- Jobcentre Plus (JCP) advisers
- SKANSKA
- Berkley Group - St William
- Rinova (Pan Out Careers Cluster Wandsworth project)
- Prospela (assigning volunteer employee E-Mentors to young people)
- Guys and St Thomas' hospital trust

CEIAG is supported by a link governor (Richard Gorringe) and School Improvement Planning.

All staff contribute to CEIAG through their roles as teachers, tutors and mentors.

Careers information is available from the Careers Advisor, on the school website, in the Sixth Form Study and in the library. We have an area in the library focused on CEIAG including a notice board with notices of opportunities and local labour market information.

### **MONITORING AND EVALUATION**

Evaluating careers education, information, advice and guidance involves measuring the impact of the programme and outcomes for young people.

Impact measures we will use include:

- Participation in learning post 16 (comparison to National / borough average)
- Percentage of cohort as NEET (comparison to National / borough average)
- Percentage of cohort progressing into L3 learning
- Student voice, feedback and evaluation of CEIAG services
- Completion of options in KS4

- Completion of post 16 courses
- Attendance of post 16 evenings
- Feedback from Careers advisor – termly and end of year report
- Parents/carers attendance figures at parents evening

This data will be summarised and evaluated in the CEAIG impact report.

## Chestnut Grove Academy CEAIG Programme of Delivery

	Activities / targeted groups/ dates					
Year Group	Assemblies	Health lessons	Subject specific	Whole year group	Trips / visitors/ speakers	Other
Year 7	<ul style="list-style-type: none"> <li>National Careers Week assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Health scheme on Conflict resolution</li> <li>Health scheme on identities, including work on team building and self-confidence</li> <li>Health scheme on Citizenship effectively in the community</li> </ul>	<ul style="list-style-type: none"> <li>PBE Scheme on 'Why do we study PBE?' including medical Ethics</li> <li>Archaeology Club</li> <li>Music - The role of a conductor and being a professional musician. Introducing music as a career.</li> <li>Dance H/W task involves watching clips of professional dancers</li> </ul>	<ul style="list-style-type: none"> <li>National careers week activities in tutor time</li> </ul>	<ul style="list-style-type: none"> <li>SKANSKA – speaker on careers and Battersea Power station development</li> <li>Trip to Battersea Power station</li> <li>Girls in STEM trip</li> <li>Performing Arts - Peri lessons to prepare for life as a musician</li> <li>Trips to see working actors in context</li> <li>Theatre trips for extra-curricular dance clubs – introducing career opportunities in theatre/dance</li> </ul>	
Year 8	<ul style="list-style-type: none"> <li>Steps to success assembly</li> <li>National Careers Week assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Health scheme on self-esteem, including discussion of sexism in the workplace</li> <li>Health scheme on mental health disorders, including a study of depression and anger management, which can help with later work stress</li> <li>Fast Tomato in tutor time and Health lessons on choosing options</li> </ul>	<ul style="list-style-type: none"> <li>Archaeology Club</li> <li>Music - Introducing music as a career, focus on specific artists in homework tasks.</li> <li>Dance H/W task involves watching clips of professional dancers</li> </ul>	<ul style="list-style-type: none"> <li>Careers and Future Pathways Fair</li> <li>The secret of my Success – entrepreneurs visit during National Enterprise week (March)</li> <li>National careers week activities in tutor time</li> </ul>	<ul style="list-style-type: none"> <li>Girls in STEM trip</li> <li>Performing Arts - Peri lessons to prepare for life as a musician</li> <li>Trips to see working actors in context</li> <li>Theatre trips for extra-curricular dance clubs – introducing career opportunities in theatre/dance</li> </ul>	
Year 9	<ul style="list-style-type: none"> <li>Options assemblies from each subject</li> </ul>	<ul style="list-style-type: none"> <li>Fast Tomato in tutor time and Health lessons on choosing options</li> </ul>	<ul style="list-style-type: none"> <li>Archaeology Club</li> <li>PE - Fitness testing and normative data, linked to</li> </ul>	<ul style="list-style-type: none"> <li>1-to-1 meetings with PP (Senior Deputy Head) about options - March</li> </ul>	<ul style="list-style-type: none"> <li>Girls in STEM trip</li> <li>Performing Arts - Peri lessons to prepare for life as a musician</li> </ul>	

	<ul style="list-style-type: none"> <li>Jan-Feb National Careers Week assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Health scheme on money including a discussion of mortgages, getting a job and bank accounts.</li> </ul>	<p>requirements for police / army</p> <ul style="list-style-type: none"> <li>PE - Fitness programming and links to career Pathways</li> <li>Music - Understanding music technology and the role of a producer in a recording studio. Understanding the role of a composer through creating soundtracks to film and adverts.</li> <li>Dance - Students leading warm ups gives them a taster of teaching dance</li> <li>DT/Food – Wandsworth Young Chef competition / Wandsworth Streetfood competition</li> </ul>	<ul style="list-style-type: none"> <li>Options Evening with parents – March</li> <li><b>Independent Careers advisor attends parents evening</b></li> <li>Careers and Future Pathways Fair</li> <li>The secret of my Success – entrepreneurs visit during National Enterprise week (March)</li> <li>National careers week activities in tutor time</li> </ul>	<p>Trips to see working actors in context Theatre trips for extra-curricular dance clubs – introducing career opportunities in theatre/dance</p> <ul style="list-style-type: none"> <li>Wandsworth Young Chef competition / Wandsworth Streetfood competition – master classes / talks from professional chefs</li> </ul>	
Year 10	<ul style="list-style-type: none"> <li>Kickstart your career assembly</li> <li>Work experience assembly</li> <li>National Careers Week assemblies</li> </ul>		<ul style="list-style-type: none"> <li>ALL BTEC assignments have vocational context</li> <li>PE - Fitness testing and normative data, linked to requirements for police / army</li> <li>PE - Fitness programming and links to career Pathways</li> <li>Archaeology Club</li> <li>Performing arts placements for work experience.</li> <li>Music GCSE – developing skills of a professional musician.</li> <li>Dance GCSE – students learn about physical and expressive skills needed to become a professional dancer as well as choreography skills. Also study professional works</li> </ul>	<ul style="list-style-type: none"> <li><b>Work experience placements- 2 weeks</b></li> <li><b>Work experience launch – talk from JCP and Enterprise advisor (CEC)</b></li> <li>Support in run-up to work experience - JCP</li> <li>Bespoke support for any students who return from work experience</li> <li><b>Students can request careers conversation with independent Careers advisor at any time</b></li> <li>Careers and Future Pathways Fair</li> <li>National careers week activities in tutor time</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship mentor scheme – SKANSKA Underachieving /DT students</li> <li>'Breaking the Glass Ceiling' event with speakers – April</li> <li>Careers Fair – June</li> <li>Performing Arts - Peri lessons to prepare for life as a musician</li> <li>Trips to see working actors in context Theatre trips for extra-curricular dance clubs – introducing career opportunities in theatre/dance</li> </ul>	<ul style="list-style-type: none"> <li>BEST - Interview (30 students)</li> </ul>

			<p>from current dance companies gaining an understanding of how each choreographer/company's working methods - understanding of how a professional dance company works. G&amp;T dance students leading KS3 Hip Hop club – gives them a dance teaching opportunity</p> <ul style="list-style-type: none"> <li>• Drama – Watch professional production and analyse production elements – introduces students to range of roles in producing theatre</li> <li>• DT/Food – Wandsworth Young Chef competition / Wandsworth Streetfood competition</li> </ul>			
Year 11	<ul style="list-style-type: none"> <li>• Assembly from careers advisor – September</li> <li>• Assembly on careers / applications - Jan</li> </ul>	<ul style="list-style-type: none"> <li>• Health scheme on Employment, including lessons on exams, work placements, apprenticeships and A-Levels</li> </ul>	<ul style="list-style-type: none"> <li>• ALL BTEC assignments have vocational context</li> <li>• PE - Fitness testing and normative data, linked to requirements for police / army</li> <li>• PE - Fitness programming and links to career Pathways</li> <li>• Music GCSE – developing skills of a professional musician.</li> <li>• Dance GCSE – students learn about physical and expressive skills needed to become a professional dancer as well as choreography skills. Also study professional works from current dance</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time activity: Interview technique / advice - Jan – Feb</li> <li>• Tutor time activity – filling in sixth form/college applications Oct –Dec</li> <li>• Sixth form induction day June</li> <li>• Sixth Form interviews – Jan – all students interviewed about future plans by Head of Sixth Form</li> <li>• Careers and Future Pathways Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Science careers fair – March</li> <li>• Sebastian Boe – talk on revision and exam preparation – February</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted individual careers conversation meetings –with careers advisor;</li> <li>• SEN/ FSM students are invited for this first</li> <li>• Results day – enrolment process and advice given by Sixth form team</li> </ul>

			<p>companies gaining an understanding of how each choreographer/company's working methods - understanding of how a professional dance company works. G&amp;T dance students leading KS3 Hip Hop club – gives them a dance teaching opportunity</p> <ul style="list-style-type: none"> <li>• Drama – Watch professional production and analyse production elements – introduces students to range of roles in producing theatre</li> </ul>			
Year 12	<ul style="list-style-type: none"> <li>• Regular assemblies from Head of Sixth Form about CEIAG</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ALL BTEC assignments have vocational context</li> <li>• History - A Level trip from historians</li> <li>• PE - University lectures</li> <li>• Drugs in Sport</li> <li>• Music work experience placements where possible.</li> <li>• BTEC Performing Arts - Students study skills needed for musical theatre performance – preparation for careers in musical theatre</li> <li>• Drama - Watch professional production – introduces students to range of roles in producing theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Work experience placements – June</li> <li>• University society for 6<sup>th</sup> form – Mondays after school: opportunity to experience subjects not included in the curriculum to support student's cultural capital and wider knowledge to prepare for University.</li> <li>• Introduction to UCAS day</li> <li>• UCAS focus in final two weeks of Y12 – Personal statement and CV writing</li> <li>• Careers and Future Pathways Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Science careers fair – March</li> <li>• Student Finance talk to parents and students (for university funding) Nov</li> <li>• UCAS convention Day – March</li> <li>• PIXL Higher Education talk – Peter Rawling</li> <li>• Sussex University visit</li> <li>• University visits for small groups</li> <li>• Head of Recruitment Westminster University</li> <li>• Gap Year talk</li> <li>• Sebastian Bo – Student Mentor Team at LSC</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted individual careers conversation meetings –with careers advisor</li> <li>• SEN/ FSM students are invited for this first</li> <li>• Any students off-rolled /withdrawn from 6<sup>th</sup> form are immediately invited to meet with careers advisor</li> <li>• UCAS parents' evening talk – July</li> <li>• Raising Achievement Evening for students and parents – March</li> <li>• Oxbridge programme run by Head of 6<sup>th</sup> Form</li> </ul>
Year 13	<ul style="list-style-type: none"> <li>• Regular assemblies from Head of Sixth Form about CEIAG</li> </ul>	<ul style="list-style-type: none"> <li>• Sept – Oct: Health lessons focus on UCAS applications (until December for some)</li> </ul>	<ul style="list-style-type: none"> <li>• ALL BTEC assignments have vocational context</li> <li>• PE - University lectures</li> <li>• Drugs in Sport</li> <li>• A Level trip for historians</li> </ul>	<ul style="list-style-type: none"> <li>• University society for 6<sup>th</sup> form – Mondays after school: opportunity to experience subjects not included in the curriculum to support</li> </ul>	<ul style="list-style-type: none"> <li>• Science careers fair – March</li> <li>• Student Finance talk to parents and students – Nov 16</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted individual careers conversation meetings –with careers advisor</li> <li>• SEN/ FSM students are invited for this first</li> </ul>

			<ul style="list-style-type: none"> <li>• Music BTEC and Music Tech BTEC include units with specific vocational aspects. Guest speakers come in to talk about possible careers e.g. composer, technologist, sound design.</li> <li>• BTEC Performing Arts – all assignments have a vocational context from the performing arts industry e.g. students create a theatre in education piece and perform in local primary school mirroring what they would do in a TIE company.</li> </ul>	<p>student's cultural capital and wider knowledge to prepare for University.</p> <ul style="list-style-type: none"> <li>• Higher Education Day – November</li> <li>• 1-1 meetings with Head of 6<sup>th</sup> form after University offers received.</li> <li>• Careers and Future Pathways Fair</li> </ul>	<ul style="list-style-type: none"> <li>• PIXL Higher Education talk – Peter Rawling</li> <li>• Sussex University visit</li> <li>• University visits for small groups</li> <li>• Head of Recruitment Westminster University</li> <li>• Gap Year talk</li> <li>• Sebastian Bo – Student Mentor Team at LSC</li> </ul>	<ul style="list-style-type: none"> <li>• Any students off-rolled /withdrawn from 6<sup>th</sup> form are immediately invited to meet with careers advisor</li> <li>• Raising Achievement Evening for students and parents – March</li> <li>• Oxbridge / medicine exams (e.g. BMAT, HAT, LAT, TSAs etc) organised by 6<sup>th</sup> Form team for CGA applicants</li> <li>• Oxbridge applicants mentored by Oxbridge graduates, prep interviews from Governors and teachers with Oxbridge experience</li> </ul>
After-care / post Y13						<p>Support with UCAS applications, supporting students who may have gone to University but then dropped out. Supporting leavers with references for employment etc.</p> <p>Leavers offered opportunity to meet with independent careers advisor</p>

**Key**

Black = internal CEIAG

Red = Independent, impartial CEIAG provided

