

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY



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Linked Documents

'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, July 2021

'Career Development Framework: Handbook for Primary Schools'. CDI, April 2021

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18th January 2022

Careers Education, Information, Advice and Guidance Policy

1.0 Our Lady of the Magnificat Multi Academy Vision

1.1 We are a family of Catholic schools united in our faith and witness to Christ. Our schools will be places of excellence in teaching, learning and leadership. We serve our communities, working as one to enrich the learning experience of our young people, so that they may achieve their God-given potential.

Our Lady of the Magnificat Multi Academy Company seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and sixth form. Our schools' Catholic mission statements make direct reference to developing the:

'knowledge, skills and attributes they (students) need to lead successful and happy lives'

1.2 The Board of Directors have therefore adopted this policy in order to provide a clear commitment to, and a framework for, Careers Education, Information, Advice and Guidance for all schools within the Multi Academy Company.

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in all Key Stages (1-5). A summary of programmes can be found in Appendix 2.

2.2 The policy also applies to Year 11 and 13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11/13, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently updated DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff (DfE, July 2021) and the CDI's Career Development Framework: Handbook for Primary Schools (April 2021).

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications and/or apprenticeships.

2.6 This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all students at the school. They can be seen in Appendix 2 of this policy.

2.7 All members of staff at Our Lady of the Magnificat are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance

(CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leaders.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive high quality and impartial personal guidance

4.0 School Responsibilities

4.1 The schools have a series of statutory duties:

- All registered pupils at the school must have access to independent careers advice (applicable to Years 7 to 13)
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2 The school will base its careers provision around the Gatsby Benchmarks and CDI Career Development Framework. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

- 4.3 Our Lady of the Magnificat believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)
- 4.5 The school will be pro-active in seeking out suitable and willing employers/providers for encounters, helping students to obtain meaningful work experience opportunities, understand the different roles within the workplace and appreciate the importance of employability skills.

5.0 Governor Responsibilities

- 5.1 The Board of Directors sets this policy and the Local Governing Body of each school will ensure that the school adopts this policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- based on the eight Gatsby Benchmarks
 - meeting the school's legal requirements
- 5.2 The Local Governing Body of each school will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.
- 5.3 There will be a member of each Local Governing Body who takes a strategic interest in CEIAG and encourages the school with employer engagement.

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in years 7-13 are entitled to:
- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
 - understand how to make applications for the full range of academic and technical courses.
- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Headteachers will ensure that:

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

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

- Feedback from stakeholders (students, parents, employers, staff) through mechanisms such as surveys
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county. Cf. Appendix 4 of this policy for guidance on Destination Data.

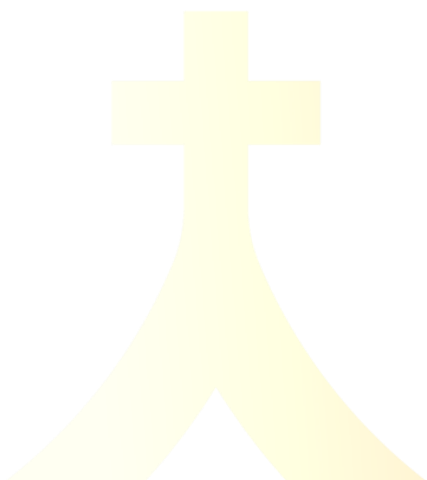
7.3 The Board of Directors of Our Lady of the Magnificat will review this policy every 3 years.

| | Grow throughout life | Explore possibilities | Manage career | Create opportunities | Balance life and work | See the big picture |
|--|--|---|---|--|--|--|
| 1. A stable careers programme | The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme. | | | | | |
| 2. Learning from career and labour market information | Provide examples of the value of learning and qualifications and their connection to career. | Encourage exploration and analysis of information about the labour market. | Illustrate common career challenges and examine how they can be overcome. | Encourage exploration of entrepreneurship, and self-employment as a career route. | Raise awareness of rights and responsibilities and provide examples of different work-life balance. | Provide labour market data, policies and issues for analysis and discussion. |
| 3. Addressing the needs of each student | Shows how recording achievements can support lifelong learning and reflection. | Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners. | | | Challenge stereotypes and their relationship to life roles, work-life balance and career destinations. | |
| 4. Linking curriculum learning to careers | Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework. | | | | | |
| 5. Encounters with employers and employees | Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development. | Encourage visiting speakers to talk about the roles that are available in their workplace and sector. | Encourage visiting speakers to discuss the way in which they have managed their career. | Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions. | Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time. | Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career. |
| 6. Experiences of workplaces | Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation. | | | Offer enterprise competitions and other experiences of entrepreneurship. | Encourage pupils to use their experiences of work to find out about how others balance work with life. | Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for. |
| 7. Encounters with further and higher education | Use these encounters to support pupils to think about the relationship between learning, work and career. | Create opportunities for pupils to find out about the full range of educational and training pathways. | Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression. | | Recognise learning as a part of life which people need to make time for. | Discuss the politics and economics of the education system, including who pays and why. |
| 8. Personal guidance | Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action. | | | | | |

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| <p>1. A stable careers programme</p> | <p>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.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. <input type="checkbox"/> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. |
| <p>2. Learning from career and labour market information</p> | <p>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.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. |
| <p>3. Addressing the needs of each student</p> | <p>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.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. |
| 4. Linking curriculum learning to careers | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. | <ul style="list-style-type: none"> <input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. |
| 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. | <ul style="list-style-type: none"> <input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p> |
| 6. Experiences of workplaces | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | <ul style="list-style-type: none"> <input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. |
| 7. Encounters with further and higher education | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. | <ul style="list-style-type: none"> <input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should |

| | | |
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| | | <p>include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> |
| 8. Personal guidance | <p>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.</p> | <p><input type="checkbox"/> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p> |



Key:

PSHE/RSE in purple

Groupwork in red

Curriculum in green

Dedicated Days in blue

Other in black

| Early Years | | Key Stage 1 | | | | Key Stage 2 | | | | | | | | |
|-------------|--------------------|------------------------------|-----------------|--------------------|----------------|-----------------------|-------------------|--------------------|---------------|------------------------|--------------------------|------------------------|--------------------------|---|
| | Reception | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | | |
| Theme | Settling In | Getting Started | | Feeling Ready | | Explore Possibilities | | Building Skills | | Dare to Dream | | Next Steps | | |
| Values | Positive & Safe | Enthusiastic & Compassionate | | Confident & Humble | | Curious & Grateful | | Aware & Supportive | | Aspirational & Hopeful | | Informed & Responsible | | |
| | Vocations Day | 5 | Vocations Day | 5 | Vocations Day | 5 | Vocations Day | 5 | Vocations Day | 5 | Vocations Day | 5 | Vocations Day | 5 |
| | Listening Skills | 4 | Speaking Skills | 4 | Reading Skills | 4 | Life Skills | 4 | Life Skills | 4 | Life Skills | 4 | Life Skills | 4 |
| | Transition support | 3 | | | | | NHS Heroes | 2 | STEM Jobs | 2 | Tech We Can Videos | 2 | LOUD! Lessons | 2 |
| | | | | | | | Uplifting Futures | 3 | TV & Tech | 4 | Transition opportunities | 3 | Transition opportunities | 3 |
| | | | | | | | | | | | University Trip | 4 | University Trip | 4 |

*A copy of each school's specific programme can be found on each school's website.

Our Lady of the Magnificat Multi Academy Secondary CEIAG Programme*

Appendix 2

Key:

Tutor/Assemblies in purple

Groupwork in red

Curriculum Subjects in green

Collapsed timetable/Extra Curricular in blue

Other in black

| Theme | Year 7 New Beginnings | Year 8 Explore your Interests | Year 9 Make your Choices | Year 10 Welcome to Work | Year 11 Make it Work | Year 12 Strive for Progression | Year 13 Next Steps | |
|-----------------|---|--|---|--|--|--|--|------------------|
| Values | Skillful & Self Aware | Curious & Aspirational | Informed & Humble | Experienced & Prepared | Focused & Resilient | Independent & Charitable | Committed & Devoted | |
| Autumn 1 | Destination boards updated with LMI Personality Quizzes | Destination boards updated with LMI 1 Employability Skills Open Eve | Destination boards updated with LMI 3 Future Skills Questionnaire 7 | Destination boards updated with LMI 3 Post-16 Choices A2A 1 Starts | Destination boards updated with LMI 1:1 interviews with qualified careers adviser 3 5 Post-16 Choices Subject Interventions | Destination boards updated with LMI 8 Induction & Transition 3 Post-18 Choices 4 Consortium Trips/Events Enrichment launches | Destination boards updated with LMI 1:1 interviews with qualified careers adviser 3 4 Post-18 Applications 7 Enrichment continues 4 | 2 8 3 4 |
| Autumn 2 | Refresh resource library Careers in Subjects Extra Curricular Clubs | Refresh resource library CVs 3 Extra Curricular Clubs 4 | Refresh resource library 3 Extra Curricular Clubs 4 Work Rights | Refresh resource library 4 CVs/Letters of application 3 A2A 1 Finishes | Refresh resource library 3 Qualification Levels 5 6th Form Open Evening 1:1 interviews with qualified careers adviser | Refresh resource library 1:1 interviews with qualified careers adviser 3 7 Enrichment continues 8 Consortium Trips/Events | Refresh resource library 8 Application support 4 Enrichment continues 7 | 2 3 4 8 |
| Spring 1 | NATIONAL APPRENTICESHIP Employer Talks | WEEK - 6th - 12th FEB 5 Employer Talks Job sectors | NATIONAL APPRENTICESHIP 5 Employer Talks 3 Qualification Levels | WEEK - 6th - 12th FEB 5 Interview Skills 3 University Trip/Convention Launch WEX A2A 2 Starts | NATIONAL APPRENTICESHIP 1:1 interviews with qualified careers adviser 3 7 Post-16 Evening 6th Form Subject Sampling 5 Applications stations | WEEK - 6th - 12th FEB 8 Interview Skills 7 University Trip/Convention 7 Launch WEX 3 Enrichment continues | NATIONAL APPRENTICESHIP 3 Interview Prep 7 Enrichment continues 1:1 interviews with qualified careers adviser 4 | 2 3 4 8 |
| Spring 2 | NATIONAL CAREERS WEEK Trip to Skills show | 6th - 11th MARCH 5 Trip to Skills show | NATIONAL CAREERS WEEK 5 GCSE Options | 6th - 11th MARCH 1:1 interviews with qualified careers adviser 4 What are T-Levels? Mock interviews with employers STEM Girls Day | NATIONAL CAREERS WEEK 8 Applications stations 7 T-Levels & Apprenticeships 1:1 interviews with qualified careers adviser 5 4 Employer Interventions | 6th - 11th MARCH 3 Enrichment continues 3 Supracurricular 8 Mock interviews with employers 5 STEM Girls Day | NATIONAL CAREERS WEEK 4 Apprenticeship Station 4 Enrichment continues 5 Student Finance & Accom 4 | 2 5 4 7 |
| Summer 1 | Social media on LMI | Social media on LMI Personal guidance | Social media on LMI Focus students only for personal guidance 8 Subjects Library | Social media on LMI 6th form subject shadowing 1:1 interviews with qualified careers adviser 3 A2A 2 Finishes | Social media on LMI 3 Transition projects 8 Results Day Prep. 5 | Social media on LMI 1:1 interviews with qualified careers adviser 4 3 Personal Statements Consortium Trips/Events | Social media on LMI 8 Results Day Prep. 7 4 | 2 3 7 4 |
| Summer 2 | TV screens to play jobs of the week (stereotypes) Outdoor Careers Fair | TV screens to play jobs of the week (stereotypes) 1:1 interviews with qualified careers adviser 5 Outdoor Careers Fair | TV screens to play jobs of the week (stereotypes) Focus students only for personal guidance 9 5 Outdoor Careers Fair | TV screens to play jobs of the week (stereotypes) 8 Work Experience Week 5 Careers Library School Employers Fair | TV screens to play jobs of the week (stereotypes) 7 Transition Support 3 Destination & alumni data 7 | TV screens to play jobs of the week (stereotypes) 9 Work Experience Week 1 Application Station Post-18 Evening | TV screens to play jobs of the week (stereotypes) 7 Transition Support 7 Destination & alumni data 7 | 2 9 1 7 |

*A copy of each school's specific strategy can be found on each school's website.

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils within Our Lady of the Magnificat Multi Academy for the purpose of giving them information about the provider's education or training offer (both academic and non-academic routes that are available to them as part of a holistic careers programme). This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Our Lady of the Magnificat Multi Academy proactively seeks to build relationships with 6th form schools, colleges, apprenticeship & T Level providers, universities, employers and trusts/charities as we plan our careers programme and general activities throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7 -13 to offer information on vocational, technical and apprenticeship qualifications and pathways.

We aim to offer at least 2 encounters with apprenticeship/technical training providers to each year group (at least 1 being mandatory within the Spring term), ensuring a variety of providers are used year on year.

Pupil entitlement

All pupils in years 7-13 are entitled to:

- find out about vocational, technical and apprenticeship qualifications and pathways, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact **Carol-Anne Klatt**, our Careers Lead for the Multi Academy, in the first instance so we can identify a suitable opportunity.

Email: cklatt@magnificat.org.uk

Telephone: **07743408237**

Opportunities for access

Each school will offer their own comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in Appendix 2 or found on each of the school's individual websites.

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and security measures.

Providers are welcome to leave copies of their prospectus' or course literature and we will distribute them to relevant students and have them available in our careers library. Students can drop into our careers library to access this information or will be provided relevant information in their careers guidance interviews. We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through direct Email, parent-mail or promotion in our weekly newsletter.



Destination Data

Appendix 4

Destinations data is any information that is collected on students' destinations (where a student goes and what he/she does after leaving school), which can be a proposed or actual destination.

Schools collect information on intended destinations and pass it on to local authorities, so that the local authorities can fulfil their requirement to ensure students have an education or training placement for the September after they finish key stage 4. This is recorded on the National Client Caseload Information System (NCCIS) for the Department for Education and for local authorities. Schools with sixth forms, colleges and training providers should then confirm actual destinations (i.e. enrolments) with local authorities for all 16 and 17 year olds, and local authorities should send this data to the Department.

In accordance with statutory guidance set out by the government (Education and Skills Act 2008), we collect 'destination data' on all our Year 11 pupils following the below schedule (we are particularly mindful of those who are at risk of being 'NEET' or are classed as 'vulnerable'):

| Term | Task |
|---------------|---|
| Autumn/Spring | School records the intended destinations of students and submits to the local authority |
| Spring | Schools consider whether the intended destinations are 'appropriate' for students & further intervention/careers advice is offered to those considered 'vulnerable' |
| Spring/Summer | School records the offers of learning of students and submits to the local authority |
| Summer | School collects final destination data on/immediately after results day |
| Autumn | Schools receive actual destinations data from local authority and cross-reference against previous destination data |