



GTS Policy on Careers guidance and access for education and training providers

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Summary

- GTS is committed to preparing its pupils to manage their future education and career path throughout adult life through a good programme of Careers Education and Work Related Learning. GTS recognises its statutory duties to secure independent, impartial face-to-face careers guidance for pupils in years 8-11. We will ensure that all pupils have equity of access to impartial careers advice and guidance.
- GTS recognises that this is achieved through the implementation of the Gatsby Benchmarks¹
- GTS recognises that high quality careers education makes a major contribution to preparing pupils for the opportunities responsibilities and experiences of life by
 - Supporting young people to achieve their full potential
 - Empowering young people to plan and manage their own futures
 - Providing comprehensive information on all options
 - Raising aspirations
 - Promoting equality, diversity, social mobility and challenges stereotypes
 - Supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives.
- This policy is to be considered alongside the Policy Statement on provider Access (appendix 5) and the summary of Careers related Learning published on the website (also in appendix 4)

¹Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

Implementation of the Gatsby Benchmarks at GTS

1. A stable careers programme	<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"> • GTS will have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme is to be published on the GTS website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme will be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<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"> • 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. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<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"> • GTS's careers programme will actively seek to challenge stereotypical thinking and raise aspirations. • GTS will keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions using the SIMS and Compass+ systems. • All pupils should have access to these records to support their career development. • GTS will collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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"> • 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"> • 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.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. <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	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16

Requirements and expectations of GTS

Statutory duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent² careers guidance³ from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
 - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
 - includes information on the range of education or training options, including apprenticeships and technical education routes;
 - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications⁴ or apprenticeships⁵.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
 - any procedural requirement in relation to requests for access;
 - grounds for granting and refusing requests for access;
 - details of premises or facilities to be provided to a person who is given access.
5. GTS may revise the policy statement from time to time. GTS must publish the policy statement and any revised statement.

²Independent is defined as external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external

– it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

³Careers guidance is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

⁴“Approved technical education qualification” means a qualification approved under section A2DA of the Apprenticeships, Skills, Children and Learning Act 2009

⁵An apprenticeship is a paid job with training, lasting a minimum of twelve months. Further information for schools can be found at [Amazing Apprenticeships](#).

What is the governing body expected to do?

1. The governing body should provide clear advice and guidance to the head teacher on which he can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.
2. The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

What is the Careers Leader expected to do?

1. The Careers Leader will hold the Level 6 Certificate in Careers Leadership
2. The Careers Leader needs to ensure that the GTS careers strategy ensures that good careers guidance 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 whilst complying with the statutory DFE guidance and Ofsted framework.
3. The Careers Leader needs to ensure that GTS' policy on Careers and Employer engagement and Annexe A is available on the GTS Website alongside the schools careers related learning programme.
4. The Careers leader needs to ensure that the statutory framework requirement for every school to secure independent careers guidance for all year 8 to 11 pupils is met. This makes sure that all pupils have access to external sources of information on the full range of education and training options. At GTS we will continue to use Penninsular Training and CSWgroup.
5. The Careers Leader will implement the Gatsby Benchmarks and will utilise the compass assessment tool and their Careers & Enterprise Advisor to ensure that they monitor the impact of the 8 Benchmarks on the pupils and careers provision at GTS.
6. The Careers Leader will Liaise with the Careers & Employer Engagement Officer and the PSHE Lead to ensure that the above are met and implemented at GTS.

What is the Careers & Employer Engagement Officer expected to do?

1. The Careers & Employment Engagement Officer will work at the direction of the Careers Leader to ensure the school fully complies with the Gatsby benchmarks
 - a. by providing administrative support
 - b. coordinating work experience
 - c. sourcing and building an alumni network
 - d. sourcing and building a network of business links
 - e. managing the employers forum
 - f. liaising and booking independent CEIAG appointments for pupils
 - g. providing support for teaching staff delivering the GTS careers programme
 - h. attending local and regional networking events as required

What is the PSHE lead expected to do?

1. The PSHE lead will work with the Careers Leader to ensure that the school complies with Gatsby Benchmark 1 – providing a stable careers programme
 - a. by assisting in the planning of the careers lessons in the citizenship and careers teaching periods
 - b. by ensuring teaching staff are appraised and trained in the delivery of the content of the lessons that they are teaching

Appendix

Appendix 1: Targeted support for vulnerable and disadvantaged young people

1. Local authorities have a range of duties to support young people to participate in education or training which are set out in [statutory guidance](#) on the participation of young people. Local authorities should have arrangements in place to ensure that 16 and 17 year olds have agreed post-16 plans and have received an offer of a suitable place in post-16 education or training under the 'September Guarantee', and that they are assisted to take up a place.
2. GTS will continue to work with local authorities, particularly children's social care, to identify young people who are in need of targeted support or who are at risk of not participating post-16. This includes young people with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare, such as Children in Need (including those who are on child protection plans or who are looked after). It also includes young people with additional needs, such as special educational needs and disabilities, or those who may leave care between the ages of 16 and 18. Schools will need to agree how these young people can be referred for support drawn from a range of education and training support services available locally. This may require multi-agency working with other professionals involved in supporting the young person, such as social workers.
3. GTS will ensure that young people understand the programmes available to support them with the costs associated with staying in post-16 further education.
4. GTS may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on Free School Meals.
5. Looked after children and previously looked after children, and care leavers may need particularly strong support to ensure high levels of ambition and successful transition to post-16 education or training. The designated careers lead (Jacqui Royse/ DHT) should engage with the school's designated teacher for looked after and previously looked after children to (Helen Whiterod/ INCO) 1) ensure they know which pupils are in care or who are care leavers; 2) understand their additional support needs and 3) ensure that, for looked after children, their personal education plan can help inform careers advice. For these young people, careers advisers should also, in co-ordination with the school's designated teacher, engage with the relevant Virtual School Head or personal adviser to ensure a joined up approach to identifying and supporting their career ambitions.

Appendix 2: Information sharing

1. All schools (including academies and other state-funded educational institutions) must continue to provide relevant information about all pupils to local authority support services. This includes:
 - i) basic information such as the pupil's name, address and date of birth;
 - ii) other information that the local authority needs in order to support the young person to participate in education or training and to track their progress. This includes for example: young people's contact details including phone numbers, information to help identify those at risk of becoming NEET post-16, young people's post-16 and post-18 plans and the offers they receive of places in post-16 or higher education. However, schools must only provide the basic information, and not this additional information, if a pupil aged 16 or over, or the parent/carer of a pupil aged under 16, has instructed them not to share information of this kind with the local authority. The school's privacy notice is the normal means of offering young people and their parents/carers the opportunity to ask for personal information not to be shared.

Appendix 3: Careers guidance for pupils with special educational needs or disabilities

1. GTS will ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. GTS should ensure every pupil, whatever their level or type of need, is supported to fulfil their potential. The overwhelming majority of young people with SEND, including those with high levels of need, are capable of sustainable paid employment, with the right preparation and support. All staff working with them should share that presumption, and should help them to develop the skills and experience, and achieve the qualifications they need to succeed in their careers. Schools should also work with families of pupils with SEND to help them understand what career options are possible, with the right support, for their child. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. Research by The Careers & Enterprise Company highlights the need to put the individual with SEND at the centre, working with the family, to start transition planning early, and the value of supported encounters with the workplace and work experience.
2. Careers guidance for pupils with SEND should take account of the full range of relevant education, training and employment opportunities, such as traineeships and apprenticeships, supported internships (for young people with Education Health and Care plans) or routes into higher education. It should be well informed about ways in which adults with SEN or disabilities can be supported in the workplace (e.g. supported employment, ways in which jobs can be "carved" to fit a person's abilities, job coaching, reasonable adjustments for disabled people in the workplace and Access to Work (DWP support)). Advice on self-employment (e.g. micro-enterprise) may also be relevant.

3. GTS will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations, to help broaden the pupil's horizons. Encounters with employers can be transformational for pupils with SEND, particularly hands on experience in the workplace, and schools should facilitate this. The opportunity to experience lots of different work sectors can be particularly helpful. GTS will prepare pupils well for these experiences, match them carefully to each employer and provide any special support the pupil may need to benefit fully from the experience.
4. GTS will ensure that careers guidance for pupils does not simply focus on finding a post-16 destination to meet their immediate needs. Support should focus on the pupil's career aspirations, and the post-16 options which are most likely to give the young person a pathway into employment, or higher education, and give them the support they need to progress and succeed.
5. GTS will make use of the SEND local offer published by the local authority. Where pupils have EHC plans, their annual reviews must, from year 9 at the latest, include a focus on adulthood, including employment. GTS will ensure these reviews are informed by good careers guidance. GTS will co-operate with local authorities, who have an important role to play through their responsibilities for SEND support services, EHC plans and also the promotion of participation in education and training. Statutory guidance on the SEND duties is provided in the [0-25 Special Educational Needs and Disability Code of Practice](#).

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Appendix 4: GTS Careers Related Learning Programme

Year 7	Year 8	Year 9	Year 10	Year 11
<p><i>How do I fit into the world I live in?</i></p> <p>Do we need to feel 'the same as' to belong?</p>	<p><i>Can I choose how I fit into the world?</i></p> <p>How different are we really?</p>	<p><i>To what extent does the world I live in affect my identity?</i></p> <p>Whom do I dream of becoming?</p> <p>Is being different a good thing?</p>	<p><i>Does difference result in inequality?</i></p> <p>Does difference result in inequality?</p> <p><i>Is Success only possible when physical and emotional needs are in balance?</i></p>	<p><i>Are we in the adult world at 16?</i></p>
<ul style="list-style-type: none"> • Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation • Career Pilot • Understanding business and industry: different business organisational structures • Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes 	<p>Self-identity, family and identity, stereotypes, personal beliefs, and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening</p> <p>Career Pilot & NSSW</p> <p>Introducing the students to different careers and getting them thinking about their future options.</p> <p>The Pay Index - This session gives the students the opportunity to research how much they will get paid in different jobs and whether they will get paid more by going to university or completing an Apprenticeship. They can also explore how much they would earn if they were to live and work locally or to move away. Exploring careers and career development</p>	<p>Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control</p> <p>Career Pilot</p> <p>work and working life: why people's satisfaction with their working lives can change</p> <p>Identifying choices and opportunities: investigate qualifications and options post 14/16/18</p> <p>Equality in the workplace</p> <p>Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.</p>	<p>Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief (EL), loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk</p> <p>Work experience – job searching, applying for a job, employability skills</p> <p>CV Princes trust -</p> <p>Post 16 routes</p> <p>Career planning (including CVs and interviews)</p> <p>How work and working life is changing</p> <p><i>Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control - This content of this puzzle piece is also covered separately and in greater depth within the Y10 FBI lessons as part of the NCFE Award in Equality and Diversity.</i></p>	<p>Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p> <p>Career Pilot: relevant labour market information (LMI) and how to use it in career planning</p> <p>Exploring careers and completing the pre 16 skills mapping to help with creating CV's and thinking ahead for College applications.</p> <p>NSSW: Explaining the difference between A Levels, BTEC's, Apprenticeships and T Levels.</p> <p>Breaking down the myths and giving the students the opportunity to start their college or sixth form applications.</p> <p>Different types of business organisational structures, how they operate and how they measure success</p>

	<p>Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying</p>	<p>Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping.</p>		
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GTS Policy statement on provider access 2021- 2022

Required as part of 'Careers guidance and access for education and training providers' statutory guidance for governing bodies, school leaders and school staff

Introduction

This policy statement 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.

Pupil entitlement

All pupils in years 8-11 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;
- to 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;
- to 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

Louise Leonard, Careers and Employer Engagement Officer

Telephone: 01805 623531 ext. 231 Email: lleonard@gts.devon.sch.uk

Jacqui Royse, Deputy Headteacher and Careers Lead

Telephone: 01805 623531 Email: jroyse@gts.devon.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are shown as **bold**. Opportunities for FE and HE providers are shown in **green**. Other events and aspects of careers education are also shown:

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • Barbican Theatre • Future First Alumni • Future Opportunities Evening (FE & HE providers/local employers/apprenticeships) • Film Animation Club with Artaura Productions • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Rotary Young Musician/Chef/Writer/Photographer/Film Maker • Globe Hotel & Plough Youth Theatre Project • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors 	<ul style="list-style-type: none"> • Future First Alumni • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Film Animation Club with Artaura Productions • National Careers Week • Apprenticeship week events: visits to assembly • Plymouth University Maths Masterclass • Globe Hotel & Plough Youth Theatre Project • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors 	<ul style="list-style-type: none"> • Future First Alumni • TDC Elections team • Identifying personal dreams and goals & Careerpilot • Introduction to Careers Library • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Film Animation Club with Artaura Productions • Globe Hotel & Plough Youth Theatre Project • Diversity Week link to jobs • Plough & Town Council History Alive (PA & History) • Poltergeist Theatre Workshop & Evening Performance • Young Musician Support • UK Maths Challenge • Volunteers Week

	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors
Year 8	<ul style="list-style-type: none"> • Future First Alumni • Future Opportunities Evening (FE & HE providers/local employers/apprenticeships) • LMI & stereotyping (CareerpilotKS3) • Plymouth University Maths Masterclass • Magistrates Visits • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Rotary Young Musician/Chef/Writer/Photographer/Film Maker • TDC Elections team • Park Forum with stakeholders • Film Animation Club with Artaura Productions • Globe Hotel & Plough Youth Theatre Project • John Muir Award • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors • Youth Cultural Champions 	<ul style="list-style-type: none"> • Future First Alumni • Apprenticeship week events: visits to assembly • National Careers Week • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Skills Mapping (Careerpilot) • Recap/learning about the Careers Library • Rotary Youth Speaks • Film Animation Club with Artaura Productions • Globe Hotel & Plough Youth Theatre Project • John Muir Award • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors 	<ul style="list-style-type: none"> • Future First Alumni • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Film Animation Club with Artaura Productions • Globe Hotel & Plough Youth Theatre Project • John Muir Award • Diversity Week link to jobs • Plough & Town Council History Alive (PA & History) • Young Musician Support • UK Maths Challenge • Volunteers Week • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors
Year 9	<ul style="list-style-type: none"> • Future Opportunities Evening (FE & HE providers/local employers/apprenticeships) • Future First Alumni • Film Animation Club with Artaura Productions • Exeter Maths School workshops • Skills Mapping (Careerpilot) • NSW Career pilot Choosing Options • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Out of the Blue (TBC) • Rotary Young Musician/Chef/Writer/Photographer/Film Maker • Duke of Edinburgh Bronze • TDC Elections team • Tutor Tracking 	<ul style="list-style-type: none"> • NHS presentation • Future First Alumni • Guided Choices Evening • National Careers Week • Apprenticeship week events: visits to assembly • Exeter Maths School workshops • Blesma presentation • Tutor tracking to identify pupils career choices • Articulacy • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Rotary Youth Speaks • Target students Uni visit • Film Animation Club with Artaura Productions • NHS Visit • Out of the Blue (TBC) 	<ul style="list-style-type: none"> • Future First Alumni • Work skills assembly • Exeter Maths School workshops • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Film Animation Club with Artaura Productions • Out of the Blue (TBC) • Globe Hotel & Plough Youth Theatre Project • Diversity Week link to jobs • Plough & Town Council History Alive (PA & History) • Young Musician Support • UK Maths Challenge • Volunteers Week • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors

	<ul style="list-style-type: none"> • Globe Hotel & Plough Youth Theatre Project • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors • Youth Cultural Champions • 	<ul style="list-style-type: none"> • Globe Hotel & Plough Youth Theatre Project • Young Musician Support • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors 	
Year 10	<ul style="list-style-type: none"> • Future First Alumni • Future Opportunities Evening (FE & HE providers/local employers/apprenticeships) • Youth Parliament – Climate Change Forum • Film Animation Club with Artaura Productions • Tutor tracking to identify options for work experience • Skills Mapping (Careerpilot) • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Rotary Young Musician/Chef/Writer/Photographer/Film Maker • Duke of Edinburgh Silver • TDC Elections team • Youth Climate Change Forum • Plymouth University Maths Masterclass • National Connections Youth Theatre • Theatre Royal Plymouth • Marcos Willats • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors • Youth Cultural Champions 	<ul style="list-style-type: none"> • Future First Alumni • Apprenticeship week events: visits to assembly • Day of Diversity • National Careers Week • Apprenticeship Show • Tutor tracking to identify pupils needing careers interview • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • National Connections Youth Theatre • Theatre Royal Plymouth • Marcos Willats • Rotary Youth Speaks • Target students Uni visit • Film Animation Club with Artaura Productions • NHS Visit • Petroc taster Day • NSSW HE Awareness • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors 	<ul style="list-style-type: none"> • Work experience week • VWEX Speakers 4 Schools • Future First Alumni • Exeter College Taster Day • Petroc Taster Day • Duchy College Taster Day • Bideford Sixth Form Visit • Exeter College Maths School Extra Curricular lessons • Careers interviews with Peninsular training • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • Post 16 & HE provider speed dating • National Connections Youth Theatre • Theatre Royal Plymouth • Marcos Willats • Film Animation Club with Artaura Productions • Employer's Tea • Careerpilot Pathway Planner Quiz with Tutors • Diversity Week link to jobs • Plough & Town Council History Alive (PA & History) • UK Maths Challenge • Volunteers Week • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors
Year 11	<ul style="list-style-type: none"> • Future first Alumni • Future Opportunities Evening (FE & HE providers/local employers/apprenticeships) • Year 11s given Prospectus information • Exam Revision workshop Parents & Pupils • FE Open Evenings 	<ul style="list-style-type: none"> • Future First Alumni • Apprenticeship week events: visits to assembly • FE 1:1 Interventions, application help • Film Animation Club with Artaura Productions • Careers interviews with Peninsular training and CSWgroup 	<ul style="list-style-type: none"> • Future First Alumni • Film Animation Club with Artaura Productions • UK Maths Challenge • Destination Survey – Leavers Form • Sign up to Future First Alumni • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors

	<ul style="list-style-type: none"> • Small Group Career talks i.e Group Training Development • Film Animation Club with Artaura Productions • Tutor tracking to identify pupils needing careers interview • Careers interviews with Peninsular training and CSWgroup • Skills Mapping (Careerpilot) • Rotary Young Musician/Chef/Writer/Photographer/Film Maker • NCS Presentation – work/life skills • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • TDC Elections team • Youth Climate Change Forum • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors • Youth Cultural Champions • Exeter College Maths School Extra Curricular lessons 	<ul style="list-style-type: none"> • Tutor Tracking Post 16 places • Enrichment programme; https://gts.devon.sch.uk/downloads/pupils/E&I%20booklet%202021-22.pdf • NHS Visit • NCS Presentation – work/life skills • Amazing Apprenticeships Monthly newsletter & Other Careers news to Parents, Teachers & Governors • Exeter College Maths School Extra Curricular lessons 	
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Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the *Careers and Employer Engagement Officer*. The Resource Centre is available to all students at lunch and break times and before and after school as per the library opening times.