



# Careers Education, Information, Advice & Guidance

Strategic Plan 2025-2028



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"Our vision and **Commitment** to careers education is for the creation of a **Caring** partnership that **Motivates** the lives of young people, enabling our students to make aspirational, informed and realistic future work and life choices"



Careers Education  
at Work



## Section 1

# Introduction

We are proud to have achieved the Quality in Careers Standard and Gatsby Good Practice Benchmarks. We continue to follow the statutory DFE Careers Guidance and access for education and training providers statutory guidance (July 2021) and other good practice guidance from the DFE, Ofsted and other relevant bodies.

We recognise that we have a responsibility to ensure all pupils at the college are provided with independent careers guidance (Education Act 2011) in relation to guidance from section 45A of the Education Act 1997.

The Careers Information, Advice & Guidance Education programme at Minsthorpe Community College enables our students to make a successful transition into their chosen pathway. As part of our pledge towards giving our students the best possible experience our Careers Leader has attended The Teach First Careers Leader training programme.

Students have access to a range of careers support delivered through a variety of ways. All students will have a one-to-one guidance appointment delivered by an impartial qualified careers adviser, Students can request a guidance appointment at any time throughout their academic life and students will be offered support at key transition points such as Year 8 options, Year 11 progression planning and UCAS application for those want to progress on to university. Parents are able to attend appointments and careers guidance specialists will be at parent evenings to provide any further careers support.

We aim to provide ALL students with a comprehensive Careers Education, Information, Advice and Guidance Programme. Careers Education consists of explicit lessons through Learning for Life, supporting students to develop skills, knowledge and understanding about how to manage their own learning and career development. College will provide a learning environment where the importance of CEIAG is referenced across all curriculum areas. Through careers education, information, advice and guidance, students will be able to feel positive about themselves, improve their motivation and raise aspirations, taking responsibility for their own career pathways.

***“There is clearly an all-staff approach to CEIAG, with strong backing from SLT along with good and open communication across all teams. 1-to-1 careers interviews appear very strong from the evidence, and there is a definite commitment to support all students, responding to their individual requests for guidance”***

***Ruth Evans (Quality in Careers Standard Assessor)***



## Section 2

# Careers Education, Information, Advice & Guidance at MCC

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to support them develop a knowledge of themselves, strengths, weaknesses, personal qualities and have a balanced view of their potential and appropriate progression routes available to the individual learner.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by L6 qualified careers advisors.
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers, and enterprise, whilst preparing them for the responsibilities of adulthood.

### Learning for Life Careers Programme

Learning for Life is a key component within the Minsthorpe Careers programme, through L4L we have a dedicated 50-minute lesson each week, that for one term focuses on a specific Careers activity (see appendix). Throughout college we design activities with the support of external agencies, organisations, and employers, to enhance and support the programme we offer through L4L, external speakers include DWP, Ask Apprenticeships, LEP, Production Park and many more. Having such a structured programme enables us to monitor and evaluate the activities on a regular basis, comparing feedback and evaluating the effectiveness of the activity to support future planning and activities.

To evaluate our careers programme, we need to set out what we want our aims to be; Careers Education & Guidance is an important element within the college's overall aims and objectives. Within a programme of broad and balanced education, it stimulates individual students to access skills, knowledge, and values essential in managing lifelong learning and career development and aims to ensure that all students progress into a positive destination. It enables students to:



## Section 3

# Strategic objects and 3 Year Plan

Strategic Objectives		Targets		
Objective	Date	Year 1 (2025-26)	Year 2 (26-27)	Year 3 (27-28)
Further embed Careers into the curriculum by supporting teachers to understand how linking careers to the curriculum makes the subject more relatable and relevant to everyday and working life. How external companies can support in the classroom.  Supporting criteria for: Benchmark 1 – 2 – 3 – 4 – 5	June 26	<b>Whole school approach to linking careers learning to curriculum areas is embedded in lesson plans.</b> <ul style="list-style-type: none"> <li>Map through QA of MTP and STP curriculum planning where careers information is.</li> <li>Learning visits – part of whole school QA.</li> <li>Support teachers where needed and provide targeted CPD.</li> </ul>	<b>Work collaboratively with SLE &amp; teachers to embed careers in the curriculum.</b> <ul style="list-style-type: none"> <li>Student feedback – understanding of their subjects and how they relate to the world of work. Working collaboratively with staff to understand their knowledge and support where needed.</li> <li>Where are we? - Review and discuss SLE</li> </ul>	<b>Embedding careers in the curriculum.</b> <ul style="list-style-type: none"> <li>Use information gained to develop curriculum areas that are not delivering careers information to students – targeted CPD.</li> </ul>
Develop work experience / work shadowing for Year 9  Supporting criteria for: Benchmark 1 -2 -3 – 4 – 5 - 6	June 26	<b>Work experience / experiences of a workplace.</b> <ul style="list-style-type: none"> <li>Promote Year 9 go to work with parent's day.</li> <li>Purchase MY Path to look at how we can use the platform to support our work experience offer.</li> <li>Discussion with Next PLC regarding workplace visits.</li> <li>Develop approach to accommodate vulnerable students who are unable to access this activity – explore P&amp;A time and other ways for students to gain knowledge regarding working environments, job roles and skills required for different job roles.</li> </ul>	<b>Work Experience offer.</b> <ul style="list-style-type: none"> <li>Year 9 work Shadowing offer to be 2 days.</li> <li>Contact Next PLC to arrange visits.</li> <li>Further develop Work experience offer to work towards GB6, e.g. virtual w-exp for SEND where needed. Look at KS3 offer and KS4 offer, 10 days in total.</li> <li>Discuss with SLT how we are going to work towards KS4 work experience offer (Student work experience 5 days)</li> </ul>	<b>Work Experience offer.</b> <ul style="list-style-type: none"> <li>TBC – dependant on where we are currently in our plan to meet GB6.</li> </ul>
Careers Impact Review (Minsthorpe, Horbury, Kettlethorpe Schools)  Supporting criteria for: Benchmark 1-2 -3 -4-5 -6 -7 -8	June 26	<b>Careers Impact Review.</b> <ul style="list-style-type: none"> <li>Meet with Louise Graham (WY Careers Hub)</li> <li>Complete compass + Careers Impact review.</li> <li>Careers Impact review meeting will take place 23<sup>rd</sup> June at Kettlethorpe School. TDO &amp; SLE to present our current Careers offer.</li> </ul>	<b>Careers Impact Review.</b> <ul style="list-style-type: none"> <li>Review with SLE actions from meeting and discuss plan.</li> <li>TBC – Will depend on actions from the Careers Impact Review meeting on the 23<sup>rd</sup> of June and discussions with SLE.</li> </ul>	<b>Careers Impact Review.</b> <ul style="list-style-type: none"> <li>TBC</li> </ul>



## Section 4

# Current situation & Gatsby Benchmark Evaluation

### Self-evaluation against the strategic plan



*"The careers program at MCC has many strengths backed up by robust plans for further development post Covid. Some developments since the last report include embedding careers in the curriculum across all subjects for all year groups and strengthening the work experience provision in year 9 and 12"*

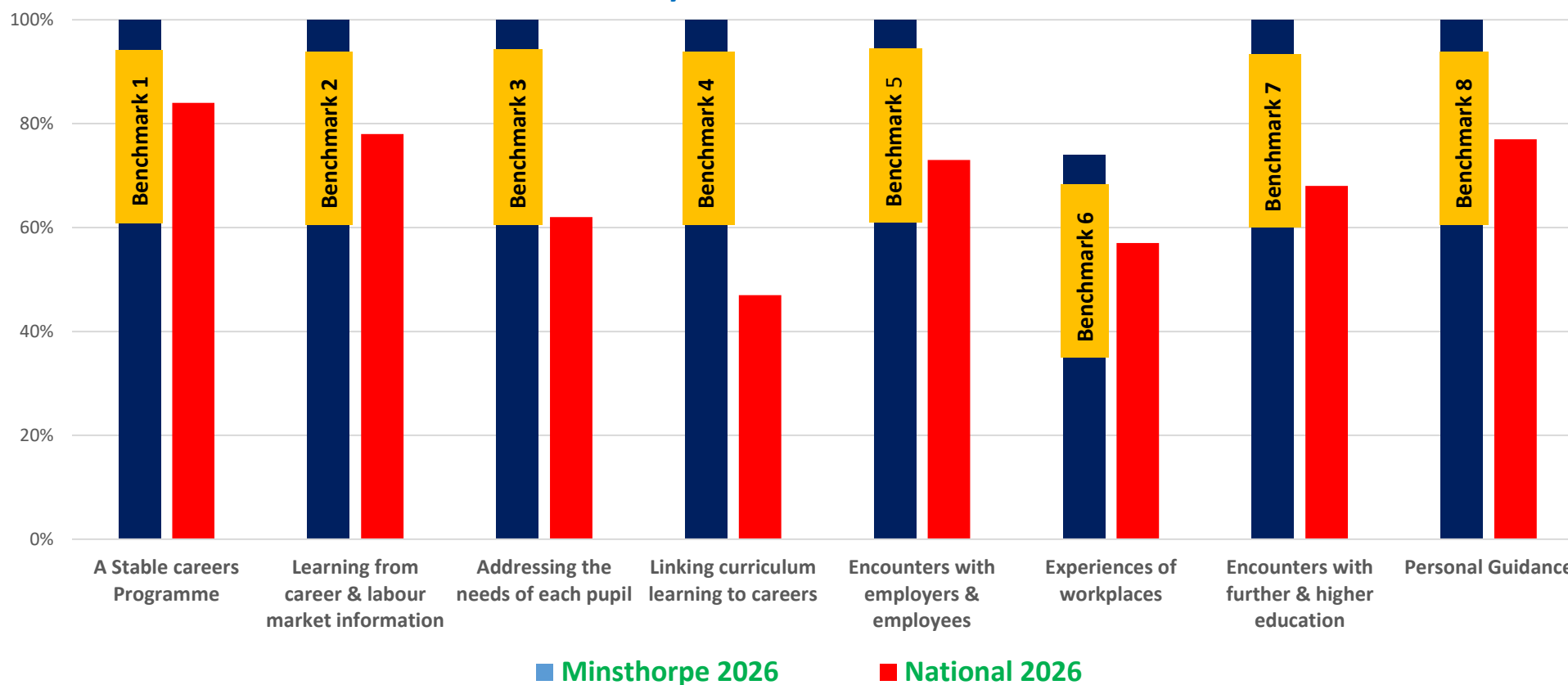
*Ruth Evans (Quality Award Assessor)*



## What Compass says about Minsthorpe Community College and the Gatsby Benchmarks

Compass is a free tool for schools and colleges that quickly and easily evaluates schools' careers activities against the eight benchmarks of best practice – known as the Gatsby Benchmarks. Below is how we currently stand against the Gatsby Benchmarks. In 2019 & 2022 we achieved the Quality in Careers Standard Award and assessment also agreed with the findings below.

### Gatsby Benchmarks June 2026

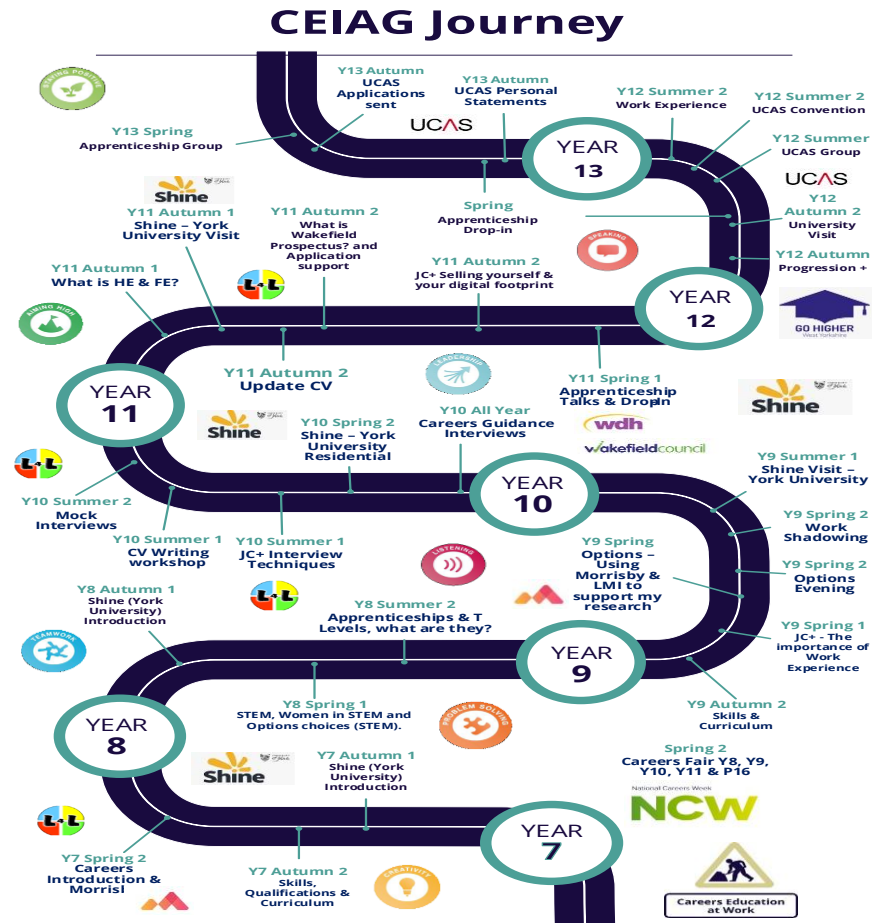


# Section 5

## CEIAG Team & Careers Journey

### The careers team:

- Susie Lewis (Assistant Principal – Curriculum & Progression)
- Tim Dowey (Careers Leader / L6 Qualified Careers Advisor)
- TBC (Governor with responsibility for Careers)
- Kirsty Jackson (L4L Curriculum Team Leader)
- Dale Fairhurst (Inclusion Manager)
- Beth Handley (Associate Assistant Principal - Student Support / SENCO)
- Teaching staff (link Curriculum areas to careers)



**Our Vision:** "Our vision and Commitment to careers education is for the creation of a Caring partnership that Motivates the lives of young people, enabling our students to make aspirational, informed and realistic future work and life choices"



## Section 6

# Careers Programme

### Learning For Life Careers Programme (L4L)

Year Group & Activity	Objectives	Outcomes
7 Introduction to Careers	Students are introduced to Morrisby careers and gain an understanding of how to use the careers platform. They will be set research tasks that will support them to researching careers and subjects that help them make informed choices on their future study options. The task will also introduce them to skills and how these can support them along their career's pathway.	Research skills Problem Solving Understanding how subjects support work roles
8 STEM and skills	Students will learn about significant women such as the Suffragettes, Mary Seacole and Rosa Parks, exploring the impact they had on society and how their actions helped shape the world we live in today. Through these case studies, pupils will examine how <u>each individual</u> demonstrated key skills including teamwork, creativity, aiming high, leadership and problem-solving in their pursuit of equality, justice and change. Students will consider the challenges these women faced and how they overcame barriers with determination and resilience. They will also make links between these qualities and those required in STEM fields, recognising that innovation and progress often depend on the same core skills. By reflecting on these inspiring figures, students will be encouraged to apply these attributes in their own learning and aspirations.	Identify and explain key skills Analyse challenges and barriers and how to problem solve. Make connections to STEM Reflect on their own skill development
9 Work Shadowing, Options & LMI	Where possible students will access "go to work with parents' day" – L4L will support in the preparation for this activity, as well as supporting students to understand what LMI is, what a job spec looks like and selling yourself to employers.  Students supported with options research, Internal and external presentations looking at GCSE options to support choices. Also, students and parents can attend options evening and 1-1 guidance sessions to look at research and how students have made their choices.	Using LMI Learning about skills Understanding of entrepreneurship Gaining workplace experience Workbook to show research undertaken Choices selected and 1-1 guidance interviews Research skills
10 CV & Mock Interviews	Students complete a CV and then undertake a mock Interview with a local employer – the employer provides feedback regarding the students Interview and CV.	Building confidence Professional CV Communication skills Experience of 1-1 Interview situation with a stranger.
11 Application & Progression Pathways	Students are supported through the progression routes from year 11, external talks looking at Apprenticeships, College / University. We also look at Interview preparation and transferable skills to support next steps.	Informed decision making Knowledge of Apprenticeship routes Knowledge of Technical qualification Knowledge of college and progression onto University EET



## **Curriculum Careers Learning**

<b>Curriculum Area</b>	<b>When</b>	<b>Careers Education, Information, Advice and Guidance covered</b>
Applied Science	P16	Students will carry out industry-standard laboratory practices while gaining an appreciation for analytical Science. The course covers aspects of A-level Biology, Chemistry and Physics and a further Genetics module. Skills developed throughout this course are transferrable to further education and jobs within the industry
Art	7 - 13	An in-depth look at Careers and Higher education routes within the Art Industry. Students also research pathways of famous Artists. Students taking part in Sculpture Park Project, promoting careers in building, construction and architecture industries.
Biology	7 - 13	Students look at the careers within the medical profession, research area including Biotechnology, microbiology, genetics and biochemistry, gaining an understanding of the role Biology plays in the development of drugs & antibiotics and the link to pharmaceutical careers. Students also research sectors within the environmental science profession and look at other areas including forensic science, sports science, gene therapist and psychiatrist.
Business	P16	The course includes units on the legal system, marketing, business and personal finance – the course is aimed at preparing students to work in business and administration. Students research Careers within accountancy, banking, marketing, the legal system and entrepreneurship, gaining a valuable insight into the world of work and how to use labour market information.
Chemistry	7 - 13	Student's research job roles within the medical and research professions, they look at roles including Doctors, Radiographers, Dentists and Medicine Development. Within the research profession students cover job roles such as biotechnology and biochemistry. Distinct links between careers and the learning are made an integral part of learning. Examples include realising the opportunities of formulation scientists, forensic scientists, and chemical analysts. Opportunities are created within lessons to have bespoke discussions with students to further their understanding of how their learning links directly to available careers.



Creative Digital Media	7 - 13	Students look at job roles within the CDM Industry. They research Pre-production skills, creating Digital Graphics, creating a multi-page website and looking at the world of creative digital animation. Students also look at the wider skills they are developing, for example when learning about programming they learn that this isn't only for gaming, it is also very important in the world of banking, hacking and encryption.
Criminology	P16	Criminology is the study of criminal behaviour and its impact. Students explore why are some people more likely to commit crimes than others? Why do some crimes go unreported? Which methods of punishment are most effective? What happens in a courtroom? Students also research job roles that are relevant to Criminology.
Drama	7 - 13	Students complete research task into the job roles within the performing arts industry. they explore performance and production contracts and look at salaries and how they differ for different sectors.
English	7 - 13	Lessons have explicit links to future careers in English e.g., editing, journalism, playwriting, acting etc. Students explicitly look at Journalism in Key Stage 3 - creating newspaper articles from the texts being read. Students also look at descriptive writing and editing, as well as speaking, listening and presenting skills that will help in the world of work. Students explore the importance of being able to properly proof-read and use basic literacy in any career when writing emails etc. Skills developed through English are also explored and related to specific job roles. Teaching 'An Inspector Calls' in Years 9 & 10, students learn about the introduction of the Welfare State in the 1940's, including National Insurance. We discuss typical wages and contributions and refer to LMI for different careers.
French	7 - 11	Students look at the positives of studying a foreign language. Discussing careers that languages are used commonly in, and how they can enhance job prospects. Students discuss future study ideas, looking at routes into University and Apprenticeships. Students also discuss Job preferences and look at part time work and the advantages and disadvantages of working or not working.



Hospitality & Catering / Food	7 - 13	Exploring roles, responsibilities and other key areas in the catering and hospitality industry. There are links to a career at every point in the lesson, if students are undertaking practical work there are links to the specific type of job or other careers it can benefit. There are also links to current degrees and jobs such as food scientists, product development, hospitality management etc
Geography	7 - 13	Students look at the different sectors of employment within Geography, exploring how they have changed over time. Students also look at logistics in different industries, looking at how a mobile phone goes from being made to ending up on shop shelves. Geography also highlights career opportunities wherever possible e.g., working for Environment Agency when teaching flooding or the changing economic structures, urban development etc.
Health & Social Care	7 - 13	Our students explore careers within the Health Care sector; they also have the opportunity to gain some valuable work experience in settings such as the NHS and other Care settings. Links are developed through lessons to skills required in specific roles/ circumstances, and how we develop the skills and knowledge to understand the sector.
History	7 -13	Students explore and link the skills they develop through their studies of History and link these to different careers.
Learning for Life	7	Introduction to Careers & Morrisby – Students will undertake an initial assessment to see how Morrisby works and how they can use it to look at GCSE options and career pathways. Students understand how their skills can support them into career pathways. Students also gain knowledge on progression routes and research job roles that relate to diverse careers.
	8	Option choices - Students supported with options research, Internal and external presentations looking at GCSE options to support choices. Also, students and parents can attend options evening and 1-1 guidance sessions to look at research and how students have come to their choices.
	9	Students where possible “will go to work” with a family member so that they can get an experience of a workplace. Where this is not possible, we will look at visits or virtual work experience activities that can be undertaken in college or locally. External programme put in place to support our Year 9 students with CEIAG, Companies such as Next PLC, Engie and Morgan Sindall to support with activity-based programmes.
	10	CV Writing & Mock Interview - Students complete a CV and then undertake a mock Interview with a local employer – the employer provides feedback regarding the students Interview and CV.
	11	Application & Progression Pathways - Students are supported through the progression routes from year 11, external talks looking at Apprenticeships, College / University. We also look at Interview preparation and transferable skills to support next steps. External talks from Job Centre + regarding Interview



		techniques, students will also hear from an external provider about Higher and Further Education. We will also have Linda Beaver (ASK Apprenticeships) discussing apprenticeships with our students.
Maths	7 - 13	Discuss how maths is used in different occupations, such as an accountant. Students also look at the different Mathematical skills they are developing and a range of different careers that they are useful for. E.G linking as many maths problems as possible to where students would need to use the skills in shops. So best buys in supermarkets, parentages for shop sales etc
Music	7 - 11	All music industry job roles are covered, and students also learn about unions, venues, licensing etc. Students Involved In putting on a big musical production incorporating lots of backstage roles, leadership and directorial roles, developing key skills for the creative industry. Students get experience in performing and music tech which are common roles in the music industry. They also visit Huddersfield University to explore music tech job roles and future education pathways
Musical Theatre	12 - 13	This qualification offers an engaging programme to support learners who want to pursue a career in musical theatre and performance. There are two common mandatory units within the qualification, which cover the following aspects of performance: * developing skills and techniques for performance, * group performance workshop. Content that is common to all pathways is designed to give a general grounding that is relevant to all. Content for the musical theatre pathway is designed to enable the learner to begin to specialise in this area where there are more specific technical job roles or further training opportunities.
Performing Arts	7 - 11	Exploring the performing Arts – Developing and applying the understanding of performing Styles by exploring the wok of the industry. Preparation, Performance and Production – Understanding and applying the skills required for all job roles of the industry in order to put on a performance event. Students also develop Skills and Techniques for Live Performance – developing and applying the skills of a live performer.
Physics	7 - 13	Students explore job roles within the medical profession, areas that they look at include Doctors, Radiographers and Dentists. Within Physics they also look at the role Physics plays in the Engineering sector, exploring roles within engineering such as Civil, Automotive, Aerospace, MOD and bio engineering. Other areas they research include product design, space exploration, particle physics and sports science.
Product Design	7 - 11	By linking the lesson objective and skills learned to how they can be used in a variety of different jobs students explore a variety of job roles including, technical drawing, CAD operators, graphic design packaging, technicians, computer programming and the energy Industry. Also, students gain an understanding of LMI through discussion around the careers link we refer to in lessons.



Psychology	P16	Students research career areas such as psychology, clinical psychology, nursing, teaching, law, and counselling. Gaining an understanding of skills needed and how they are used within the industry.
Science Week	7 -11	Careers feature as part of the activities within science week.
STEM	7 - 13	STEM club runs after college – Several STEM off site trips are planned, as well as external activities that take place within the college – E.G. Tomorrows Engineers
Sport/ PE	7 - 13	Students look at different areas within the sports world, they look at Health & Safety at work, learning how to risk assess. Student's study and take part in the organisation of a sport event, developing key leadership and management skills. Student's study and practically carry out skills that are required in many different vocational roles within sport. Roles include, management, first aid, rehabilitation, fitness testing and training, sports coaching & leadership, performance analysis & working safely in sport. Teachers also highlight the importance of the skills being developed and that are required for the current topic, these are highlighted at the start of each lesson.
Textiles	7 - 11	Explore careers within textiles and manufacturing. We link each lesson to specific careers and the world of work and how the skills we develop in lessons are linked to industry and jobs
Work Skills Programme	P16	This course is aimed at preparing students for working life – this includes applying for jobs, working in teams, solving work related problems and involves work experience. Experts come in from the world of industry to talk about apprenticeships and job opportunities. They also work alongside students on project work.



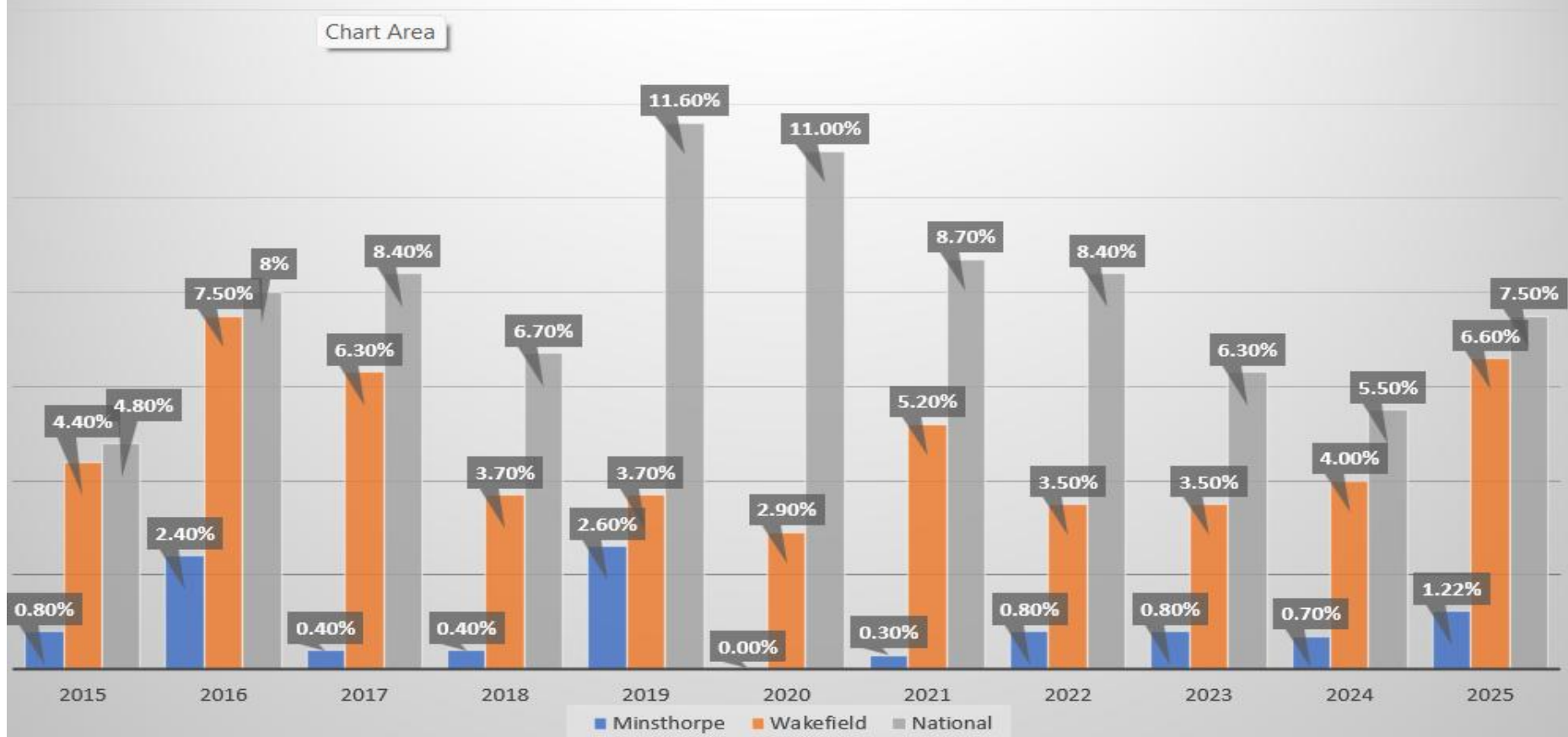
Section 7

# Destination & Progression Data

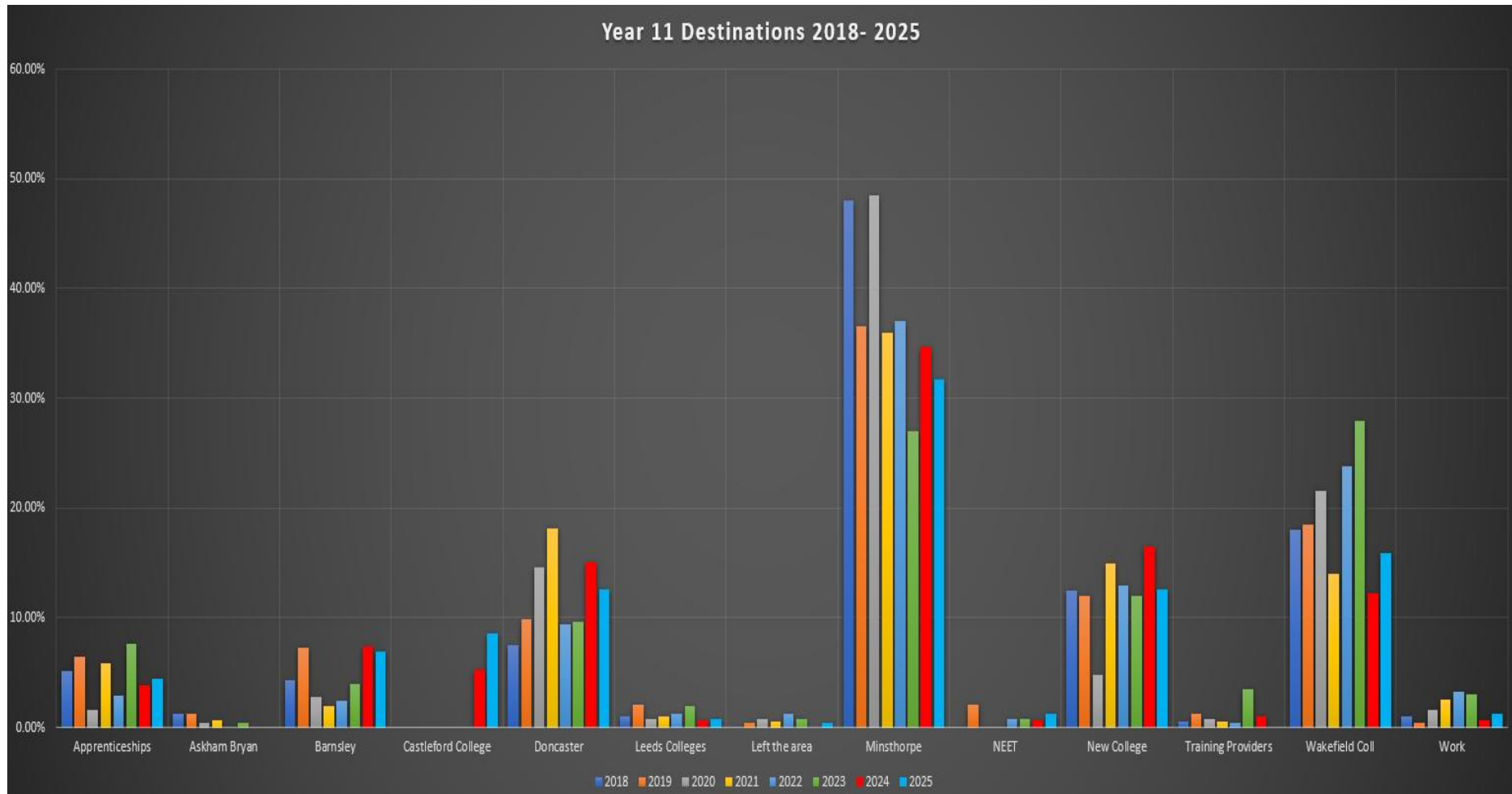


Careers Education at Work

### Minsthorpe NEET figures versus National Oct 2025



## Year 11 leaver destinations 2018-2025



## Section 8

# Action Plans

Strategic Objective 1: Further embed Careers into the curriculum by supporting teachers to understand how linking careers to the curriculum makes the subject more relatable and relevant to everyday and working life. How external companies can support in the classroom.				
<p><b>End of year target - July 26</b> – For all curriculum areas and teaching staff to be using subject specific careers information to support their lessons, and students having a greater understanding of why they might be being taught a specific subject.</p> <p>Supporting criteria: Gatsby benchmarks 1, 2, 3, 4 &amp; 5</p>				
Success Indicator Term 1 (Sept 25 – Dec 25)	Success Indicator Term 2 (Jan 26 – Mar 26)	Success Indicator Term 3 (April 26 – July 26)		
<ul style="list-style-type: none"> <li>Use of careers logo/slide in lesson.</li> <li>Meeting with SLE to plan how we can QA.</li> <li>Part of whole school MTPs &amp; STPs.</li> </ul>	<ul style="list-style-type: none"> <li>Careers logo/ slide - teachers are using and promoting in lessons.</li> <li>Students seeing subject specific careers information in their lessons.</li> <li>QA of MTPs &amp; STPs.</li> </ul>	<ul style="list-style-type: none"> <li>Linking curriculum learning to careers can clearly be seen in lesson plans, teachers are embracing the ideas and learning from their experiences.</li> <li>Students becoming more knowledgeable and understanding links between curriculum subjects and job role and LMI.</li> </ul>		
Actions required to achieve targets	Milestones and timescales	Responsible	Resources required	Reporting
<ul style="list-style-type: none"> <li>Teachers using careers logo/slide to highlight careers information.</li> <li>Lesson visits.</li> <li>CPD for targeted areas.</li> </ul>	<ul style="list-style-type: none"> <li>September 26 – Teachers highlighting careers information in lessons.</li> <li>This could include: LMI Skills Actual jobs.</li> </ul>	Everyone in college.	Careers Logo/ slide. Student SharePoint – My Future. Teachers. Student Feedback forms	Feedback to SLE from teaching staff. Student feedback. QA of MTPs & STPs.



<b>Strategic Objective 2: Develop work experience / work shadowing activity to support Gatsby Benchmark 6 – Experience of workplaces</b>				
<b>End of year target - July – 26</b> – Plan in place for Year 9 students to have an extra day in Industry with parents. Look at how we can develop our offer to meet GB 6, 10 days over KS3 and KS4.				
Supporting criteria for: Benchmark 1 -2 -3 – 4 – 5 - 6				
Success Indicator Term 1 (Sept 25 – Dec 25)	Success Indicator Term 2 (Jan 26 – Mar 26)	Success Indicator Term 3 (April 26 – July 26)		
<ul style="list-style-type: none"> <li>Meeting with SLE – Discuss back up plan for students who can't access work with parents. E.G. Virtual work experience, this could be through P&amp;A Time.</li> <li>Talk to Next PLC re visits for Yr 9 students.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement on last year's uptake of Year 9 going to work with family.</li> </ul>	<ul style="list-style-type: none"> <li>Students have been out on placement with family members.</li> <li>Students who can't, have accessed virtual work experience within P&amp;A and have also been used as office duty.</li> </ul>		
Actions required to achieve targets	Milestones and timescales	Responsible	Resources required	Reporting
<ul style="list-style-type: none"> <li>Letter to parents.</li> <li>Promote to students.</li> <li>Promote to students – benefits of work experience. Talk from JC+.</li> <li>Set up meeting with Next PLC</li> <li>SLE to talk to KMC, expand to 2 days.</li> <li>Discuss with SLE re office duty (2 days)</li> <li>Discussion re KS4 – how? Funding?</li> </ul>	<ul style="list-style-type: none"> <li>Jan 26 letters to parents.</li> <li>Promote to both parents and students – Jan – Feb.</li> <li>Sept onwards – meeting with SLE to discuss work experience offer.</li> </ul>	<ul style="list-style-type: none"> <li>TD</li> <li>TD / SLE</li> </ul>	<ul style="list-style-type: none"> <li>Presentation about work exp – JC+.</li> <li>Email system.</li> <li>365.</li> <li>General Office</li> </ul>	<ul style="list-style-type: none"> <li>Emails received and sent.</li> <li>Parents letter sent out.</li> <li>Feedback from students &amp; Parents.</li> </ul>

<b>Strategic Objective 3: Careers Impact Review</b>				
<b>End of year target – July 26</b> – By systematically analysing feedback from the Careers Impact Review, we will identify strengths, gaps, and priority areas to refine and enhance our careers programme. This will involve aligning improvements with the Gatsby Benchmarks, supporting us to reach GB6 and developing our experiences of the workplace offer.				
Supporting criteria for: Benchmark 1 -2 -3 – 4 – 5 – 6 – 7 - 8				
Success Indicator Term 1 (Sept 25 – Dec 25)	Success Indicator Term 2 (Jan 26 – Mar 26)	Success Indicator Term 3 (April 26 – July 26)		
<ul style="list-style-type: none"> <li>Meeting with SLE – Discuss framework and benefits of being part of the careers &amp; enterprise network.</li> <li>Mutual date agreed with all participants.</li> <li>SLT Careers impact review survey completed.</li> </ul>	<ul style="list-style-type: none"> <li>TDO &amp; SLE to put together a presentation for the Careers impact review.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at Kettlethorpe school to present our careers programme with SLE</li> </ul>		
Actions required to achieve targets	Milestones and timescales	Responsible	Resources required	Reporting
<ul style="list-style-type: none"> <li>Email WY Careers Hub to agree to be part of the Careers Impact review system.</li> <li>Complete Careers impact review survey on Compass +</li> <li>Find date that suits all schools involved. 23<sup>rd</sup> June 20026</li> <li>Presentation to present regarding our careers programme.</li> </ul>	<ul style="list-style-type: none"> <li>Sep/ Oct 25 – Meet SLE to discuss benefits and what is required. All school should do internal review every 12 months and peer to peer every 3 years.</li> <li>DEC/JAN – SLT careers impact review survey completed.</li> <li>Feedback used for presentation.</li> <li>June 26 – PP finished for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>TD/ SLE</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Time</li> <li>PC</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from SLT</li> <li>Feedback from Compass +</li> </ul>



Section 9

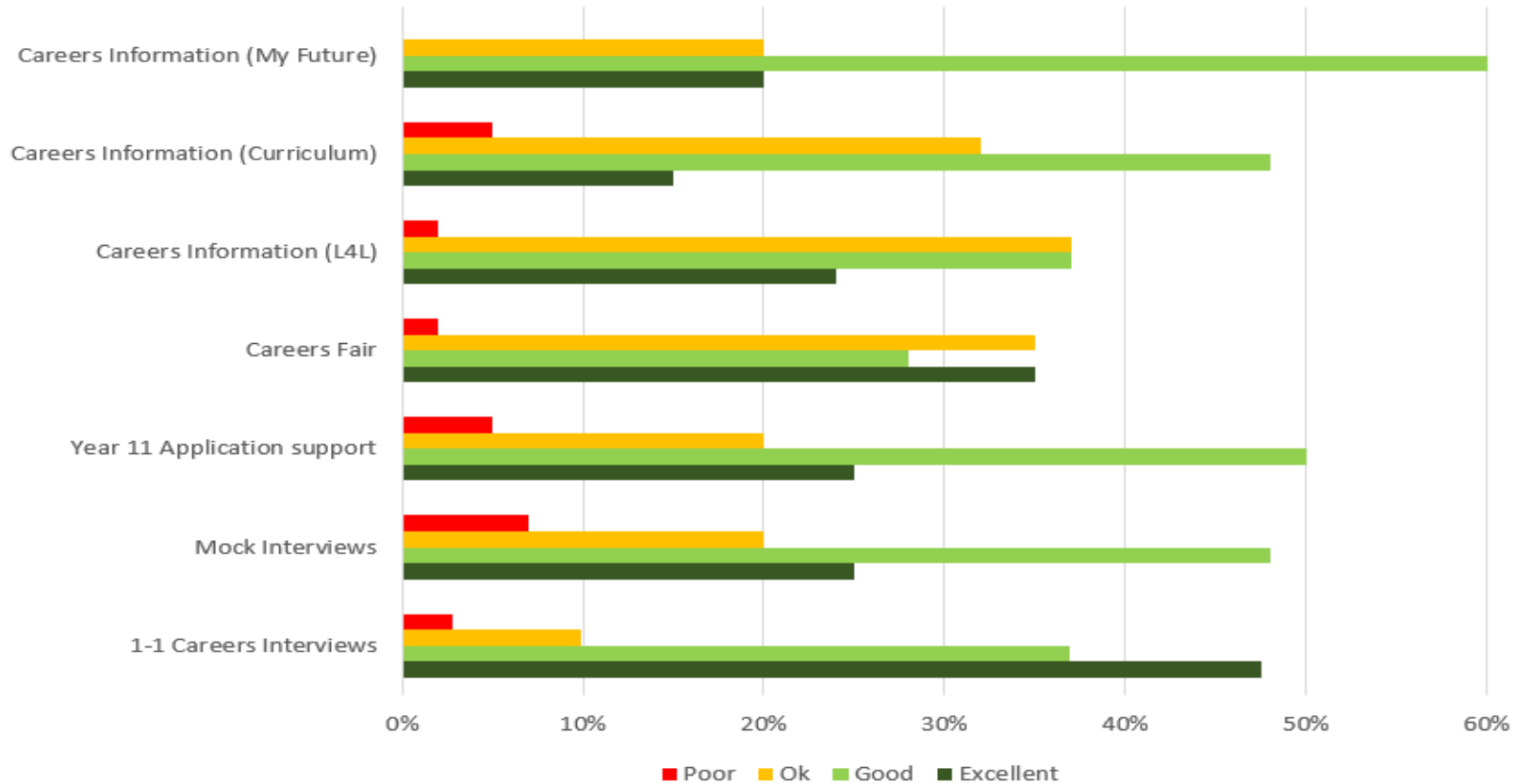
# Links to Industry



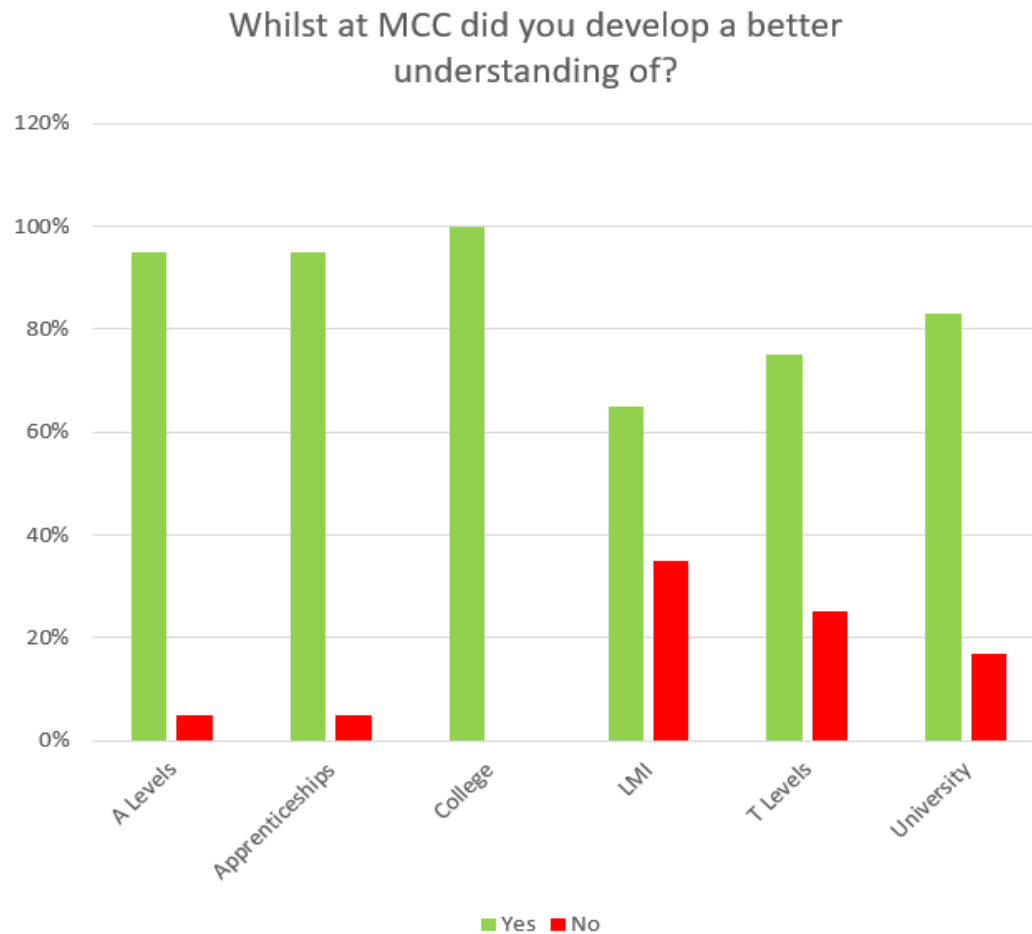
## Section 10

# Student Feedback

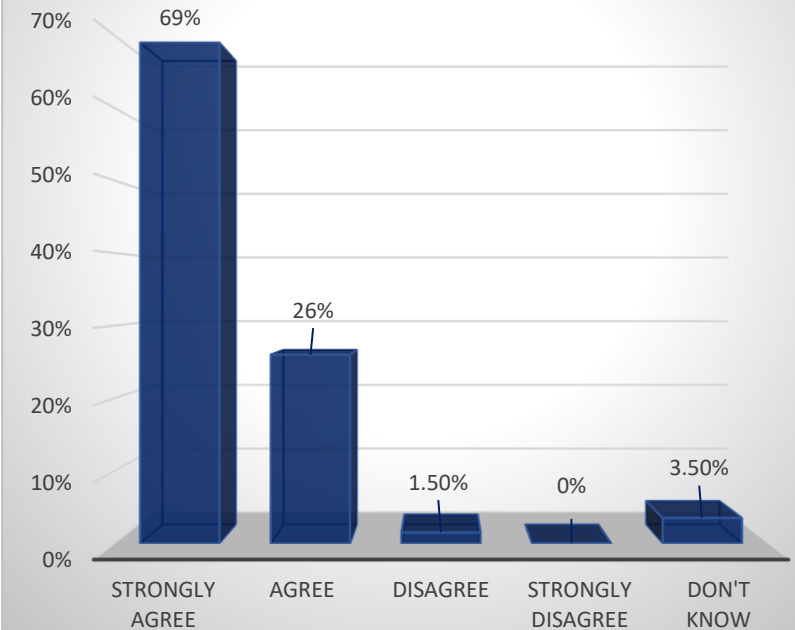
Universal Intervention Feedback - Year 11 Leavers June 2025  
How useful did you find the Careers Programme?



## Student & Parent Feedback



## Year 9 Parents Feedback - I am pleased with the careers advice & guidance my child has recieved at MCC.



## Section 11

# Monitoring & Feedback

### Monitoring strategy

To monitor whether our students have been able to access up to date, relevant CEIAG we will continue to use L4L, Office 365 Forms and 1:1 interviews for targeted year groups to gather feedback from students. Learning visits, student voice and being present at the activity are the main routes which will be used to carry out monitoring of the activities. This allows us to support students, track their thoughts, participation, and planning of their future. Monitoring of external agencies and their role of providing effective CEIAG is carried out by the Careers Lead, staff voice and the SLT link for Careers.

The Careers Lead and careers Guidance professionals will produce action plans for individual students, to support students with their progression plans, these can be built on for the future. The Careers lead will supply an electronic version, this makes them easily accessible and gives clear structure to base plans on.

The Careers Lead, SLT covering careers, L4L lead, STEM co-ordinator and class teachers select the external agencies and organisations they feel fit with the aims of the programme or lesson theme, activities from providers are encouraged and our external provider agreement is published on the college website and can also be found in the appendices.

### Evaluation Strategy

As a college we value the opinions of our students and any other participants that take part in the Careers based activities we provide. We invest a great deal of time planning, resourcing and delivering activities to allow our students the opportunity to experience and learn from a variety of internal and external lead activities. It is therefore important to us to find out the views of people participating on both the quality and content on the activity, as well as letting us know any organisational issues. We use a variety of methods including questionnaires and online feedback portals.

The evaluations we provide for our students are designed to be as simple as possible to complete, using tick box answers, there is also a box provided for students to write any views they feel they need to express.



## Monitoring Programme

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
Year 10 Mock Interviews	Careers Lead	Summer term	Careers leader present at the interviews. Student voice Interviewer's feedback from questionnaire.
Year 9 Choices	Careers Lead L4L Lead	Spring Term	Student voice Teacher feedback Learning walks
Careers education as part of L4L	Careers Lead	Focus all year	Learning walks / Lesson observation Student voice Staff feedback
Carers Fair	Careers Lead SLT	Spring term	Student voice Stall holder feedback Careers leader present at Careers fair / SLT Learning walks

## Evaluation Programme

Activity to be evaluated	Responsibility for evaluation	Timing	Implementation
Year 10 Mock Interviews	Careers Lead	Summer term	Student voice / questionnaire Interviewer's feedback from questionnaire. Feedback to support future planning
Year 9 Choices	Careers Lead L4L Lead	Spring Term	Student voice questionnaire Feedback to support future planning
Careers education as part of L4L	Careers Lead	Focus all year	Student voice / questionnaire Staff feedback Feedback to support future planning
Careers Fair	Careers Lead	Spring term	Student voice Stall holder feedback



## Section 12

# Provider Access Policy

### Introduction

This policy statement sets out Minsthorpe Community College's arrangements for managing the access of providers to pupils for the purposes of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

### Student entitlement

Minsthorpe Community College aims to provide ALL students with a comprehensive CEIAG Programme.

Careers Education consists of explicit lessons through L4L, supporting you to develop skills, knowledge and understanding how to manage your own learning and career development. College will provide a learning environment where the importance of CEIAG is referenced across all curriculum areas. You will receive guidance interviews at key stages throughout your education, through 1-1 interventions and group work, this support is carried out by the careers lead and external agencies. Through careers education, information, advice, and guidance, you will be able to feel positive about yourself, improve your motivation and raise your aspirations, taking responsibility for your career pathways.

We will support you to:

- Investigate opportunities in learning and work, such as technical education qualifications and apprenticeships opportunities.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through careers events, assemblies, external provider presentations and taster events.
- Identify skills you have and skills you may need to support your future.
- Broaden your aspirations and encourage you to reach your full potential.
- Value inclusion, challenge gender stereotyping and promote equality of opportunity.
- Make well informed and realistic decisions on your progression pathway.
- Have access to, up to date, careers education, information advice and guidance.



- Complete a CV and get feedback from business professionals.
- Have an awareness of enterprise.

What Minsthorpe Community College can provide:

- Guidance to help you identify your career goals.
- Continued CEIAG exploration and self-development delivered through L4L.
- Careers Information relating to specific industries.
- Support in applying to College, Apprenticeship and University.
- Student finance guidance.
- Access to a comprehensive careers' library through "My Future" which can be found on Student SharePoint.
- Access to progression pathways through events such as the careers fair.
- 1-1 impartial, confidential Careers Guidance from a qualified Level 6 careers guidance expert.
- Access to The National Careers Service & National Apprenticeship Service.

For students at compulsory school age these encounters are mandatory and there will be a minimum of two encounters for students during the 'first key phase' (year 8 to 9) and two encounters for students during the 'second key phase' (year 10 to 11). For students in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for students to attend. We are committed to providing meaningful encounters to all our students using the Making it meaningful checklist.

These provider encounters will be scheduled during the main school hours, and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from students.



#### Previous Providers:

In previous terms/years we have worked with the following providers from the local area to support our students in making informed decisions for their future pathways.

- Henry Boot
- Next PLC
- Production Park
- Audi (Wakefield)
- Wakefield College
- Doncaster College
- Barnsley College
- Ask Apprenticeships
- Job Centre +
- WDH
- Morgan Sindall Construction
- York University
- Huddersfield University
- Leeds Beckett University
- Leeds University

#### Destination Data:

In 2024 our year 11 students moved to a range of providers including:

- 12.6% - New College Pontefract
- 15.85% - Barnsley College
- 12.6% - Doncaster College
- 15.85% - Wakefield College
- 8.94% - Castleford College
- 2.03% - Apprenticeships
- 0.81% - Leeds City College
- 31.71% - Minsthorpe P16
- 1.2% - NEET



## **Management of provider access requests**

### **Procedure**

A provider wishing to request access should contact: **Tim Dowey – Careers Leader:**  
Telephone: (01977) 657600 / Email: [tdowey@minsthorpe.cc](mailto:tdowey@minsthorpe.cc)

### **Opportunities for access**

The school offers a number of events that are integrated into the school careers programme, which will offer providers opportunities to come into school to speak to students and/or their parents – please see section 6: Careers Journey

Please speak to our named Careers Leader to identify the most suitable opportunity for you. The Academy's policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website <http://minsthorpe.cc>

### **Premises and facilities**

The College will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We 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 Lead. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Lead who will distribute the relevant information to students. The Careers Office is available to all students.



Careers Education  
at Work

