

Vision Statement

All Penrice students are confident, informed and ambitious individuals who are best prepared for a successful future

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1. Introduction

This document outlines our whole school approach to delivering careers guidance throughout our student's journey at Penrice. It forms part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks.

We work with staff, local employers, agencies, and education providers to deliver a carefully planned and sequenced Careers Education Programme designed to develop our student's character and employability skills; developing a strong knowledge and understanding of career and FE/HE education pathways that enables them to make wise, informed choices and decisions about their future.

All students have access to careers guidance and support during their 5-years with Penrice; working with teachers, professional networks, digital platforms and collaborative partnerships, complimented by experienced staff who are passionate about their future.

2. Evidencing the Need for Change

WHY – The Penrice Context

Penrice Academy is an 11-16 school with 1405 students. We serve an economically and socially diverse community with deprivation indicator levels at quintile 4 (more deprived). Our catchment is predominantly rural and coastal.

Within our student population, the majority of students (96.7%) first language is English, with small numbers (<5%) of other ethnic groups and languages. Penrice has a growing proportion of students who are eligible for Pupil Premium 24.43% in line with National Average.

Penrice has 51 students with an EHCP, 3.63% (3.1% Nat). In addition, we have 202 students at SEN Support 14.39% (13.4% NA). Needs are mostly ASD, SEMH and SLD/MLD.

WHY – Penrice students & St Austell need outstanding Careers provision

Cornwall is the second poorest county in England; St Austell, once dominated by major industries such as China Clay production and fishing now has wages below the national average. Our students grow up in a less diverse, economically narrow part of the UK, with seasonal tourism being a major provider of employment. There is little, large-scale industry, and few companies employing over 200 people. Some students have never left the County.

Parental awareness of future Career opportunities is low, especially in our lower income families. They need expert careers provision that raises aspirations and social mobility, creates a growing awareness of the opportunities on offer within and beyond Cornwall, and allows students to value the importance of a high-quality education.

Our students need the knowledge and skills to make the most of the ever-changing and rapidly shifting UK and Cornish employment landscape. They must be resilient, flexible, and ambitious to be as successful as possible in their working lifetime.

Our Careers Provision

A completely new careers team was put in place in September 2023, tasked with creating a World Class careers curriculum to drive ambition and opportunities for our students.

At the time Penrice was not meeting 100% in most Gatsby Benchmarks (See Compass + report December 2023). To achieve this, the Careers Curriculum and Programme needed to be completely re-designed to maximise student's aspirations and develop employability skills.

Students and staff were not engaged by Careers lessons and activities, it was not seen as an enjoyable and stimulating experience. There was little coherence of skills acquisition and development across the year groups, careers education was not valued – being seen as a bolt-on to the pastoral curriculum rather than a crucial, integrated part of our students' education and preparation for life beyond school. This is why we need change.

In response to the need for change, a completely new careers curriculum was designed and written to be delivered in structured six-week blocks during tutor time, ensuring consistency, coherence and high impact across all year groups. Staff and student voice are routinely gathered to evaluate effectiveness, and delivery is personalised based on identified needs, interests and aspirations. Students in key year groups regularly complete the Future Skills Questionnaire (FSQ), enabling leaders to identify sector trends, pinpoint gaps in knowledge or skills, and target areas for further development. As a result, careers education is now a purposeful, data-informed programme that prepares pupils very well for their future lives in modern Britain.

'Carefully planned and ongoing careers advice starts early. It links to pupils' personal interests and ambitions seamlessly. Pupils are very well prepared for their future lives in modern Britain' - **Ofsted Feb 2025**

The Eight Gatsby Benchmarks* of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

* Gatsby Benchmark Scores, January 2026

Our Evaluation

Gatsby Benchmark	% achieved in latest evaluation
GB1 - A stable careers programme	100%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	100%
GB4 - Linking curriculum learning to careers	100%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	100%
GB7 - Encounters with further education and higher education	100%
GB8 - Personal guidance	100%

Areas for Development

Although we have achieved 100% against the Gatsby Benchmarks, we recognise that careers provision is not static. Our focus moving forward is on continuous improvement—strengthening the quality, consistency, and impact of our activities. We will continue to adapt provision in response to pupil needs, labour market changes, and stakeholder feedback to ensure our careers programme remains relevant, inclusive, and aspirational.



Our Careers plan is based on two key principles:

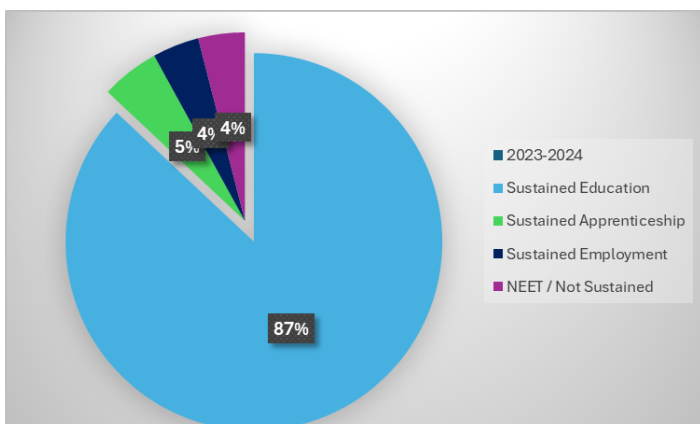
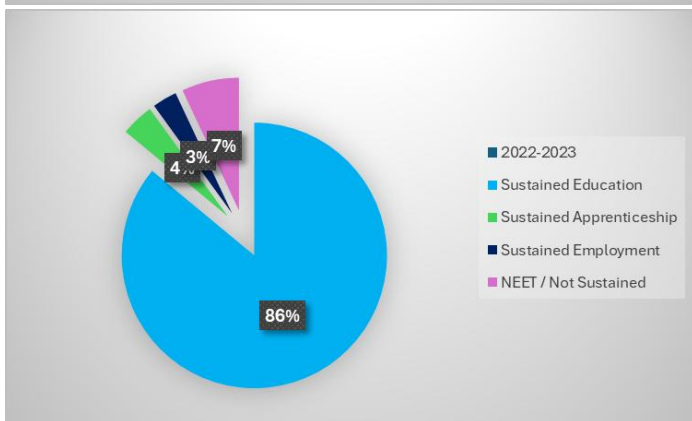
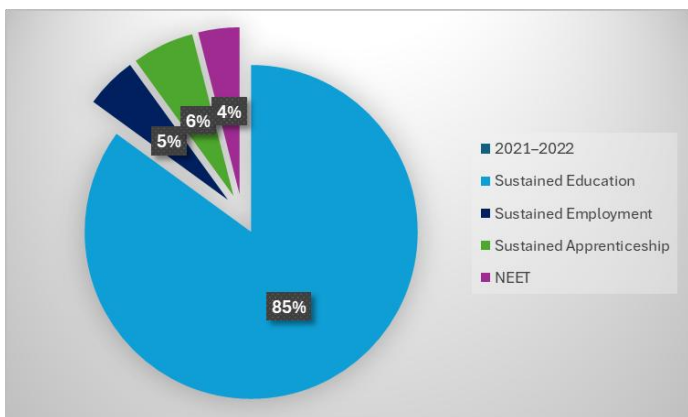
1. The development of Employability and Personal Skills based on the Skills Builder principles.
2. The acquisition of knowledge of the Careers and Education pathways that lead beyond Penrice.

SWOT Analysis of Penrice Academy Careers -January 2026

Strengths	Weaknesses
<ul style="list-style-type: none"> • 100% achieved across all Gatsby Benchmarks • Recognised and graded Outstanding in the most recent Ofsted inspection • Strong, established relationships with local employers • Close collaboration with local colleges and universities to deliver outreach, pre-16 courses and student support • Widening post-16 provision through partnerships with local Trust sixth forms • Strong SLT support embedded within the careers strategy • SEND specialists fully integrated within the careers team • High-quality careers advice and guidance for all students 	<ul style="list-style-type: none"> • Careers Lead has split roles. • Started from scratch. • Higher numbers of EHCP and PP students.

<ul style="list-style-type: none"> • Careers identified as one of the three key priorities within the School Improvement Plan • Strong links with local HE providers 	
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Participations in this programme. • Experience PP and SEND Team to support most vulnerable students. • Part of a Trust with 4 other secondary schools to share good practice/events etc. • Great relationship with employers and Enterprise Hub. • We have great results (top in Cornwall for Progress 8 and Attainment 8) and most students are motivated to succeed. 	<ul style="list-style-type: none"> • Time (current Careers Lead's role goes beyond just careers). • Greater absence amongst PP and SEND students. • Cost of living has affected our most vulnerable students.

Overview of trends in destination data for the past 3 years.



Penrice Academy's NEET (Not in Education, Employment, or Training) figures demonstrate a consistent pattern of positive destinations for Year 11 leavers. The academy continues to prioritise careers guidance and targeted support to sustain and improve these outcomes. Since 2018, NEET levels at Penrice have remained within or slightly above the national average, consistently ranging between 3–4% each year.

Most of the students' progress to either College to take Level 1–3 courses, including A Levels, T Levels, BTECs, and Apprenticeships. While the number of students pursuing Apprenticeships is relatively low, it remains within national averages. Very few students currently choose the IB, or local school Sixth Forms, which has been identified as an area for development over the next three years. We have also developed relationships with Marlborough College, a highly selective independent school renowned for its academic excellence and strong A Level programme. Several Penrice students have successfully gained places there, providing them with access to outstanding teaching, extensive enrichment opportunities, and excellent progression pathways to top universities — a significant opportunity for our students to broaden their academic horizons.

'Sustained education, employment, or apprenticeship' refers to full-time courses. 'Destination not sustained' refers to the NEET percentage shown in these graphs. All data is sourced from the Penrice IDSR 2025.

Next Steps

- Strengthen engagement with apprenticeship providers and local colleges to raise awareness and understanding of Level 1–3 apprenticeship pathways across Cornwall, ensuring all students are well informed about technical and vocational routes.
- Work closely with Truro College IB teams and utilise Marlborough College connections to broaden understanding and increase the appeal of advanced academic courses for high-achieving pupils, providing access to a wider range of opportunities, enrichment experiences and progression pathways.



How the Careers Programme Links to the School Improvement Plan

The headings below have been taken from our School Improvement Plan.

Team Penrice

- Careers supports the Penrice Community by engaging with all students and staff through the delivery of careers in our curriculum.

Ambition, Independence, Enrichment

- Careers education and guidance is world class and inspires ambition in our students
- Raising attainment and expectation through goal setting and raising awareness of opportunities and pathways post-16
- Careers curriculum enrichment through many visits, talks, activities and engagement with local employers and partners.
- Supporting the Personal Development (Character) Curriculum to develop outstanding people.

Teaching and Learning

- Create a Careers Curriculum that teaches, develops, stretches and engages all learners.
- Plan and deliver high-quality enjoyable and challenging activities that improve student's knowledge and understanding of Careers.
- Embed a sense of curiosity about future opportunities and pathways.
- Support a culture committed to collaboratively driving their own ambitious development

Culture of Pride, Respect and Success

- Support and guidance ensure all students have the highest of expectations of their future careers and life experiences.
- Students understand how developing core employability skills and achieving the best possible exam grades will have a direct, positive impact on their life chances.
- Careers is a relevant and enjoyable part of the education students receive at Penrice; allowing students to value their education thus supporting student engagement and outstanding attendance.

3. Strategic Objectives

Long Term Strategic Objective 1: Embed careers into the curriculum and culture of Penrice

Links to benchmarks: GB 1, 3, 4, 7 & 8.

	What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
Year One 2024-2025	<ul style="list-style-type: none"> • Careers Champions in 5 large departments including STEM subjects. • 3 careers-related activities and references embedded in Term 1 schemes of work for all year groups, in these departments. • 1 employer engagement or activity (live/Online/Visit) relating to each subject in Year One in the 5 departments. 	<ul style="list-style-type: none"> • Whole staff training in September Inset to share vision of Careers at Penrice • Establish a Career Champion team in 5 departments. • CPD planned & delivered throughout the year for CC. • CC's meet with the HOD's to decide units or topics to use to introduce the new careers activities • Sharing of network contacts and use of CEC links to support departments access employers
Year Two 2025-2026	<ul style="list-style-type: none"> • Careers Champions added in 5 additional departments. • 3 careers related activities and activities with employers embedded in Terms One and Two schemes of work across subjects. • Key Eight Employability Skills (Skills Builder) built into schemes of work across year groups. 	<ul style="list-style-type: none"> • Planning as above for the new departmental Careers Champions. • Careers Champions to plan activities for departments to use in Green Careers Week (Nov '24) and NCW (March '25). • Plan & implement next phase of subject-based Employer engagement. • CPD for staff to introduce the 8 key skills and embed use of icons into lesson resources and activities.
Year Three 2026-2027	<ul style="list-style-type: none"> • All staff will see themselves as Careers Champions and are comfortable talking about careers related information inside and outside lessons. • All subjects have careers related skills, activities and tasks built into schemes of work for all years. • Students value Careers as part of their every-day education; understanding how and why employability skills and knowledge of post-16/employment pathways increase chances of their academic success. 	<ul style="list-style-type: none"> • Implement 3 careers-related activities and references into Term Three schemes of work. • Continued development of skills-based/LMI & LLMI informed resources within lessons and schemes of work. • Review of the Careers activities and information within schemes of work; plan & implement updates and adjustments. • Student voice to measure the effectiveness of Careers Programme and the quality of provision/delivery.

Long Term Strategic Objective 2: Improve engagement and interaction with employers, employee and higher/further education providers.

Links to benchmarks: GB 1, 2, 3, 5 & 6

	What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
Year One 2024-2025	<ul style="list-style-type: none"> At least two employer engagements per year group taking place over the year. We have connected and worked with at least 3 employment sectors across the year groups (based on LMI). At least 2 visits to universities and local FE Colleges for KS4 students. 	<ul style="list-style-type: none"> Analysis of LMI & LLMI to identify key sectors to engage with. Identification of local, regional, and National/TNC companies to approach following analysis. Develop contacts with FE/HE institutions; plan and calendar visits from/to these. Use Careers SW and CEC to help establish networks. Use of student voice to inform on the quality and impact of employer engagement/trips/visits.
Year Two 2025-2026	<ul style="list-style-type: none"> Careers Champions are contributing to the engagement of employers within their subjects. Students meet with at least two universities and/or post-16 providers in Years 9-11. Students can articulate the impact of these visits on their aspirations and understanding of different employment sectors/pathways. Work Experience is available through an increasing number of means (traditional week, virtual, short timescales, drop-down days). 	<ul style="list-style-type: none"> Develop annual Careers programme with employers and educational providers to build and develop relationships over time. Use employer engagement in the delivery of key skills such as interview days. Calendar the university and FE visits, ensuring all students visit/meet relevant and aspirational providers. Introduce regular Business Breakfasts to improve networking and student/employer engagement. Improved use of virtual work experience and careers platforms to engage students and broaden contact with firms/sectors.
Year Three 2026-2027	<ul style="list-style-type: none"> All students meet with at least 3 employers/employees each year they are at Penrice. All Students will visit a university or HE provider at least once in each key stage. Students learn about a diverse range of employment sectors throughout their time at Penrice. All key groups are catered for and have high aspirations because of their interactions with employers. 	<ul style="list-style-type: none"> Manage, develop, and review the Careers programme to meet changing needs of students and LMI over time. SEND/EHCP/PP bespoke visits/activities to raise aspirations are embedded into the Employer/Provider calendar. Visits to local and nationwide institutions are planned each year (e.g. Dyson Institute, Cambridge, Imperial College as well as local providers).

Long Term Strategic Objective 3: Support students, parents and carers to access and understand careers opportunities both locally and nationally.

Links to benchmarks: GB 1, 2, 3, 7 & 8

	What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
Year One 2024-2025	<ul style="list-style-type: none"> All students in all year groups are registered with Career Pilot. All students use Career Pilot in at least one significant block of learning during the academic year. Parents are contacted every time there is a Careers event to raise the profile of the Careers programme. 	<ul style="list-style-type: none"> All year groups are registered and introduced to Career Pilot at the start of the academic year. Start the writing of the Careers Curriculum to run in registration sessions over the year in all year groups. Specific focus on skills. Update and improve the careers section of the school website. Careers team presence at school events.
Year Two 2025-2026	<ul style="list-style-type: none"> Regular, planned use of Career Pilot and other platforms/online tools by all year groups. Data reports show increased use and engagement with tools such as Skills Builder. Parents and students increasingly engage with the school website, Career Pilot, and other platforms to help children in their decision making. Students can demonstrate their understanding and value of employability skills, LMI and employment sectors. 	<ul style="list-style-type: none"> Further planning of Careers Curriculum sessions for all year groups. Further development of the Careers website to become provide all stakeholders with the information they need. Regular updates to the site, sharing careers opportunities to parents. Use of Compass+ and Careers SW interview reports to improve personalised guidance. Continued CPD for tutors using Skills Builder, Career Pilot and other useful platforms. Increase parental contact with Careers Team and Career Pilot platform
Year Three 2026-2027	<ul style="list-style-type: none"> All students use and understand the school website, Career Pilot and other platforms to make informed, aspirational choices about their futures and next steps beyond Penrice. Parents know, understand, and use the tools to support their children to make informed and aspirational decisions; know who to ask for support when needed. Students know what key skills employers want, how to develop them and why they are valuable to achieve their career and life goals. 	<ul style="list-style-type: none"> Continue to plan and evolve the taught Careers Curriculum via Career Pilot. Ensure the curriculum makes full use of the Careers platforms and website so students, parents and carers fully understand how to access information available to them. Ensure regular access to online platforms in registration and other times of the school day. Continue to communicate with parents at every opportunity about events/activities/employment opportunities throughout the year.

4. The Careers Team

Role	Responsibilities
Head Teacher Tanya Coleman	Leading the vision of aspiration and excellence within Penrice. Provides quality assurance at Headship level.
Deputy Head Teacher Claire Gurd	Line manager of the Careers Lead; QA's leadership & management of Careers Programme and strategy.
Careers Link Governor Ian Hocking	Strategic support and challenge of careers strategy at governor level. Actively promoting the careers strategy and programme with Governors Team and wider stakeholders. Provide community and business links.
Head of Futures April Stevenson	Responsible for the strategic direction, development, and delivery of the school's careers provision, ensuring all students have access to high-quality Careers Information, Advice, and Guidance (CIAG) and positive post-16 destinations. Design and manage the Careers Curriculum within the Pastoral system, plan year-group programmes, and provide bespoke support for SEND, EHCP, RON, and high-achieving students. This includes opportunities with partners in our local college and sixth forms as well as Marlborough College. Monitors NEET trends, tracks student destinations, manages the Careers budget, and audits provision against Gatsby Benchmarks using Compass+. Fosters relationships with FE, HE, apprenticeship providers, employers, and parents, delivers staff CPD, develops resources, and ensures all students are informed, aspirational, and prepared for their next stage of learning or employment.
Careers Curriculum Lead April Stevenson	Responsible for the design of the Careers Curriculum within the Pastoral system. Prepare resources and activities for delivery during Tutor sessions and registration. Work with HOYs to create bespoke curriculum to meet LMI, Year Group-specific needs. Assist in the design and management of the Careers programme, the organisation of trips and visits. Responsible for the delivery of CIAG to RON students; liaise with SENDco regarding the delivery of bespoke Careers advice to RON students.
Careers Administrator	Provide administrative support for the Careers team. Manage the admin of the Work Experience programme; liaising with Cornwall CC; keep data and records for WEX and Year-11 progression each year. Assist in the organisation of Careers visits, trips and events, booking in guests, rooms, communicating with Site Team.
Operational SENDCO Sue Wakeling	Works to develop and implement the SEND Careers programme. Close monitoring of where SEND pupils need additional support with skills and knowledge to make important decisions. Attends all EHCP/PEP reviews to support KS4 students to transition to post 16. Organise Year 10 work experience week programme and placements for EHCP students. Liaises with Emma Trudgeon (Careers South-West) to organise next step and Career interviews for any student on the record of need. Links with CELT Hub to provide CIAG for Penrice Hub students.
Pastoral Support Mentors Kirstin Hooper Kelsie Sutcliffe April Stevenson Danielle Johns Evans Thomas Dan Matthews (SEND)	Each year groups have a designated PSM who supports students with social and/or emotional needs through the Trauma Informed framework (TIS); tackle barriers to progression; build relationships with parents and carers; deliver restorative and TIS practice and support students pastorally. Provide a link to Heads of Year and inform pastoral decision making.
Heads of Year	Monitor attendance and behaviour and working with SLT, parents/carers, colleagues and outside agencies to increase aspiration for the students in their Year Team. Identify barriers to learning/attendance/progression. Support the Careers programme via assemblies, Tutorial sessions, delivery of the Character Curriculum and specific trips, visits and event (including Work Experience) over the 5-years with their teams. Provide personalised support and guidance for their students.
Tutors in each Year Team	Builds a relationship with all individuals in their tutor group, advocates for their students supporting them to cope in the school environment. Delivers Careers

	sessions during registration and other designated times. Provides support and monitors progress of Work Experience and Post-16 applications. The link between the Careers Team and the Pastoral system.
Parents and Carers	Support their children by exploring and navigate together the range of learning and training opportunities on offer at Penrice including Career Pilot platform, school website, at Parents Evenings and other school/family events. Be proactive in supporting their child's Career and Post-16 educational needs. Access the resources and events shared on Career Pilot and Satchel One. Be aware of application deadlines; extra- curricular activities; and make use of the online tools available to help their child to succeed.

P.T.O for Careers Programme Information.

5. Penrice Careers Programme

Year 7: Discover

Links to benchmarks: GB 2, 3, 4 & 5

Careers Focus	Measurable Outcomes	Activities	Monitoring and Evaluation
<p>Students understand about their own individual skills and strengths and can link these to the 8 employability skills.</p> <p>Students discover the main employment sectors and learn about the LLMI and LMI jobs that will be available to them when they leave Penrice</p>	<p>All students create a Careers Pilot profile</p> <p>All students complete the Skills Profile and understand the skills they join Penrice with</p> <p>All students can define job sectors</p> <p>All students understand how the Careers programme will progress over their 5-years at Penrice.</p> <p>All students research and learn about 3 types of job/employment sector</p> <p>All students take part in at least one Penrice Plus activity</p>	<ul style="list-style-type: none"> • Create Career Pilot profile and learn how will it help me develop? • Complete 'Start with You' activities. • Complete the Skills Profile. • What skills do I want to develop? • What is a career? • Discover the employment sectors in the UK economy? • Discover WHY people work • Which employment sectors will grow over the next 5-years? • Learn about Green Jobs • Compare 3 types of job • Students participate in the Character curriculum. • Learn about Apprenticeships • Meet 2 employers from different sectors • Take part in Penrice Plus activities • Learn about Careers within STEM • Learn how a Penrice education opens doors in the future. 	<ul style="list-style-type: none"> • From 2023, students keep a record of their Skills Profile and job searches in their Career Pilot profile. • The school will track student participation in Careers visits, events, employer experiences and activities (Compass+). • Student voice is taken at points during the year (after blocks of Careers activities/after visits). • External providers will be incited to feedback on their experience of working with our students. • Parental surveys and Parent Forum provide feedback during the year.

Year 8: Explore

Links to benchmarks: GB 1, 2, 3, 4, 5, 6 & 7

Careers Focus	Measurable Outcomes	Activities	Monitoring and Evaluation
<p>Students will develop awareness of potential future career pathways and will begin to explore potential Post-16 pathways.</p> <p>Students look in greater detail at Career pathways linked the LLMI and LMI.</p>	<p>Students can describe employment sectors they are interested in.</p> <p>They can link these to the skills they are developing.</p> <p>They can articulate which subject are likely to help them follow careers in certain areas.</p> <p>They understand and make reasoned choices about subject choices in Year 9</p> <p>Students know what Apprenticeships and Post-16 pathways exist and know the differences between academic routes.</p> <p>All students will experience talks and visit from outside providers, including local employers and education providers.</p>	<ul style="list-style-type: none"> • Complete the Future Skills Questionnaire (FSQ). • Update their Skills Profile, following a review of Year 7. • Write a skills development plan for the year. • Explore how subjects link to jobs and employment sectors. • Learn about core employability skills desired by employers. • Explore academic choices at 14. • Learn about Green Jobs • Students participate in the Character curriculum. • Learn about Apprenticeships during Apprenticeships Week. • Meet 2 employers from different sectors • Take part in Penrice Plus activities • Learn how a Penrice education opens doors in the future. 	<ul style="list-style-type: none"> • From 2023, students keep a record of their Skills Profile and job searches in their Career Pilot profile. • Track FSQ scores and identify gaps in provision. • Track student participation in Careers visits, events, employer experiences and activities (Compass+). • Student voice is taken at points during the year (after blocks of Careers activities/after visits). • External providers will be incited to feedback on their experience of working with our students. • Parental surveys and Parent Forum provide feedback during the year. • Learning walks will monitor the quality of provision to ensure high and consistent quality of delivery.

Year 9: Opportunities

Links to benchmarks: GB 3, 4, 5, 6, 7 & 8

Careers Focus	Measurable Outcomes	Activities	Monitoring and Evaluation
<p>Students learn in detail about Post-16 pathways, the range of Apprenticeships and entry profiles required to access them.</p> <p>Students are able to make informed choices for their GCSE Options based on an understanding of future opportunities, their own strengths and interests</p>	<p>All students can identify the different Post-16 routes that are available to them.</p> <p>All students are informed about their GCSE choices</p> <p>All students have received an Options interview based on academic performance and future plans.</p> <p>All students can independently research pathways, Colleges routes and Apprenticeship pathways</p> <p>All students engage with large local employers.</p> <p>All students hear from universities.</p>	<ul style="list-style-type: none"> • Update their Future Skills Questionnaire (FSQ). • Learn Teamwork and leadership skills. • Write a new skills development plan. • How to prepare for jobs that don't exist yet. • Learn about different Post-16 pathways. • Assembly visits from Post-16 providers. • 1 to 1 interview with SLT prior to taking their Options. • Attend the Options Information Evening • Attend the CELT Careers Fair • Students participate in the Character curriculum. • Learn about Apprenticeships during Apprenticeships Week. • Meet 2 employers from different sectors • Take part in Penrice Plus activities 	<ul style="list-style-type: none"> • From 2023, students keep a record of their Skills Profile and job searches in their Career Pilot profile. • Track student participation in Careers visits, events, employer experiences and activities (Compass+). • Student voice is taken at points during the year (after blocks of Careers activities/after visits). • External providers will be incited to feedback on their experience of working with our students. • Parental surveys and Parent Forum provide feedback during the year. • Learning walks will monitor the quality of provision to ensure high and consistent quality of delivery.

Year 10: Experience

Links to benchmarks: GB 3, 4, 5, 6, 7 & 8

Careers Focus	Measurable Outcomes	Activities	Monitoring and Evaluation
<p>Student can discuss likely Post-16 options</p> <p>Students have increased self-awareness of what they need to do to be successful at GCSE</p> <p>Students make informed decisions about Work Experience choices and how they can develop employability skills</p>	<p>All students can identify the different Post-16 routes that are available to them.</p> <p>All students are informed about their GCSE choices</p> <p>All students have received an Options interview based on academic performance and future plans.</p> <p>All students can independently research pathways, Colleges routes and Apprenticeship pathways</p> <p>All students experience a visit to a major local employer (Imerys, St Austell Brewery & The Headland Hotel).</p> <p>All students hear from universities and students during assemblies, visits and activities.</p>	<ul style="list-style-type: none"> • Update their Future Skills Questionnaire (FSQ). • Attend the CELT Careers fair. • Write a CV • Learn how to write a letter of application • Complete work experience during the summer term. • Learn about different Post-16 & 18 pathways. • Assembly visits from Post-16 providers and universities • Attend a 1 to 1 Careers interview with a Careers4U provider. • Interview day with local employers • Students participate in the Character curriculum. • Learn about Apprenticeships during Apprenticeships Week. • Meet 2 employers from different sectors. • Take part in Penrice Plus activities. • Learn how a Penrice education opens doors in the future. 	<ul style="list-style-type: none"> • Individual interview day feedback. • Student (potential) destination data is collated • From 2023, students keep a record of their Skills Profile and job searches in their Career Pilot profile. • Track student participation in Careers visits, events, employer experiences and activities (Compass+). • Student voice is taken at points during the year (after blocks of Careers activities/after visits). • External providers will be incited to feedback on their experience of working with our students. • Parental surveys and Parent Forum provide feedback during the year. • Learning walks will monitor the quality of provision to ensure high and consistent quality of delivery.

Year 11: Apply

Links to benchmarks: GB 3, 4, 5, 6, 7 & 8

Careers Focus	Measurable Outcomes	Activities	Monitoring and Evaluation
<p>Students make confident, informed decisions with Post-16 choices</p> <p>Students are successful with their applications that support their longer-term ambitions and career goals</p> <p>Students are self-aware of the things they need to do in Year 11 to be successful in</p>	<p>No students leave Penrice NEET</p> <p>95% of students are accepted at their first choice Post-16 provider</p> <p>All students receive 1 to 1 Careers guidance at least once in Year 11</p> <p>All students have the opportunity to meet Post-16 providers and attend open days, interviews.</p>	<ul style="list-style-type: none"> • Complete Pathway Planner in Career Pilot. • Attend College and Sixth Form open days. • Update CV following WEX • Assembly visits from Post-16 providers and universities • Apply to Post-16 courses/ Apprenticeships • Get support with application process • Attend a 1 to 1 Careers interview with a Careers4U provider. • Attend the CELT Careers fair. • Students participate in the Character curriculum. • Attend a range of talks from education providers, local employers • Meet 2 employers from different sectors • Take part in Penrice Plus activities and exam preparation programme (ESS, Period Zero, Boosters) • Learn how a Penrice education opens doors in the future. 	<ul style="list-style-type: none"> • Tracking of Year 11 application and destination data. • Tracking by tutors and Careers team. • From 2023, students keep a record of their Skills Profile and job searches in their Career Pilot profile. • Track student participation in Careers visits, events, employer experiences and activities (Compass+). • Student voice is taken at points during the year (after blocks of Careers activities/after visits). • External providers will be incited to feedback on their experience of working with our students. • Parental surveys and Parent Forum provide feedback during the year. • Learning walks will monitor the quality of provision to ensure high and consistent quality of delivery.