

# Dudley Academies Trust - Careers Plan 2020-2025



## What we will do:

We will ensure the highest standards pervade our culture and ethos supporting and inspiring all learners to meet the highest expectations and Dream Big. At all stages the curriculum will be designed to ensure that our learners flourish in a dynamic, aspirational and inclusive learning environment. From Year 7 onwards, learners will benefit from a wide range of opportunities including the use of cutting edge facilities of our sponsor, Dudley College of Technology. An entitlement to impartial high-quality careers advice and guidance will inform learners about the exciting progression routes into Further Education, Higher Education and employment. All learners will be supported to ensure that they successfully navigate their way through the important transition points.

Work readiness, work exposure and virtual work experience will be key elements of the curriculum for all year groups with an emphasis on developing entrepreneurship. There will be numerous opportunities for learners to forge links with local industry including an emphasis on priority areas such as advanced manufacturing and engineering; this important dimension of the curriculum will be evident at all points in our learners' education.

Our Careers programme will be accessible to all year groups ensuring that learners can see the relevance of their education and are encouraged to plan for their future. The Trust will engage with local and strategic industrial and commercial developments. The responsive curriculum will use these excellent opportunities to link directly with employers bringing STEM and Curriculum lessons to life, giving learners a full understanding of the relevance of their education and fully preparing them for employment. The Trust will make a significant contribution to improving the skills base of the Black Country.

## Validation and Evaluation of our Careers programme

Our careers programme is evaluated, analysed and reviewed using a variety of methods:

- Compass audit tool
- One to one career guidance interviews
- Group discussions (Tutor time and student leader groups)
- Staff and learner feedback and questionnaires
- Provider feedback
- Parent/Carer questionnaires
- Year 11 intended destination questionnaire and review
- Destination figures

The data provides us with information to improve the quality and effectiveness of our provision and identify any improvements which need to be made.

## Alumni

We have many past learners who come back to visit our academies to share their experiences since leaving. This has included those who have gone onto an Apprenticeship, University and those who have successfully set up their own businesses in the local area.

## Careers standards framework

| <b>17 Areas of Learning for Careers, Employability and Enterprise Education (CDI, Career Development Institute 2015)</b>   | <b>The eight Gatsby benchmarks of Good Career Guidance</b>  |
|--|---|
| <ol style="list-style-type: none"> <li>1. Self-awareness</li> <li>2. Self-determination</li> <li>3. Self-improvement as a learner</li> <li>4. Exploring careers and career development</li> <li>5. Investigating work and working life</li> <li>6. Understanding business and industry</li> <li>7. Investigating jobs and labour market information (LMI)</li> <li>8. Valuing equality, diversity and inclusion</li> <li>9. Learning about safe working practices and environments</li> <li>10. Making the most of careers information, advice and guidance (CEIAG)</li> <li>11. Preparing for employability</li> <li>12. Showing initiative and enterprise</li> <li>13. Developing personal financial capability</li> <li>14. Identifying choices and opportunities</li> <li>15. Planning and deciding</li> <li>16. Handling applications and interviews</li> <li>17. Managing changes and transitions</li> </ol> | <ol style="list-style-type: none"> <li>1. A stable careers programme</li> <li>2. Learning from career and labour market information</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>6. Experiences of workplaces</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol> |

| All Year Groups           |   |   |                                  |                  |
|---------------------------|---|---|----------------------------------|------------------|
| Activity                  | Details   | Impact  | 17 Areas of learning for Careers | Gatsby Benchmark |
| Displays                  | Career based displays are placed around the Academy, with subject specific career related displays in key areas.  | Increased awareness and profile of careers.   | 1,10,14                          | 2,4              |
| Visiting Speakers         | Careers focused visiting speakers are arranged throughout the course of the academic year. Some sessions are for whole year groups (Assembly slots, Virtual, Tutor time) whilst others take place during lunchtimes and available to any interested learners. | Learners will have an improved awareness of the variety of jobs and careers available. They will also have gained knowledge of the skills and qualifications required and the realities of the current labour market.   | 1,4,5,6,9,14                     | 2,3,4,5,6,7,8    |
| Aspiration                | Widening Participation through experiences, Commitments and Careers. Commitments are a key part of the academy philosophy.  | To encourage all learners to Dream Big. The aim of the Commitments program is to enhance learners' life experiences at and beyond the Academy. This program aims not only to enrich learners' education and social skills but to enable them to move forward and progress positively. | 1,2,3,4,5,11,14                  | 2,3,4,5,6,7,8    |
| Learner Voice             | Learner voice (formal and informal) is used to gather views and understanding of careers.   | Student leadership - learners are offered the opportunity to join one of the Student Leaders' teams. Members receive leadership training and take part in learner feedback which is then used to inform future planning.  | 1,2,3,8,12,15,17                 | 3,5,7            |
| Careers Hub               | Creation and development of a Careers base within the Academy.  | Increased learner awareness of the variety of careers available within the local area, nationally and within key areas. Learners are also aware of their entitlement to CEIAG programme.  | 1,10,11,14,15,16,17              | 2,3,8            |
| Parental/Carer Engagement | Engagement via meetings, new Academy website and newsletters at key points throughout the academic year.  | Increased parental/carers awareness of the variety of careers available within the local area, nationally and within key areas.   | 5,10                             | 2,5,7            |

| Year 7                              |   |  |                                  |                  |
|-------------------------------------|---|--|----------------------------------|------------------|
| Activity                            | Date  | Impact   | 17 Areas of learning for Careers | Gatsby Benchmark |
| Business Breakfast                  | Ongoing including virtual                             | Improved skills in employment readiness, e.g. communication (written and verbal), reasoning skills, etc. Learners will also receive early experience of businesses and job information from talking to and interviewing various professionals. | 4,10,11,12,15                    | 3,5,7            |
| Aspiration Day                      | Ongoing including virtual                             | Improve critical thinking: "Plan your student week". Cambridge University to continue to work with learners throughout all school years, to increase learners' knowledge and raise learners' aspirations.                                      | 1,2,3,4,10,14,15                 | 3,7,8            |
| Unifrog: What are your skills?      | Autumn Term Ongoing including virtual                 | What are skills and why do they matter? Learners find out in this homework-based lesson.   | 1,11                             | 1,3,5            |
| Careers & employability Information | Ongoing including virtual                             | Increased learner awareness of employability skills and future; lessons at Thomas Dudley and workplace tour.   | 12,34,6,7,8,9,10,11,14           | 2,3,4,5,6,7      |
| Big Bang Event                      | Autumn Term Ongoing                                   | Widening understanding of STEM lessons and their link to industry. This event takes place at Birmingham NEC, this event explores science, technology, engineering and math's skills.   | 1,2,3,4,5,6,7,8,10,14,15         | 2,3,4,5,7,       |
| National Careers Week               | Ongoing including virtual                             | Career ready: 'Starting your career planning'. Learners explore the top 5 sectors which currently employ the most people in England - using the resources from National Careers Week.  | 1-15                             | 2,3,4,5,7        |
| STEP UP booklets (ages 11/12)       | Ongoing starting Autumn Term                          | Skills To Ensure Progression, Supporting Learners' personal development Presentation for 16 short sessions.  | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4            |
| Voluntary Careers Advisor/ Mentor   | First learner voice meeting to take place Autumn Term | Small group work sessions to look at topics including decision making, goal setting, barriers to engage and succeed such as self-esteem and confidence.  | 1,2,3,4,9,10,11,14               | 2,3,4,8          |
| Unifrog: Interests profile          | Spring Term Ongoing including Virtual                 | Learners complete the Interests quiz on Unifrog and find out which jobs might be of interest to them.  | 7,10,14,15                       | 1,3              |
| Unifrog: Recording activities       | Summer Term Ongoing including Virtual                 | Learners complete the 'Recording activities' mind map and consider why recording their activities is important.  | 1,2,3,11,12                      | 1,3              |
| Unifrog: What 's your dream job?    | Summer Term Ongoing including Virtual                 | Learners complete a treasure hunt around the Careers library, then use the library to find careers they are interested in and learn facts about those careers.   | 1,2,3,4,5,7,10,11,12,14,15,      | 1,3              |

| Year 8  |                               |   |                                  |                  |
|---|-------------------------------|---|----------------------------------|------------------|
| Activity  | Date                          | Impact  | 17 Areas of learning for Careers | Gatsby Benchmark |
| STEP UP booklets (ages 12/13)                   | Ongoing starting Autumn Term  | Skills to Ensure Progression. Supporting learners' personal development, Presentation for 13 short sessions.  | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4            |
| National Careers Service Lesson Plan: 1         | Autumn Term including Virtual | The future is now! Looks at how labour market trends can have an influence on future employment opportunities.  | 4,5,6,7,11                       | 2,3,4            |
| Unifrog: Distance learning - Career terminology | Autumn Term including Virtual | Learners complete the 'Career terminology' session to learn more about common phrases and words associated with careers.  | 1 4,11,16                        | 1,2              |
| Unifrog: Careers library treasure hunt          | Spring Term including virtual | Learners complete the Careers library treasure hunt to gain a better understanding of pathways.   | 4,5,6,7,10,14,15                 | 2,4              |
| Unifrog: GCSEs - Choices, Choices!              | Summer Term including Virtual | Learners complete the 'GCSEs, Choices, Choices' distance learning session to discover subjects that will support their career aspirations.  | 1,2,4,5,7,10,14,15,17            | 1,3,7            |
| Unifrog: Activities and Competencies Bingo      | Summer Term                   | Learners take part in a fun game of bingo where they test their knowledge of competencies and apply them to real life situations.   | 1,2,3,11,12,16                   | 3                |
| National Careers Week                           | Spring Term including virtual | Activities further completed with Form Tutors using resources from National Careers Week.   | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4,5,7        |
| National Careers Service Lesson Plan: 2         | Spring Term including Virtual | Local Labour Market and STEM Employers considers different ways of working in starter activity. learners explore local employment opportunities, particularly looking at STEM jobs.   | 4,5,6,7,11                       | 2,3,4,5,7        |
| National Careers Service Lesson Plan: 3         | Summer Term including Virtual | Starting out in the Local Labour Market Raises awareness of some of the apprenticeship opportunities in the local area.   | 1,2,3,4,5,6,7,8,9,10,11          | 2,3,4,5,7        |
| Engineering Development Trust                   | Summer Term                   | The 'design, build and test' activities will also help learners develop skills including teamwork, communication, time management, creativity and problem solving. The day is designed to excite and enlighten your learners on how STEM is fun, interesting, and results in a rewarding career. Workshops looking at stereotyping, myth busting, LMI, what is Engineering, routes and paths and skills required. | 1-15                             | 2,3,4,5,7        |

### Year 9

| Activity                                    | Date                            | Impact  | 17 Areas of learning for Careers | Gatsby Benchmark |
|---|---------------------------------|---|----------------------------------|------------------|
| Peter Jones Enterprise Tycoon programme     | Ongoing starting Autumn Term    | Improved skills in employment readiness, e.g. communication (written and verbal), reasoning skills. Tycoon is a unique national enterprise competition for learners, participating teams write a business plan, starts a business and trades, competing with other student companies through a sophisticated kick starter style platform, in a safe and controlled environment. | 1-17                             | 2,3,4,5,7        |
| Unifrog: What makes a great leader?         | Autumn Term including Virtual   | Learners identify what they think makes a great leader. They watch a TED talk ('Everyday leadership' by Drew Dudley), and record examples of when they have been leaders using the Competencies tool.   | 1,2,3,11,12,                     | 1,3              |
| Unifrog: Talking about your activities      | Autumn Term including Virtual   | Learners complete the 'Talking about your Activities' session, and consider all of the in-school and extracurricular activities they have taken part in.  | 1,2,3,11,12,16                   | 1,3,4            |
| STEP AHEAD (ages 13/14)                     | Autumn Term                     | Skills to Ensure Progression: Supporting Learners' personal development - Presentation for 17 short sessions.   | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4            |
| GCSE Options                                | Spring Term including virtual   | This is Internal and externally delivered by Colleges and Academies Staff to look at supporting learners choose GCSE options. Following GCSE options evening, all parent/carers have the opportunity of referring for a one to one guidance interview with the Careers advisor. All Year 9 learners are interviewed by a member of SLT to discuss option choices.               | 1-17                             |                  |
| SEN /LAC/ PP learners                       | Spring Term                     | Learners requiring more advice and guidance are given a one to one meeting with the SENCo or Careers Adviser to look at choosing options.   | 1-17                             | 3,8              |
| Careers Week                                | March ongoing including virtual | Future careers assemblies: Activities completed with Form Tutors using resources from National Careers Week.  | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4            |
| National Careers Service                    | Spring Term                     | Skills, Skills, Skills introduces learners to the skills required by employers and gets them to think about how they can develop their own skills.  | 1-15                             | 2,3,4            |
| National Careers Service                    | Summer Term                     | Travelling to Work or Study: This lesson aims to raise aspirations by encouraging learners to consider travelling to work or study.   | 1,2,3,4,5,6,7,8,10,11,14,15      | 2,3,4            |
| Unifrog: Subjects library treasure hunt     | Spring Term including Virtual   | Learners complete the Subjects library treasure hunt to gain a better understanding of HE options and pathways.   | 4,5,7,10,14,15                   | 1,4,7,8          |
| Unifrog: Wellbeing - Being kind to yourself | Spring Term including Virtual   | Learners learn about the importance of taking time for self-care. Learning about self-care activities, they are encouraged to timetable these into their daily routine  | N/A                              | N/A              |

|  |                               |  |                          |         |
|--|-------------------------------|--|--------------------------|---------|
| Duke of Edinburgh.                           | Ongoing                       | Duke of Edinburgh Award Scheme helps to develop employability and personal skills as well as volunteering in the local community.  | 1,2,3,8,12,13,           | 6       |
| Unifrog: Identifying interests               | Summer Term including Virtual | Learners discover the skills and interests that make them unique before linking these to potential careers.  | 1,3,4,5,7,10,11,14,15,16 | 1,2,3   |
| Unifrog: Your skills, your team, your future | Summer Term including Virtual | Learners identify their strongest skill, and practice putting this into a real-life career scenario. They work with their classmates to create a super strong team, and present to the rest of the class.  | 1,2,3,4,6,7,10,11,12,    | 1,2     |
| Aspire to HE                                 | Ongoing including virtual     | Aspire to HE Mentoring programme is run at the academy with staff from Wolverhampton University. It is a 12-week programme with 30 Year 9 learners looking at all aspects of Higher and Further Education. | 1,2,3,4,8,10,14,15,17    | 2,3,7,8 |
| Aspire to HE                                 | Summer Term including virtual | 30 Year 9 learners visit Wolverhampton University and experience what it's like to have lectures. This visit looks at all aspects from finances to campus life.  | 1,2,3,4,8,10,14,15,17    | 2,3     |

### Year 10

| Activity  | Date   | Impact  | 17 Areas of learning for Careers  | Gatsby Benchmark |
|---|--|---|-----------------------------------|------------------|
| World Skills UK Visit (Birmingham NEC)                                      | Autumn Term<br>November<br>including virtual | World Skills UK Visit (Birmingham NEC)<br>Aim: Opportunity to meet with employers, universities and training providers and achieve a greater understanding of job sectors and employments needs /roles. Learners get a hands on experience which is crucial as they make Post 16 decisions. | 1,3,4,5,6,7,10,11,14              | 2,3,4,5,8        |
| Unifrog: Personality quiz   | Ongoing starting<br>Autumn Term              | Learners complete the 'Personality quiz' session and debate potential industries they may want to undertake virtual work experience in.   | 1,4,5,7,10,14                     | 1,3              |
| Unifrog: How to contact employers and research Virtual possible placements? | Ongoing starting<br>Autumn Term              | Learners learn about, and put into practice, the skills they need to feel confident when approaching potential Virtual work experience employers.   | 2,3,4,7,10,11,12,14,15,16         | 1,3,5            |
| Step Forward (ages 14/15)   | Ongoing starting<br>Autumn Term              | Skills to Ensure Progression. Supporting students' personal development, presentation for 16 short sessions.  | 1,2,3,4,5,6,7,8,10,11,14,15,16,17 | 2,3,4            |
| Apprenticeship  | Ongoing including<br>virtual                 | Information assemblies and webinars. Learners to find out the levels, entry requirements and where to apply.  | 1,2,3,4,5,6,7,8,10,11,14,15       | 2,3,5,7          |
| National Careers Week   | March including<br>virtual                   | What do employers look for when recruiting? Activities further completed with Form Tutors using resources from National Careers Week.   | 1,2,3,4,5,6,7                     | 2,3,5            |
| CV Creation Workshops   | Spring Term<br>including virtual             | Improved skills in employment readiness – CV writing increased understanding of and necessity for, employability skills, Improved aspiration and understanding of personal career pathway linked to academic progress.  | 1,2,3,4,5,7,11,16,17              | 2,3              |
| Aspire to HE  | Spring Term<br>including virtual             | Aspire to HE Aim: 30 Year 10 learners to visits Wolverhampton university and experience what it's like to have lectures and looks at all aspects from finances to campus life,  | 1,2,3,4,8,10,14,15,17             | 2,3,7            |
| Unifrog: Careers library treasure hunt 4                                    | Ongoing starting<br>Spring Term              | Learners learn how to navigate their way around the Careers library, answering a series of questions.   | 4,5,7,10,11,14                    | 1,2,4            |
| Unifrog: Work experience: CVs and cover letters                             | Ongoing starting<br>Spring Term              | Learners learn the difference between a CV and a cover letter. They will compare two cover letters and then write their own for a fake work experience opportunity.   | 3, 4,10,11,12,16                  | 1,5,6            |



|   |                               |   |                           |         |
|---|-------------------------------|---|---------------------------|---------|
| College Taster Sessions                     | Summer Term including virtual | Taster Sessions at Dudley College, and Halesowen College Improved aspiration and understanding of career options available linked to potential future progression. Help learners make informed choices about college options  | 1,2,3,4,5,7,8,10,13,15,17 | 2,3     |
| Work ready                                  | Summer Term Including virtual | Learners during form time and enrichment have the opportunity of completing on line modules and virtual work investigations   | 1,2,,3,4,5,6,7,10,11      | 2,3,5   |
| Employability programme/<br>Post 16 options | Summer Term including virtual | Workshops, CV prep, body language and interview techniques, inspiration talks, personal development, what do employers want and a mock interview for all Year 10 learners. Delivered externally and with some past learner ALUMNI to talk about the whole range of options and choices, | 1,2,3,4,5,7,11,13,16,17   | 2,3     |
| Unifrog: What makes a great team player     | Ongoing starting Summer Term  | Learners consider why teamwork is important and take a look at teams found in society and what skills they use to make sure they work well together. Learners then complete a scenario-based question and then reflect on their own teamwork skills, logging them on Unifrog.           | 1,3,11                    | N/A     |
| Unifrog: Careers library - Escape rooms     | Ongoing starting Summer Term  | Save Sally from a life of boredom! Learners take part in a fun escape room activity which will test their teamwork and communication skills.  | 4 5,7,10,11,14            | 1,2,4,7 |
| Duke of Edinburgh                           | On going                      | learners can continue onto Silver D of E,   | 1,2,3,8,12,13             | 6       |
| Aspire to HE                                | Ongoing including virtual     | Mentoring programme run at the academy with staff from Wolverhampton university working on a 12-week programme with 30 Year 10 learners looking at all aspects of Higher and further education,   | 1,2,3,4,8,10,14,15,17     | 2,3,7,8 |
| Birmingham University                       | Summer Term                   | Birmingham University summer residential programs learners including pupil premium get the opportunity of attending a 3 day residential for those who may be considering University.  | 1-17                      | 2,3,7,8 |

## Year 11

| Activity                                  | Date                          | Impact   | 17 Areas of learning for Careers | Gatsby Benchmark |
|---|-------------------------------|--|----------------------------------|------------------|
| One 2 One Careers Interviews              | Autumn Term                   | Mrs Z Turton and our careers team Improved aspiration and understanding of career options available linked to potential future progression Where identified learners with issues (academic, personal, career pathways) can be referred as appropriate, Vulnerable at risk of NEET learners may be personally taken for Post 16 interviews. | 1,2,4,10,11,14,15,16,17          | 3,8              |
| Unifrog-Post 16 choices                   | Ongoing starting Autumn Term  | Learners learn about the opportunities available to them post-16. This is a great time to ask Learners to record their intentions for the end of this academic year.   | 3,4,5,7,10,11,14,15,17           | 1,3,7,8          |
| Unifrog-BTEC options - Busting BTEC myths | Ongoing starting Autumn Term  | Learners learn more information about the wide range of BTECs available, structure of BTEC courses, and how to research if this is the right qualification for them based on their interests.  | 4, 10, 11, 14, 15, 17            | 1,3,7            |
| Unifrog-A level choices                   | Ongoing starting Autumn Term  | Learners use the Exploring Pathways section of the Unifrog platform to research potential careers, degree subjects and interests that will help them to identify A Level options.  | 4,10,11,14,15,17                 | 1,3,7            |
| Step into the Future (ages 15/16)         | Autumn Term                   | Skills To Ensure Progression, Supporting students' personal development, Presentation for 17 short sessions (form-time).   | 1- 8 10,11,14,15,16,17           | 2,3,4            |
| Aspire to HE                              | Ongoing including virtual     | Mentoring programme run at the academy with staff from Wolverhampton university working on a 12 week programme with 30 Year 11 learners looking at all aspects of Higher and further education.  | 1,2,3,4,8,10,14,15,17            | 2,3,7,8          |
| Aspire to HE                              | Ongoing including virtual     | 30 Year 11 learners to visits Wolverhampton university and experience what it's like to have lectures and looks at all aspects from finances to campus life.   | 1,2,3,4,8,10,14,15,17            | 2,3,7            |
| Application Surgeries                     | Autumn Term including virtual | So what can College offer me? Local colleges and sixth forms give an overview of levels and courses offered, Learners are given help and advice on courses and helped to complete applications.  | 1,2,3,4,5,7,8                    | 2,3,7,8          |
| Careers Fair                              | Autumn Term including virtual | Learners and parent/carer/carers have the opportunity to access high quality information relating to College/sixth form and HE Careers evening - Evening event for learners and parent/carers with over 25 different providers and employers.  | 1,2,3,4,10,11,14,15,16,17        | 3,6,7,8          |
| Local Labour market                       | Ongoing including virtual     | Labour market information shared with whole school staff to raise awareness of growth, gaps and trends.  | 1-17                             | 2,3,5,6          |
| Aspire to University Day                  | Spring Term including virtual | University of Wolverhampton as part of the Aspire to HE Programme. Learners to receive interactive workshops on a rotation basis giving them greater information with regard to Higher Education opportunities and issues.   | 1,2,3,4,8,10,14,15,17            | 2,3,7            |
| Unifrog-Introduction to Apprenticeships   | Ongoing starting Spring Term  | Learners learn more information on Apprenticeships, how to research them on Unifrog, and how to identify the skills and qualifications needed upon application.  | 1,3,4,5,6,7,10,11,14,15,17       | 1,2,3            |

|  |                               |   |                |             |
|--|-------------------------------|---|----------------|-------------|
| Unifrog-Wellbeing: Recognising and managing stress and anxiety | Ongoing starting Spring Term  | Learners gain an insight into the difference between stress and anxiety. They'll learn techniques to help manage them and places to go for support.   | 17             | N/A         |
| Unifrog-Revision techniques - good vs bad                      | Ongoing starting Summer Term  | Learners review their current revision techniques and choose two new revision techniques to try out. They can review these and add it to their Activities tool on Unifrog.  | N/A            | N/A         |
| Sixth Form / College open days                                 | Ongoing including virtual     | Learners are encouraged and given information to attend all open events at all colleges and sixth forms and He providers. This will dispel any myths relating to higher and further education and give learners real life experience, giving them greater information on which to base decisions at the end of Year 11.   | 1-17           | 2,3,7,8     |
| National Citizen service programme                             | Spring Term including virtual | An assembly on NCS Learners have assemblies and follow on activities.   | 1-17           | 2,3,5,6,7,8 |
| Unifrog-Coping with changes                                    |                               | Learners gain an awareness of the changes ahead of them and develop coping strategies in preparation for this change.   | 1,2,3,10,15,17 | N/A         |
| Year 11 leavers are tracked and monitored                      | Ongoing                       | Currently tracked and monitored until November following leaving school in the summer to ensure not NEET and are retaining post 16 option. They are offered the opportunity to call the academies after leaving for further careers advice and guidance if needed. Plans are underway to work with local Colleges, Training Providers and Entrust to continue to inform us of any drop outs after that period to track for 3 years. | 1-17           | 1,8         |