

Thomas Rotherham College

CEIAG Learning Outcomes

Progressive, timely and differentiated CEIAG learning outcomes to enable students to develop the skills and attitudes so that they are “future-ready” for their ‘best next steps’.

Universal provision for all students

Date / activity	Action	CEIAG outcomes (Gatsby 2024 and CDI-linked)	Top Ten Skills outcomes/ employability skills (NB Link to CDI outcomes)	Partnerships	Parent, carer and stakeholder engagement	Impact/evaluation/ student, parent and external provider voice
Nov and Jan TRC Open evenings Sep – March School based careers events	Information, Advice and guidance to KS4 students	Prospective TRC students can make informed choices based on fact TRC Careers Programme communicated to partners GB3 - addressing the needs of each student CDI Framework - Explore possibilities	2. Analytical Thinking	With all our secondary feeder schools across South Yorkshire	1:1 support during open evenings Parents often attend the careers fair and have their own questions. Careers programme on display with QR code link to CEIAG outcomes	Open evening feedback School partner feedback
Enrolment August	TRC 1:1 advice and guidance to students on subject choice sand alternatives based on exam results	TRC students make subject choices and pathways based on actual grades and informed choices TRC Careers Programme communicated to partners GB8 – Personal Guidance CDI Framework – Manage career	1. Problem solving 9. Resilience and Flexibility.	RNN College present to offer 1:1 advice and guidance for those students who do not have the exam results to access either L2 or L3 provision at TRC	Parents involved in 1:1 meetings and able to have their questions answered	Subject teacher feedback

Subject change window	1:1 meetings with careers team are built into the subject change process at TRC	Enable learners to reflect on their progress in each subject area and where necessary supported to make changes in line with intended destination and ensure maximised learning outcome success. GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Grow throughout life	7. Active learning 9. Resilience and Flexibility.	Subject teaching staff	Parents complete part of the subject change form and can contact the careers team directly with specific questions.	
Tailored 'futures' emails	Information profiled to meet the needs of all learners	Increased student involvement in/uptake of opportunities	1. Problem solving. 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	Wide range of external partner provides inc SpringPod, Success at Schools, Young Professionals, Amazing Apprenticeships etc	Highlighted information shared with parents via TRC social media channels	
Access and Outreach schemes.	Opportunities shared with all Y12 students and targeted invites based on selection criteria and	Increased student recruitment to such schemes; aspirations raised and experience enhanced, often leads to reduced UCAS offers and increased	2. Analytical 6. Active communication 7. Active Learning. 9. Resilience and Flexibility.	University of Sheffield University of Leeds University of York Sutton Trust Linacre	Information shared with parents; parent support of applications.	Uni partner feedback on success. Student feedback on participation

	reinforced through teaching staff support.	progression to Russell group universities. GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Grow throughout life		Brilliant Club – Join the Dots Medics&Me Mentoring Zero Gravity etc		
Y12 induction seminar Y13 subject led Top Ten Skills reflection Futures Week 1 Y12 and L2/ 4 Y13	Y12/L2 Learners cover LMI, local area LMI opportunities and alumni destinations. They are introduced to the skills and attitudes that employers require. Y13 revisit their TRC Top development portfolio led by subject areas.	Learners understand LMI in the global and national context and can identify local area LMI opportunities and the skills and attitudes employers require. They begin/further develop the process of articulating and evidencing these skills for themselves. TRC Careers Programme communicated to partners GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers CDI Framework - Explore possibilities CDI Framework - See the big picture CDI Framework – Grow throughout life	4. Critical thinking	Employer input to content. HE partner input to content		Student feedback

L2/Y12/Y13 Next Steps Event Futures Week 2 Y12 and L2/ 5 Y13	Over 76 employer, apprenticeship, Higher Education and training providers present at TRC. Bespoke sessions for L2 students and Y13 Job Ready students. Learners are prepared through subject lessons to meaningfully interact with visitors	TRC Careers Programme and current position within it communicated with students including subject based HE and employer partner opportunities. TRC students can interact with a wide range of post-18 providers to gather information, ask questions and plan viable options for their progression. They have the opportunity to prepare and then subsequently reflect on their journey of top ten skills and attitudes development since transition to sixth form. GB2- Learning from careers and labour market information GB5- Encounters with employers and employees GB7 – Encounters with Further and Higher Education CDI Framework - Explore possibilities CDI Framework – Manage Career CDI Framework – create opportunities	6. Active communication. 4. Critical thinking	Partnerships with over 100 employers and Higher Education providers.	Parents are invited to a 'quiet' lunchtime session where appropriate and a general twilight session. TRC Careers Programme communicated.	Student feedback and individual action planning immediately following the event.
February-July L2 / Y3	Intended destinations					

	data used to target CEIAG appointments, workshops and activities					
Futures Week 3 Y12 and L2/ 4 Y13 March	Springpod curriculum and career related insights.	Students can identify and articulate subject based career pathway related outcomes. Students experience career related insight in an area of specific interest to them. GB6- Experiences of workplaces CDI Framework - Explore possibilities	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	SpringPod Speakers for Schools etc	SpringPod and employer insight providers such as 'Young Professional's'	Dashboard feedback on student participation provided to TRC by Springpod
Y12 1:1 mini appointments / names careers adviser. February - May	Scheduled appointments for all Y12 students who are expected to attend.	Students are enabled to access the information, support and guidance that the careers team at TRC provide. They are also individually referred/introduced to the work placement team. Intent for progression after TRC is clarified so that relevant ongoing support can be offered GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Manage Career	2. Analytical 6. Active communication 7. Active Learning. 9. Resilience and Flexibility.	Progress Tutors	Parents are informed that these mini meetings take place from February – May of Year 12. Opportunity to ask for parent feedback/comments /enquiries.	

June/half term 6	intervals during scheduled lesson time.	document their own relevant examples of skills development, work-related learning and enrichment so that they can apply this to apprenticeship and UCAS applications. Students also have involvement in Higher Education and Employer led challenges including LIS and AMRC GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Create opportunities CDI Framework – See the big picture	4. Critical 5. Digital 6. Active communication 7. Active Learning. 8. Leadership 9. Resilience and flexibility 10. Global Citizenship			
Work Experience July /half term 6	All students take part in Springpod virtual work experience opportunities and many students complete actual experiences	Students complete experiences which have a clear purpose and enable meaningful interaction this helps them to explore relevant career pathways and better understand and develop work-based employability skills.	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 7. Active Learning. 8. Leadership	Employers Springpod, speakers for Schools and many other virtual providers. Parents. Alumni.	Parents are aware of the value of and opportunities for work experience; they are also part of the work placement contract.	Employer feedback. Student feedback.

	of the workplace supported by our work placement team	GB 5 – Encounters with employers and employees GB6 – Experiences of workplaces CDI Framework – Explore possibilities	9. Resilience and flexibility 10. Global Citizenship			
UCAS support June	Progress tutors and the careers team proactively support all students with all stages of the UCAS process from initial hub creation, personal statement writing, course choice, Early Bird applications, Oxbridge enrichment, quality assuring all applications before submission, meeting the equal consideration deadline, interview support, extra, and clearing and confirmation	Students include informed and realistic choices on their UCAS applications, They make effective applications which in addition to academic criteria portray a wide range of enrichment and work related learning relevantly applied to their course choice. GB3 - addressing the needs of each student GB8 – Personal guidance CDI Framework – Grow throughout life CDI Framework – Manage Career	2. Analytical 3. Creative. 4. Critical 5. Digital	UCAS adviser support. HE partners and their admissions teams. Advancing Access Higher Education seminars and briefings. HEPPSY	Parents receive regular updates on UCAs support in college and key deadlines.	UCAS reports.

	on August results day. HEPPSY Studnet Finance Sessions for Y13 students					
Y13 'ready to progress' Job Ready support for apprenticeship and employment applications. February - April	Students take part in briefing sessions, employer mock interviews, vacancy listings and 1:1 scheduled appointments with both the careers team and DWP advisers to ensure bespoke support for their application journey,	Students can identify LMI opportunities, and are able to articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Explore possibilities	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	Employers DWP Schools Advisers	Parents are contacted with an outline of the support available to their son/daughter.	
'Mind the Gap' Y13 Job Ready support July /half term 6 RMBC bespoke recruitment	Scheduled for after the completion of exams hands on workshops Brokering relationships with Health	Students can identify LMI opportunities and are able to articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	DWP Schools Advisers RMBC Michale Draffan	DWP Parents are informed Health and social Care recruitment leads eg Michael Draffan	

processes for LMI sectors currently recruiting	and Social Care and IT employers to recruit TRC students wishing to pursue apprenticeships/employment	GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Explore possibilities				
August results day	Bespoke 1:1 support	Learners achieve their intended destinations and with support are able, if needed, to seek out and secure alternatives. GB3 - addressing the needs of each student GB8 – Personal guidance CDI Framework – Grow throughout life CDI Framework – Explore possibilities CDI Framework – Manage Career	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility	Sheffield Hallam University UCR Rotherham RNN and ASK apprenticeships teams	Parents are actively involved in the support available. Students (and parents) with unconfirmed intended destinations are contacted and support offered .	

Progressive, timely and differentiated CEIAG learning outcomes to enable students to develop the skills and attitudes so that they are “future-ready” for their ‘best next steps’.

IN addition to universal : Bespoke provision for SEND

Date / activity	Action	Bespoke provision for SEND	CEIAG outcomes (Gatsby 2024 and CDI-linked)	Top Ten Skills outcomes/ employability skills (NB Link to CDI outcomes)	Partnerships	Parent, carer and stakeholder engagement	Impact/evaluation / student, parent and external provider voice
Nov and Jan TRC Open evenings Sep – March School based careers events	Information, Advice and guidance to KS4 students		Prospective TRC students can make informed choices based on fact TRC Careers Programme communicated to partners GB3 - addressing the needs of each student CDI Framework - Explore possibilities	2. Analytical Thinking	With all our secondary feeder schools across South Yorkshire	1:1 support during open evenings Parents often attend the careers fair and have their own questions. Careers programme on display with QR code link to CEIAG outcomes	Open evening feedback School partner feedback
Enrolment August	TRC 1:1 advice and guidance to students on subject choice and alternatives based on exam results	Specific support for identified CLASS students – enrolment choices linked to destinations planning	TRC students make subject choices and pathways based on actual grades and informed choices TRC Careers Programme communicated to partners GB8 – Personal Guidance	1. Problem solving 9. Resilience and Flexibility.	RNN College present to offer 1:1 advice and guidance for those students who do not have the exam results to access either L2 or L3 provision at TRC	Parents involved in 1:1 meetings and able to have their questions answered	Subject teacher feedback

			CDI Framework – Manage career				
Subject change window	1:1 meetings with careers team are built into the subject change process at TRC		Enable learners to reflect on their progress in each subject area and where necessary supported to make changes in line with intended destination and ensure maximised learning outcome success. GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Grow throughout life	7. Active learning 9. Resilience and Flexibility.	Subject teaching staff	Parents complete part of the subject change form and can contact the careers team directly with specific questions.	
Tailored 'futures' emails	Information profiled to meet the needs of all learners	Increased student involvement in/uptake of opportunities	1. Problem solving. 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	Wide range of external partner provides inc SpringPod, Success at Schools, Young Professionals, Amazing Apprenticeship s etc	Highlighted information shared with parents via TRC social media channels		
Access and Outreach schemes.	Opportunities shared with all Y12 students	Increased student recruitment	2. Analytical 6. Active communication	University of Sheffield	Information shared with parents; parent	Uni partner feedback on success.	

	and targeted invites based on selection criteria and reinforced through teaching staff support.	to such schemes; aspirations raised and experience enhanced, often leads to reduced UCAS offers and increased progression to Russell group universities. GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Grow throughout life	7. Active Learning. 9. Resilience and Flexibility.	University of Leeds University of York Sutton Trust Linacre Brilliant Club – Join the Dots Medics&Me Mentoring Zero Gravity etc.	support of applications.	Student feedback on participation	
Y12 induction seminar Y13 subject led Top Ten Skills reflection Futures Week 1 Y12 and L2/ 4 Y13	Y12/L2 Learners cover LMI, local area LMI opportunities and alumni destinations. They are introduced to the skills and attitudes that employers require.	Bespoke group sessions and 1:1 student and careers adviser meetings in CLASS for identified students. Top Ten skills addressed primarily	Learners understand LMI in the global and national context and can identify local area LMI opportunities and the skills and attitudes employers require. They begin/further develop the process of articulating and	4. Critical thinking	Employer input to content. HE partner input to content		Student feedback

	Y13 revisit their TRC Top development portfolio led by subject areas.	through tutorial provision with enhanced opportunities via CLASS.	evidencing these skills for themselves. TRC Careers Programme communicated to partners GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers CDI Framework - Explore possibilities CDI Framework - See the big picture CDI Framework – Grow throughout life				
L2/Y12/Y13 Next Steps Event Futures Week 2 Y12 and L2/ 5 Y13	Over 76 employer, apprenticeship , Higher Education and training providers present at TRC. Bespoke sessions for L2 students and Y13 Job Ready students. Learners are prepared through subject lessons to meaningfully	Quiet hour access for students who will benefit from this with the option to be supported by Key worker. Parent and student opportunity to visit	TRC Careers Programme and current position within it communicated with students including subject based HE and employer partner opportunities. TRC students can interact with a wide range of post-18 providers to gather information, ask questions and plan viable options for their	6. Active communication 4. Critical thinking	Partnerships with over 100 employers and Higher Education providers.	Parents are invited to a ‘quiet’ lunchtime session where appropriate and a general twilight session. TRC Careers Programme communicated.	Student feedback and individual action planning immediately following the event.

	interact with visitors		progression. They have the opportunity to prepare and then subsequently reflect on their journey of top ten skills and attitudes development since transition to sixth form. GB2- Learning from careers and labour market information GB5- Encounters with employers and employees GB7 – Encounters with Further and Higher Education CDI Framework - Explore possibilities CDI Framework – Manage Career CDI Framework – create opportunities				
Futures Week 3 Y12 and L2/ 4 Y13 February	Springpod curriculum and career related insights.		Students can identify and articulate subject based career pathway related outcomes. Students experience career related insight in an area of specific interest to them.	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	SpringPod Speakers for Schools etc.	SpringPod and employer insight providers such as 'Young Professional's'	Dashboard feedback on student participation provided to TRC by Springpod

			GB6- Experiences of workplaces CDI Framework - Explore possibilities				
Y12 1:1 mini appointments / names careers adviser. February - May	Scheduled appointment for all Y12 students who are expected to attend.	Appointments for EHCP/LAC will have already taken place; FSM and Bursary; SEND and in particular any students with combinations of the above are prioritised for early Y12 mini appts.	Students are enabled to access the information, support and guidance that the careers team at TRC provide. They are also individually referred/introduced to the work placement team. Intent for progression after TRC is clarified so that relevant ongoing support can be offered GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Manage Career	2. Analytical 6. Active communication 7. Active Learning. 9. Resilience and Flexibility.	Progress Tutors	Parents are informed that these mini meetings take place from February – May of Year 12. Opportunity to ask for parent feedback/comments/enquiries.	
Y12' Journey to HE' evening event April - June	Students and parents access a range of HE provider information and attend skills workshops.		Students can make informed choices to plan their likely HE choices and can identify the necessary steps for application success.	2. Analytical 5. Digital 6. Active communication 9. Resilience and flexibility	Partnerships with over 50 Higher Education providers who attend this event at college.	Parents attend with their students and are subsequently invited to make follow on 1:1 appointments with careers; they also receive bespoke information and resources detailing open day event dates and how to make the most of an open day.	Parent MS Forms feedback and opportunity to seek further support.

			TRC Careers Programme communicated GB3 - addressing the needs of each student GB7 - encounters with further and higher education CDI Framework – Grow throughout life CDI Framework – Explore possibilities CDI Framework - Manage Career			TRC Careers Programme communicated	
Futures Week 4Y12 and L2/ 8 Y13 June/half term 6	Ongoing focus on Futures at termly intervals during scheduled lesson time.		Teachers help students to revisit the TRC Top Ten Skills and to articulate and document their own relevant examples of skills development, work-related learning and enrichment so that they can apply this to apprenticeship and UCAS applications. Students also have involvement in Higher Education and Employer led challenges including LIS and AMRC	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 7. Active Learning. 8. Leadership 9. Resilience and flexibility 10. Global Citizenship	Subject teaching staff Employer partners		

			GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Create opportunities CDI Framework – See the big picture				
Work Experience July /half term 6	All students take part in Springpod virtual work experience opportunities and many students complete actual experiences of the workplace supported by our work placement team		Students' complete experiences which have a clear purpose and enable meaningful interaction. This helps them to explore relevant career pathways and better understand and develop work-based employability skills. GB 5 – Encounters with employers and employees GB6 – Experiences of workplaces	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 7. Active Learning. 8. Leadership 9. Resilience and flexibility 10. Global Citizenship	Employers Springpod, speakers for Schools and many other virtual providers. Parents. Alumni.	Parents are aware of the value of and opportunities for work experience; they are also part of the work placement contract.	Employer feedback. Student feedback.

			CDI Framework – Explore possibilities				
UCAS support June Y12 onwards	Progress tutors and the careers team proactively support all students with all stages of the UCAS process from initial hub creation, personal statement writing, course choice, Early Bird applications, Oxbridge enrichment, quality assuring all applications before submission, meeting the equal consideration deadline, interview support, extra, and clearing and confirmation on August results day.	Disabled Student Allowance workshop for students and parents	Students include informed and realistic choices on their UCAS applications, They make effective applications which in addition to academic criteria portray a wide range of enrichment and work-related learning relevantly applied to their course choice. GB3 - addressing the needs of each student GB8 – Personal guidance CDI Framework – Grow throughout life CDI Framework – Manage Career	2. Analytical 3. Creative. 4. Critical 5. Digital	UCAS adviser support. HE partners and their admissions teams. Advancing Access Higher Education seminars and briefings.	Parents receive regular updates on UCAs support in college and key deadlines.	UCAS reports.
Y13 'ready to progress' Job Ready support for	Students take part in briefing sessions, employer	Supported Internship Opportunities with RMBC	Students can identify LMI opportunities, and are able to	1. Problem solving 2. Analytical 3. Creative.	Employers DWP Schools Advisers	Parents are contacted with an outline of the support available to their son/daughter.	

apprenticeship and employment applications. February - April	mock interviews, vacancy listings and 1:1 scheduled appointments with both the careers team and DWP advisers to ensure bespoke support for their application journey,	SEND Careers Event at New York Stadium – Student and family support to attend	articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Explore possibilities	4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	RMBC Employment Solutions RMBC and partner providers		
‘Mind the Gap’ Y13 Job Ready support July /half term 6	Scheduled for after the completion of exams hands on workshops		Students can identify LMI opportunities and are able to articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	DWP Schools Advisers	DWP Parents are informed Health and social Care recruitment leads eg Michael Draffan	

			CDI Framework – Grow throughout life CDI Framework – Explore possibilities				
August results day	Bespoke 1:1 support		Learners achieve their intended destinations and with support are able, if needed, to seek out and secure alternatives. GB3 - addressing the needs of each student GB8 – Personal guidance CDI Framework – Grow throughout life CDI Framework – Explore possibilities CDI Framework – Manage Career	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility	Sheffield Hallam University UCR Rotherham RNN and ASK apprenticeship teams	Parents are actively involved in the support available. Students (and parents) with unconfirmed intended destinations are contacted and support offered .	

Progressive, timely and differentiated CEIAG learning outcomes to enable students to develop the skills and attitudes so that they are “future-ready” for their ‘best next steps’.

IN addition to Universal provision: Bespoke provision for L2

Date / activity	Action	Bespoke provision for L2	CEIAG outcomes (Gatsby 2024 and CDI-linked)	Top Ten Skills outcomes/ employability skills (NB Link to CDI outcomes)	Partnerships	Parent, carer and stakeholder engagement	Impact/evaluation / student, parent and external provider voice
Nov and Jan TRC Open evenings Sep – March School based careers events	Information, Advice and guidance to KS4 students		Prospective TRC students can make informed choices based on fact TRC Careers Programme communicated to partners GB3 - addressing the needs of each student CDI Framework - Explore possibilities	2. Analytical Thinking	With all our secondary feeder schools across South Yorkshire	1:1 support during open evenings Parents often attend the careers fair and have their own questions. Careers programme on display with QR code link to CEIAG outcomes	Open evening feedback School partner feedback
Enrolment August	TRC 1:1 advice and guidance to students on subject choice sand alternatives based on exam results	Specific support for identified L2 students – enrolment choices linked to destinations planning	TRC students make subject choices and pathways based on actual grades and informed choices TRC Careers Programme communicated to partners GB8 – Personal Guidance	1. Problem solving 9. Resilience and Flexibility.	RNN College present to offer 1:1 advice and guidance for those students who might consider other L2 provsion	Parents involved in 1:1 meetings and able to have their questions answered	Subject teacher feedback

			CDI Framework – Manage career				
Tailored 'futures' emails	Information profiled to meet the needs of all learners	Increased student involvement in/uptake of opportunities	1. Problem solving. 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	Wide range of external partner provides inc SpringPod, Success at Schools, Young Professionals, Amazing Apprenticeships etc	Highlighted information shared with parents via TRC social media channels		
Y12 induction seminar Futures Week 1 Y12 and L2/ 4 Y13	Y12/L2 Learners cover LMI, local area LMI opportunities and alumni destinations. They are introduced to the skills and attitudes that employers require.	Bespoke group sessions and 1:1 student and careers adviser meetings scheduled at Winterhill and at TRC on Wednesday mornings. Top Ten skills addressed primarily through tutorial provision – with enhanced opportunities for L2 learners.	Learners understand LMI in the global and national context and can identify local area LMI opportunities and the skills and attitudes employers require. They begin/further develop the process of articulating and evidencing these skills for themselves. TRC Careers Programme communicated to partners GB2- Learning from careers and labour market information	4. Critical thinking	Employer input to content. HE partner input to content		Student feedback

			GB4 – Linking curriculum learning to careers CDI Framework - Explore possibilities CDI Framework - See the big picture CDI Framework – Grow throughout life				
L2/Y12/Y13 Next Steps Event Futures Week 2 L2	Over 76 employer, apprenticeship, Higher Education and training providers present at TRC. Bespoke sessions for L2 students and Y13 Job Ready students. Learners are prepared through subject lessons to meaningfully interact with visitors	Bespoke employer led sessions and also apprenticeship information sessions. Parent and student opportunity to visit	TRC Careers Programme and current position within it communicated with students including subject based HE and employer partner opportunities. TRC students can interact with a wide range of post-18 providers to gather information, ask questions and plan viable options for their progression. They have the opportunity to prepare and then subsequently reflect on their journey of top ten skills and attitudes development since transition to sixth form.	6. Active communication. 4. Critical thinking	Partnerships with over 100 employers and Higher Education providers.	Parents are invited to a 'quiet' lunchtime session where appropriate and a general twilight session. TRC Careers Programme communicated.	Student feedback and individual action planning immediately following the event.

			GB2- Learning from careers and labour market information GB5- Encounters with employers and employees GB7 – Encounters with Further and Higher Education CDI Framework - Explore possibilities CDI Framework – Manage Career CDI Framework – create opportunities				
Futures Week 3 L2 February	Springpod curriculum and career related insights.		Students can identify and articulate subject based career pathway related outcomes. Students experience career related insight in an area of specific interest to them. GB6- Experiences of workplaces CDI Framework - Explore possibilities	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 7. Active Learning.	SpringPod Speakers for Schools etc	SpringPod and employer insight providers such as ‘Young Professional’s’	Dashboard feedback on student participation provided to TRC by Springpod
Y12 1:1 mini appointments / names careers adviser.	Scheduled appointment for all L2 students who	FSM and Bursary; SEND and in particular any students with combinations of	Students are enabled to access the information, support and guidance that the	2. Analytical 6. Active communication	Progress Tutors	Parents are informed that these mini meetings take place from February – May of Year 12. Opportunity to ask for parent	

February - May	are expected to attend.	the above are prioritised for early mini appts.	careers team at TRC provide. They are also individually referred/introduced to the work placement team. Intent for progression after TRC is clarified so that relevant ongoing support can be offered GB3 - addressing the needs of each student GB8 – Personal Guidance CDI Framework - Manage Career	7. Active Learning. 9. Resilience and Flexibility.		feedback/comments/enquiries.	
Futures Week 4 L2 June/half term 6	Ongoing focus on Futures at termly intervals during scheduled lesson time.		Teachers help students to revisit the TRC Top Ten Skills and to articulate and document their own relevant examples of skills development, work-related learning and enrichment so that they can apply this to apprenticeship and UCAS applications. Students also have involvement in Higher Education and Employer led	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 7. Active Learning. 8. Leadership 9. Resilience and flexibility 10. Global Citizenship	Subject teaching staff Employer partners		

			challenges including LIS and AMRC GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Create opportunities CDI Framework – See the big picture				
L2 ‘ready to progress’ Job Ready support for apprenticeship and employment applications. February - April	Students take part in briefing sessions, employer mock interviews, vacancy listings and 1:1 scheduled appointments with both the careers team and DWP advisers to ensure bespoke support for their application journey,	Identified jobready L2 students informed and invited to take part.	Students can identify LMI opportunities, and are able to articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	Employers DWP Schools Advisers RMBC Employment Solutions RMBC and partner providers	Parents are contacted with an outline of the support available to their son/daughter.	

			CDI Framework – Grow throughout life CDI Framework – Explore possibilities				
'Mind the Gap' Y13 Job Ready support July /half term 6	Scheduled for after the completion of exams hands on workshops	Identified jobready L2 students informed and invited to take part.	Students can identify LMI opportunities and are able to articulate their Top Ten Skills evidence throughout the application process. GB2- Learning from careers and labour market information GB4 – Linking curriculum learning to careers GB 5 – Encounters with employers and employees CDI Framework – Grow throughout life CDI Framework – Explore possibilities	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication 9. Resilience and flexibility 10. Global Citizenship	DWP Schools Advisers	DWP Parents are informed Health and social Care recruitment leads eg Michael Draffan	
August results day	Bespoke 1:1 support		Learners achieve their intended destinations and with support are able, if needed, to seek out and secure alternatives.	1. Problem solving 2. Analytical 3. Creative. 4. Critical 5. Digital 6. Active communication	Sheffield Hallam University UCR Rotherham RNN	Parents are actively involved in the support available. Students (and parents) with unconfirmed intended destinations are contacted and support offered .	

			GB3 - addressing the needs of each student GB8 – Personal guidance CDI Framework – Grow throughout life CDI Framework – Explore possibilities CDI Framework – Manage Career	9. Resilience and flexibility			
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