

Strategic Careers Plan



Careers Education Information Advice Guidance

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Approved by: Head teacher

Date: October 2022

Last reviewed: January 2022

Next review date: September 2023



Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work.

The intent of our Careers Curriculum at Cranbrook Education Campus is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills and enhance knowledge of Labour Market Information whilst providing them with the access to all career pathways enabling them to succeed. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance. Cranbrook Education Campus has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in August 2022 and has achieved 100% in the eight Gatsby Benchmarks in 2022.



Strategic Objectives

Objective 1 - Increase careers education in the curriculum across all year groups.

Benchmarks: 2, 3, 4, 7

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers icons into their subject booklets
- LMI and careers focus activities built into knowledge organisers by January 2023.

Objective 2 - Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6

- Invite independent careers advisors to year 11 parents evenings and careers fair
- Post 16 pathways through termly events and meetings e.g. information sessions via coffee mornings/online encounters.
- Continue to use and embed Careerpilot and Skills Builder as part of the curriculum for all pupils on a rolling basis, to allow students to build up a portfolio of achievements and successes to be used during and on leaving CEC.

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning. Benchmarks: 3, 4, 5, 6

- Develop an ALUMNI of support on compass +
- Continue to develop links with organisations and build on existing relationships
- Continue to offer a careers fair for all pupils year 7-11
- Link with more educational providers



Current State

Staffing includes one member of staff who has overall responsibility as Careers Leader for the school (MSJ), three Pastoral Leads with responsibility for the coordination of events and careers provision for their year groups. There are also four members of SLT who will support various areas such as STEM, HPAs, PP and overall provision. SLT fully supports the development of CEIAG at CEC which aims to raise the aspirations of ALL pupils. This is written into the Teaching and Learning Policy with the expectation that every child can go to University, or at least achieve the qualifications in order to do so. However, despite this high academic expectation, there will be provision to explore other pathways.

SWOT analysis of Campus position see **Appendix 1**. CEC is working hard towards embedding Careers throughout the school. We are part of the South West HUB and have achieved all eight of Gatsby Benchmarks in July 2022 as outlined in the Statutory Guidance (**Appendix 2 & Appendix 3**). Careers has been introduced throughout the curriculum for years 7 to 11 (**Appendix 4 & Appendix 5**). CEC implements careers in the curriculum through independent learning in each teaching cycle, careers icons explicitly signposted in all subject booklets, and teaching a careers focused topic in the Summer term for all pupils across year 7-11. We will also be introducing careers focused knowledge organisers to share LMI. The hope is to build on Skillsbuilder and CareerPilot as online resources within the next academic year.

Destination Data

Destination	2020	2021	2022
Education	92%	87%	94%
Employment	2%	0%	0%
NEET	2%	2%	2%
Training (apprenticeship)	4%	11%	4%
Unknown	0%	0%	0%

Areas for development:



- Create an ALUMNI of support drawing on our position as part of Ted Wragg MAT – to help support Benchmarks 3, 6 & 7.
- Create and publicise careers on CEC website and social media – to help support parental engagement and LMI Benchmark 2.
- Offer greater support for those applying for traineeships and apprenticeship focussing on the ‘at risk’ groups to avoid students becoming NEET (Benchmarks 3 & 8) for example, through the use of external visitors, workshops and provision for vulnerable youngsters. Look to deliver an alternative careers-based provision, through the Princes Trust, to some of our more vulnerable learners to support them in achieving aspirational qualifications and giving them employability skills for the future.



Action Plan

Strategic Objective 1 Promote and increase careers education in the curriculum across all year groups. Benchmarks: 1, 2, 3, 4, 7		
Year	Targets	Actions
Year One 2022 - 2023	<p>Strategic and purposeful use of a careers pedagogical icon throughout PowerPoints and booklets.</p> <p>Careerpilot reintroduced to the whole school and training given to relevant staff on how to use it.</p> <p>Skillsbuilder training given to tutors on how to deliver sessions in tutor time. Tutors to begin using it at key moments in the year.</p> <p>Skillsbuilder icons displayed in all classrooms</p> <p>LMI based tasks in all subject knowledge organisers</p>	<p>Planning to incorporate careers into the curriculum through independent learning time that links cycles of learning to appropriate careers.</p> <p>Heads of department lead staff on how to incorporate careers in the curriculum.</p> <p>Staff receive CPD on CEIAG, Skillsbuilder and Careerpilot.</p> <p>Faculties to implement knowledge organisers (KOs) for years 7-9 which reference careers and Labour Market Information (LMI).</p> <p>Print skillsbuilder icons for each teaching space.</p>
Year Two 2023 - 2024	<p>Encourage all faculties to lead CEIAG initiatives within their subject areas.</p> <p>Use of careers week to introduce careers based Do Now tasks.</p> <p>Skillsbuilder introduced to the wider staff as a potential learning tool for all subjects. Continued use in tutor time.</p> <p>Careerpilot implemented by all staff and shared language of employability skills is used.</p>	<p>Share with staff possible CEIAG initiatives relevant to their subject.</p> <p>Staff are talking about careers in lessons.</p> <p>Skillsbuilder logos continue to be used and referenced in booklets.</p> <p>Careerpilot and skillsbuilder used widely across the school.</p>



<p>Year Three 2024 - 2025</p>	<p>Faculties take ownership of and lead CEIAG initiatives in their subject areas.</p> <p>Skillsbuilder and careerpilot widely used in school.</p>	<p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p> <p>KOs reviewed, developed to incorporate LMI and Skills Builder skills.</p> <p>Project based learning used by all faculties.</p> <p>Links with business employers embedded.</p>
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<p align="center">Strategic Objective 2 Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6</p>		
<p>Year</p>	<p>Targets</p>	<p>Actions</p>
<p>Year One 2022 - 2023</p>	<p>Reintroduce Careerpilot to allow students to build a portfolio of achievements and successes.</p> <p>Dedicated careers focused lessons in KS3 and KS4 through the Personal Development curriculum.</p> <p>Raise profile of Careers Education at CEC.</p> <p>Invite independent careers advisors to year 11 parents evenings.</p> <p>Ensure that CEC website is compliant and up to date.</p> <p>Introduce careers drop in sessions for parents to attend.</p>	<p>Careerpilot introduced to all students and students produce a basic profile.</p> <p>Staff CPD on Careerpilot.</p> <p>Personal Development focus - Year 7 focus on goals and aspirations, year 8 on enterprise, year 9 on options, year 10 on work experience and year 11 on post 16 options.</p> <p>Careers Lead to check and delegate Careers section of website.</p> <p>Promote CEIAG in the newsletter.</p> <p>Careers and LMI promoted at Parents Evenings. Termly information sessions for parents.</p> <p>School website to be updated with LMI.</p>
<p>Year Two 2023 - 2024</p>	<p>Raise awareness of post 16 and post 18 pathways to year 9 upwards.</p> <p>Website developed to incorporate student voice and more detailed</p>	<p>Students to take ownership of Careerpilot profile.</p> <p>Personal Development focus - Year 7 focus on goals and aspirations, year 8 on enterprise, year 9 on options, year 10 on</p>



	<p>information on what provisions are taking place.</p> <p>Careers lessons in KS3 and KS4.</p> <p>Increased number of parents attending info sessions.</p>	<p>work experience and year 11 on post 16 options.</p> <p>Bespoke employability workshops for year 11.</p>
<p>Year Three 2024 - 2025</p>	<p>Students' confidence with Careerpilot increases.</p> <p>Increased awareness of pathways for all students.</p> <p>Engagement/attendance with 1:1 guidance meetings.</p> <p>Increased number of parents at options and parents evenings/events.</p>	<p>Student confidence using Careerpilot.</p> <p>Faculties display and use LMI in classrooms.</p> <p>Whole year group visit to University or FE College.</p> <p>Employer encounters to be incorporated into lessons through employer links.</p> <p>Possible Celebration Evening for students to showcase talent and achievement.</p> <p>Review KS3 programmes.</p>

Strategic Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

Year	Targets	Actions
<p>Year One 2022 - 2023</p>	<p>Continue to offer a careers fair for all pupils year 7-11</p> <p>Create a bank of alumni contact information to invite them back and talk about career options.</p> <p>Link with more educational providers</p> <p>Develop links with organisations and build on existing relationships.</p> <p>Use intended destinations to inform what businesses to invite to a careers fair.</p>	<p>Organise a careers fair with a wider variety of organisations and education providers present.</p> <p>Meet with targeted organisations and get service level agreements in place (see external engagement plan – Appendix 7).</p> <p>Review tracking system; identify and fill gaps.</p> <p>Highlight students that need specific or additional support and put this into practice.</p> <p>Organise EHCP appointments when arranging year 11 careers guidance.</p> <p>Set up a data capture process and system for storing information on alumni.</p>



	<p>Increase variety of businesses / organisations we work with</p> <p>Utilise a careers calendar to track careers interactions to ensure coverage across all students in all year groups as appropriate.</p> <p>Offer 1-2-1 independent careers guidance to all EHPC pupils from year 9 upwards.</p>	
<p>Year Two 2023 - 2024</p>	<p>Develop an ALUMNI of support by continuing to invite some to speak with pupils.</p> <p>Work more closely with Enterprise Adviser.</p> <p>Continue to increase the variety of businesses / organisations we work with, specifically at careers fair.</p> <p>Work more effectively across the MAT to share resources and contacts for the benefit of all pupils.</p>	<p>Continue collecting data from leavers to keep in touch with them.</p> <p>Keep the data capture document up to date.</p> <p>Set up a social media account to attract / contact former students.</p> <p>Maintain current external relationships</p>
<p>Year Three 2024 - 2025</p>	<p>Increase employer and education links within curriculum areas (link to ob1).</p>	<p>Careers champions to work on implementing and embedding this.</p> <p>Match up ALUMNI with facilities relating to experiences and interests.</p>

See **Appendix 6** for Detailed Action Plan, **Appendix 7** for External Engagement Plan and **Appendix 8** for Roles and Responsibilities.



Monitoring & Evaluation Plan

The careers programme at CEC is delivered through a variety of activities including; timetabled lessons in Key Stage 3, as part of Personal Development, within curriculum areas as well as bespoke opportunities, activities and events run by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this informs our future decision making.

Monitoring activities adopted by CEC are:

- Learning walks/coaching/drop ins.
- Questionnaires (Google Forms) - students, staff, parents & carers, external agencies (Pastoral Leads).
- Student voice – in particular, after every event.
- Whole campus careers tracking.
- Work scrutiny.

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by CEC are:

- Analysis of whole campus careers tracking.
- Feedback from personal guidance interviews.
- Work scrutiny.
- Questionnaires - students, staff, parents & carers, external agencies.
- Student voice.
- Destination data.

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass Plus tool.

See **Appendix 9** for more detail.



Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<p>Quality of Education Lead has previously led careers in a large school and will Line Manage and support Careers Lead.</p> <p>Careers Lead has multiple leaders to support implementation and development of careers.</p> <p>Enterprise Advisor is involved in careers provision.</p> <p>Careers provision has been extended to cater for years 7-13.</p> <p>Support from Sandra Peters Careers Hub Enterprise Coordinator.</p> <p>Trust membership means greater provision for students to enroll on vocational courses and academic courses.</p> <p>SLT support.</p> <p>Year 10 work experience.</p> <p>Links with employers.</p> <p>Knowledge of the school; context, stakeholders.</p> <p>Excellent relationships with stakeholders.</p> <p>Raised awareness amongst staff.</p> <p>Careers incorporated into Curriculum via icons in booklets and independent learning weeks</p>	<p>Careers Leader needs to achieve CDI Level 6 in Careers Leadership (former Careers Lead has achieved this).</p> <p>NEET students – students off role.</p> <p>Time given to allow CL to provide the best possible CEIAG.</p> <p>Benchmark 5 - Encounters with employers and employees. What is meaningful?</p> <p>Benchmark 6 – Experiences of workplaces in year 7-11.</p> <p>Benchmark 8 – Personal guidance. Students receive these on a need basis due to lack of funding. Funding does not allow for personal guidance for all!</p>
Opportunities	Threats
<p>Being a HUB school within the South West.</p> <p>Being able to work with other schools to share good practice.</p> <p>Developing partnerships with ALL stakeholders.</p> <p>Learning by doing and building on experience.</p> <p>Working with local agencies to promote links.</p> <p>More apprenticeship opportunities available to help support and reduce NEET figures.</p> <p>More links to business and curriculum areas.</p> <p>Working with external business leaders – Science Centre, Hatless Studios.</p> <p>Teachers to celebrate CEIAG in their classrooms.</p>	<p>Government changing the boundaries/focus on CEIAG.</p> <p>Ofsted – how consistently are they grading CEIAG.</p> <p>Changing mind sets of external stakeholders in an area of high deprivation.</p>

Appendix 2 - Current State (July 2020)

Benchmark	100%	Areas to be addressed
1 A stable careers programme	58	Continue to update and review the programme. Improve parental understanding. Information published on a website. Send Governors an overview of Careers Programme Timeline with actions
2 Learning from career and labour market information	20	Encourage parents and carers to use Careers Pilot and LMI to help inform study/career decisions. Signpost through the website Advisors to be in attendance at Parents' Evening. Ensure access to LMI is signposted on website Develop displays around school including designated Careers section of the library.
3 Addressing the needs of each pupil	63	Introduce to encourage students to record their careers and enterprise experiences on Career Pilot. New wider curriculum September 2020, 3 year KS3.
4 Linking curriculum learning to careers	62	Introduce Skills Builder to Heads of Faculty and roll out to the whole school. Knowledge organisers to be introduced in all faculty areas from September 2019 and look to include careers from Easter 2021. Pedagogical icons embedded in all booklets and Powerpoints by July 21 Independent Learning Week to incorporate relevant career routes linking learning to careers Staff CPD on routes, destinations.
5 Encounters with employers and employees	100	Continue meaningful encounters with employers from year 7-11 looking to adapt due to Covid restrictions.
6 Experience of workplaces	100	No work experience in year 10 due to Covid but all had placements. Alternatives to be explored – Careers Lead looking to organise students taking part in Virtual Work Experience
7 Encounters with further and higher education	65	Introduce student to HE in year 8 via partnership with Exeter University. Introduce year 9 to apprenticeships and training providers. 2 Visits to universities to meet staff and students – HPA students have this opportunity, extend to others.
8 Personal guidance	100	Continue to have independent careers advice

Appendix 2 - Current State (July 2021)

Benchmark	100%	Areas to be addressed
1 A stable careers programme	94	<p>Continue to update and review the programme.</p> <p>Improve parental understanding.</p> <p>Information published on a website.</p> <p>Send Governors an overview of Careers Programme Timeline with actions</p>
2 Learning from career and labour market information	100	<p>Encourage parents and carers to use Careers Pilot and LMI to help inform study/career decisions. Signpost through the website</p> <p>Advisors to be in attendance at Parents' Evening.</p> <p>Ensure access to LMI is signposted on website</p> <p>Develop displays around school including designated Careers section of the library.</p>
3 Addressing the needs of each pupil	100	<p>Introduce to encourage students to record their careers and enterprise experiences on Career Pilot.</p> <p>New wider curriculum September 2020, 3 year KS3.</p>
4 Linking curriculum learning to careers	93	<p>Introduce Skills Builder to Heads of Faculty and roll out to the whole school.</p> <p>Knowledge organisers to be introduced in all faculty areas from September 2019 and look to include careers from Easter 2021.</p> <p>Pedagogical icons embedded in all booklets and Powerpoints by July 21</p> <p>Independent Learning Week to incorporate relevant career routes linking learning to careers</p> <p>Staff CPD on routes, destinations.</p>
5 Encounters with employers and employees	100	<p>Continue meaningful encounters with employers from year 7-11 looking to adapt due to Covid restrictions.</p>
6 Experience of workplaces	100	<p>No work experience in year 10 due to Covid but all had placements. Alternatives to be explored – Careers Lead looking to organise students taking part in Virtual Work Experience</p>
7 Encounters with further and higher education	100	<p>Introduce student to HE in year 8 via partnership with Exeter University.</p> <p>Introduce year 9 to apprenticeships and training providers.</p> <p>2 Visits to universities to meet staff and students – HPA students have this opportunity, extend to others.</p>
8 Personal guidance	100	<p>Continue to have independent careers advice</p>

Appendix 2 - Current State (July 2022)

Benchmark	100%	Areas to be addressed
1 A stable careers programme	100	<p>Continue to update and review the programme.</p> <p>Improve parental understanding.</p> <p>Information published on the new website.</p> <p>Send Governors an overview of Careers Programme Timeline with actions by first meeting.</p>
2 Learning from career and labour market information	100	<p>Encourage parents and carers to use Careers Pilot and LMI to help inform study/career decisions. Signpost through the website</p> <p>Advisors continue to be in attendance at Parents' Evening for year 11.</p> <p>Ensure access to LMI is signposted on website and in KS4 Personal Development lessons.</p> <p>Develop displays around school.</p> <p>Update the Careers section of the library to be recent information.</p>
3 Addressing the needs of each pupil	100	<p>Introduce to encourage pupils to record their careers and enterprise experiences on Career Pilot.</p> <p>Ensure a wide range of career options are offered and discussed at length with all pupils.</p>
4 Linking curriculum learning to careers	100	<p>Introduce Skills Builder to Heads of Faculty and roll out to the whole school.</p> <p>Careers element of the KO to be introduced in cycle 2 (Jan 2023).</p> <p>Pedagogical icons embedded in all booklets and Powerpoints by Jan 2023</p> <p>Independent Learning Week to incorporate relevant career routes linking learning to careers</p> <p>Staff CPD on routes, destinations.</p> <p>1 day careers focus during activities week.</p>
5 Encounters with employers and employees	100	<p>Continue meaningful encounters with employers from year 7-11</p> <p>Dedicated careers day in April 2023 which will include options evening.</p> <p>All faculties to see how they can introduce employer encounters within their own subjects.</p>
6 Experience of workplaces	100	<p>Continue work experienceplacements this year.</p> <p>Alternatives to be explored – Careers Lead looking to organise pupils taking part in Virtual Work Experience</p>
7 Encounters with further and higher education	100	<p>Introduce student to HE in year 8 via partnership with Exeter University.</p> <p>Introduce year 9 to apprenticeships and training providers.</p> <p>2 Visits to universities to meet staff and pupils – HPA pupils have this opportunity, extend to others.</p>
8	100	<p>Continue to have independent careers advice.</p>

Personal guidance

Assemblies at the start of year 11 to discuss post-16 options.

Appendix 3 - Gatsby Benchmark Progress

Benchmark	June 2018 WRA %	November 2018 WRA %	May 2019 WRA %	November 2019 WRA%	December 2021 WRA%	July 2022 WRA%	National
1 A stable careers programme	5	47	58	52	94	100	21
2 Learning from career and labour market information	0	0	0	20	100	100	45
3 Addressing the needs of each pupil	0	18	36	63	100	100	20
4 Linking curriculum learning to careers	0	0	0	12	93	100	38
5 Encounters with employers and employees	0	100	100	100	100	100	52
6 Experience of workplaces	0	0	100	100	100	100	47

<p>7 Encounters with further and higher education</p>	0	0	65	80	100	100	21
<p>8 Personal guidance</p>	0	0	0	100			57

Appendix 4 - Progression Framework

This table shows the careers theme / focus for each year, the content, the outcomes and how student their experiences will develop as they progress through school.

Year	Content	Objectives	Measurable Outcomes
7 I discover	<p>Timetabled Lessons</p> <ul style="list-style-type: none"> ● All about me ● What is work? ● Skills vs qualities ● Understanding personal strengths & weaknesses ● Stereotyping ● Working hours and job descriptions ● Budgeting ● Wages & salaries. 	<ul style="list-style-type: none"> ● To discover their own skills and qualities. ● To understand how skills and qualities can assist students when considering job choices. 	<ul style="list-style-type: none"> ● To identify qualities and skills. ● To complete a basic personal statement.
8 I explore	<p>Timetabled Lessons</p> <ul style="list-style-type: none"> ● Impact of money and stress ● Business ownership ● Enterprise introduction ● Employability skills ● Creation of an enterprise business 	<ul style="list-style-type: none"> ● To explore setting up your own business ● To explore what traits are needed in the working world 	<ul style="list-style-type: none"> ● To create an enterprise business
9 I focus	<p>Timetabled Lessons</p> <ul style="list-style-type: none"> ● Career options ● Routes to careers ● Labour Market Information (LMI) ● Research - validity & Bias ● Developing skills. ● Money matters <ul style="list-style-type: none"> ○ Budgeting ○ Wages & salaries ○ Payslips ○ Sources of finance 	<ul style="list-style-type: none"> ● To focus research and visits to meet individual needs. ● To be prepared to make appropriate option choices. ● To understand money and finances 	<ul style="list-style-type: none"> ● To gain experience of all subject choice before making decisions. ● To understand the routes available. ● To know what their choices are. ● To select options relevant to their needs.
10 I plan	<p>Timetabled lessons</p> <ul style="list-style-type: none"> ● My pathway ● Personal Finance ● Online presence ● Job applications ● Preparing for interviews ● What do I want from work? 	<ul style="list-style-type: none"> ● To plan their future by focussing their decisions. ● To explore routes and pathways available. 	<ul style="list-style-type: none"> ● Complete Building My Skills programme. ● Prepare a CV. ● To identify different pathways, post 16 and post 18 – What will I

		<ul style="list-style-type: none"> To relate these pathways to their decision making. 	<p>study? What options do I have?</p> <ul style="list-style-type: none"> To begin to research. To understand that bias exists.
<p>11 I decide</p>	<p>Timetabled lessons and guidance</p> <ul style="list-style-type: none"> Personal guidance interviews Mock interviews Revision skills Alumni encounters Research options Make decisions 	<ul style="list-style-type: none"> To decide what they are going to do post 16 and apply for this. 	<ul style="list-style-type: none"> Applications to education, apprenticeship or training course.

NB: Careers Pilot to be introduced into all year groups on a rolling programme (TBC)

Management of provider access requests

A provider wishing to request access should contact Maddi Jenkins, Careers Lead at maddi.jenkins@cranbrook.education

Opportunities for access

Cranbrook Education Campus offers opportunities to access our pupils which may be during dedicated PSHE lessons, assemblies and alternative timetable days or 'drop down' days. The School's policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website

<https://www.cranbrookeducationcampus.org.uk/keeping-child-safe/>

What providers can expect

Once granted access providers can expect to be able to promote the study/training programmes that their centre offers, as well as being able to provide clear details on entry requirements and application procedures.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Co-ordinator who will distribute the relevant information to pupils as appropriate.

Approval and review

Adopted by the governing body on:

Review date:

Signed:

..... Chair of Governors

..... Head Teacher