Sandhill View Academy Careers Curriculum Programme 2018-2019

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| **Rationale** |
| Sandhill View Academy has a critical role to play in preparing our young people for the next stage of their education or training and beyond.A young person’s career is their pathway through learning and work and we recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success and we are committed to achieving the inspiring IAG award We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which employers value. This will help every young person to realise their potential and enhance their employability.  |
| **Our vision** |
| * To prepare students for the ever changing opportunities, responsibilities and experiences of adult life and equip them with the skills to manage the choices, changes and transitions ahead of them
* To help students develop a positive self-image, increase self-confidence and raise personal aspirations
* To ensure that all students have an equal opportunity to develop the necessary skills, knowledge and awareness of the working world so that they are equipped with the ability to follow an individual chosen route to further education and employment in a career choice, which matches their aspirations in relation to their ability.

Students are more likely to achieve better outcomes in the labour market.Students have a better understanding of potential work and progression routes.Students are better motivated to acquire skills and qualifications.Students are less likely to become NEET |
| **Inspiring IAG Quality Award Code of Practice** |
| Sandhill View Academy is working towards the Inspiring IAG Gold Award. We have achieved the silver award and are now working towards achieving full validation (Gold Standard) of the award by May 2019. The aim of the award is to: 1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance[[1]](#footnote-1) and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified[[2]](#footnote-2) senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent[[3]](#footnote-3) careers guidance[[4]](#footnote-4), at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations
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| **The Gatsby Benchmarks**In line with the careers guidance strategy our careers plan supports the achievement of the eight Gatsby benchmarks:

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| **Benchmark 1: A stable careers programme**Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |
| **Benchmark 2: Learning from career and labour market information**Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information |
| **Benchmark 3: Addressing the needs of each student**Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout. |
| **Benchmark 4: Linking curriculum learning to careers**All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths. |
| **Benchmark 5: Encounters with employers and employees**Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |
| **Benchmark 6: Experiences of workplaces**Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks. |
| **Benchmark 7: Encounters with further and higher education**All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |
| **Benchmark 8: Personal guidance**Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. |

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| **Principles** |
| CEIAG at Sandhill View has four essential and interlinked elements:* **Careers education**-planned programmes in the curriculum (Extended Tutor time (ETT) and planned cross-curricular opportunities) giving students the knowledge and skills to help them make informed decisions, plan and manage their own careers.
* **Careers information-** including options, employability skills, labour market information (LMI) and progression routes.
* **Careers advice and guidance-** Level 6qualified specialist advisor helping students to identify future goals and plan the steps to achieve these career goals.
* **Work related learning –** experiences in/outside the curriculum to help students learn about economic well-being, careers and enterprise
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| Aims |
| The CEIAG programme is based on the three core aims of the CDI Framework for Careers, Employability and Enterprise Education March 2018: * Developing yourself through careers ,employability and enterprise education
* Learning about careers and the world of work
* Developing career management, employability and enterprise skills and decision-making

F:\MRS AKIEN\MRS AKIEN\career 3.jpg Students learn how to make effective use of all the sources of help and support available to them, prepare for interviews identify choices and opportunities available, making and adjusting plans to manage future life changes and transition F:\MRS AKIEN\MRS AKIEN\pic.jpgStudents research opportunities in learning and working life through learning about business and industry, career pathways, labour market information and how to realise their own ambitions by resisting the damage caused by stereotyping, discrimination and prejudice.Image result for who am iStudents reflect on and appraise their personal qualities, roles and responsibilities, aptitudes ,achievements and strengths developing self-awareness, including how others can influence them , self determination and self-improvement as a learner. |

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| Image result for who am i**Sandhill View Academy Careers Programme** **(based on the three core areas of the CDI framework 2015)** |
| **Developing through careers, employability and enterprise education****(Self-Development)**  |
|  | **Area of learning from the CDI’s 17 areas of learning** | KS3 Learning outcomestatement | KS3 activities | y7 | y8 | y9 | Key Stage 4 Learning outcome Statement | KS4 activities | y10 | y11 |
| 1 | **Self-awareness:**Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing. | Describe yourself, your strengths andpreferences | ETT programme: Students complete a range of self-assessment exercises (including icould Buzz quiz) and record the results in their Careers Zone journals. |  |  |  | Recognise how you are changing, what you have to offer and what’s important to you. | Students complete an occupational interest’s task including the Buzz uiz and discuss the job and course suggestions with their tutor/mentor/careers guidance advisorOne to one careers guidance interviews. Career action plans developed. |  |  |
| **2** | **Self-determination:** Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self- determination empowers individuals to realise their aspirations and manage their careers. | Focus on the positive aspects of your wellbeing, progress and achievements | ETT programme: Students produce their own personal profile/personal shield- to identify who they are and tell others. They look for the positives in any negative experiences they may have had. |  |  |  | Explain how you manage your wellbeing, progress and achievements throughtelling your story in a positive way. | Explain how you manage your wellbeing, progress, achievements through telling your own story in a positive way. Students show how they are building on their interests and strengths, set targets to build on these. Career action plans developed. |  |  |
| **3** | **Self-improvement as a learner:** Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential. | Explain how you are benefiting as learner from careers, employability, enterprise activities and experiences | Students review and reflect upon their experience of careers experiences e.g interview visitors,(careers talks, careers fair, workplace visits, |  |  |  | Review and reflect upon how you have benefited as a learner from careers, employability and enterprise activities and experiences. | Review and reflect upon how you are benefiting as a learner from careers, employability , enterprise activities. Students update their Careers Zone journal with their keep an experiences and achievements. They also record the evidence of their best use of key employability skills  |  |  |
| **F:\MRS AKIEN\MRS AKIEN\pic.jpg****Learning about careers and the world of work** **(Careers Exploration)** |
|  | **Area of learning from the CDI’s 17 areas of learning** | KS3 Learning outcomestatement | KS3 activities | y7 | y8 | y9 | Key Stage 4 Learning outcome Statement | Suggested KS4 activities | y10 | y11 |
| **4** | **Exploring careers and career development:** Career exploration expands individuals’ horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others. | Describe different explanations ofwhat careers are and how they can bedeveloped | Students discuss different metaphors for career such as career as a journey and career as a race. They find out how the careers of different members of staff have developed reflecting on the diversity of careers patterns and structures. (National Careers Week) Students create career timelines to summarise the career of someone they admire. Employees deliver career learning activities- assemblies, careers talks, use of video case studies in Careers Zone programme.  |  |  |  | Discuss the skills involved in managing your own career. | Students investigate career development in organisations by interviewing employees in other organisations . Students weigh up the pros and cons of several types of careers, e.g. single-track careers, serial careers, portfolio careers and lifestyle careers. \*This could be through a series of careers talks presented in a ‘speed-dating’ exercise.Students investigate career development through employer encounters including careers talks, workplace visits, work experience. |  |  |
| 5 | Investigating work and working life: Investigating people’s experiences of work enables individuals to understand the meaning and purpose of work in people’s lives. They learn what constitutes good or decent work and how to find it for themselves. | Give examples of different kinds of work and why people’s satisfaction with their working lives can change | Students explore the similarities and differences between paid work, gift work and work in the home.Students explore the purpose of work clothes/uniforms/ business attire’ and whether people like or dislike wearing them (linkedto non-uniform day).Students explore the purpose of work; reading case studies about work and working life, website video clips in Careers Zone, careers talks, assemblies, careers fairs, workplace visits. |  |  |  | Explain how work and working life is changing and how this may impact onyour own and other people’s career satisfaction | Students talk to a range of people including: past students, guest speakers, business representatives, etc about how their jobs are likely to change in the next 5- 10 years. Students analyse stories in the news about the factors that affect the mental health of workers.DWP schools advisor assembly includes how local labour market has changed and possible future changes and how this impacts on local area. |  |  |
| 6 | **Understanding business and industry:** Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life | Give examples of different business organisational structures | Students list the types of businesses ,their organisational structure and the careers and jobs involved in getting an everyday items to consumers. Students make a spider diagram of the contractors and suppliers linked to our Academy and jobs / careers linked to each organisation. DWP- LMI assembly |  |  |  | Explain different types of businesses, how they operate and how they measure success | Use of videos, icould etc. to explore different types of businesses and how they operate. Students look at the pros and cons of different kinds of business entities, e.g. sole trader, partnerships, company and franchise in the private sector/multinationals. Students reflect on what organisationalstructure appeals most to them and why. | Careers Focus day 3 |  |
| 7 | **Investigating jobs and labour market information (LMI):** Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers. | Be aware of what job and labour market information (LMI) is and how it can be useful to you. | Students investigate opportunities for women in the STEM (science, technology, engineering and maths) industries. Students attend GIMME event. Students analyse local job vacancies using job vacancy websites and other sources to research local LMI. DWP- LMI assembly |  |  |  | Be able to find relevant labour market information (LMI) and know how to use itin your career planning | Students analyse national and local data on the destinations of last year’s leavers and consider possible implications for their own plans.Students use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data. DWP advisor assembly. ASK apprenticeship assembly, workshops. Students investigate opportunities in STEM industries (STEM ambassadors). |  |  |
| 8 | **Valuing equality, diversity and inclusion:** Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so | Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you. | Challenging stereotypes in the workplace – reading and discussion of case studies / news story clips.Students gain advice on how to combat stereotyping and discrimination and role play incidents at work involvingbullying and discrimination |  |  |  | Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relationto these issues | Challenging stereotypes in the workplace –discussion of case studies / news story clips including the tackling of the ‘glass ceiling’ in key professions (medicine, law, engineering, architecture.Employer talks designed to challenge stereotyping as part of the careers programme including STEM ambassadors.STEM days  |  |  |
| 9 | **Learning about safe working practices and environments:** Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work. | Be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you. | A local employer talks about the importance of the law and as an employer what are their responsibilities to their employees.Students answer a true or false quiz to test other students’ knowledge of the laws and bylaws relating to the employment of school-age children.  |  |  |  | Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy for following safe working practices. | Students research health and safety requirements and guidelines for tools and equipment that they use, e.g. machine tools in D&T subjects and for work experience placement opportunities. Business-led assemblies (DWP) on rights and responsibilities at work |  |  |
| **F:\MRS AKIEN\MRS AKIEN\career 3.jpgDeveloping career management, employability and enterprise skills** **(Careers Management)** |
|  | **Area of learning from the CDI’s 17 areas of learning** | KS3 Learning outcomestatement | KS3 activities | y7 | y8 | y9 | Key Stage 4 Learning outcome Statement | Suggested KS4 activities | y10 | y11 |
| 10 | **Making the most of careers information, advice and guidance (CEIAG):** Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to- one guidance. | Identify your personal networks of support including how to access and make the most of impartial careers information, advice and guidance services. | Students create a mid-map or visual representation to show their personal networks of support. \*Students produce a guide to ‘making the most of information, advice and guidance’ in their school, to support their thinking and decision-making especially at key transition points.Employers are invited to deliver career learning activities to get the most out of developing networking skills including year 8 STEM Inspiration, careers fairs, careers talks. |  |  |  | Build your personal network of support including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services. | Students discuss their options with family, friends, school staff and career specialists and carefully weigh up the advice received. Students examine through case studies what impartiality means when it is applied to careers guidance practice. Students are introduced to employers through careers talks, assemblies and collapsed timetable daysOne to one career guidance interviews. DWP and ASK workshops – applying for an apprenticeship, soft skills.  |  |  |
| 11 | **Preparing for employability:** A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment. | Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.  | Students maintain their Pupil Passport skills log recording their best demonstrations of the qualities and skills needed for employability. Leadership roles within the Academy. Employer led sessions – importance of employability skills; careers talks. Workplace visits. |  |  |  | Show you are developing thequalities and skills which will help you to improve your employability | Students use their career journals to record their key skill development. Students practise filling out application forms that ask them to provide evidence of the skills and qualities that they have demonstrated. Employers and DWP provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved in the work experience programme. Students talk about skills they need in their part-time jobs. |  |  |
| 12 | **Showing initiative and enterprise:** Showing initiative and enterprise helps individuals to learn about risk, effort and making to most of opportunities. | Recognise when you are using the qualities and skills that entrepreneurs need | Students gain experience of enterprise projects during careers focus days | Careers Focus Day | Careers Focus Day | Careers Focus Day  | Show that you can be enterprising in the way you learn, carry out work and plan your career | Local employers run sessions through ‘Work Discovery Week’ and ‘Work Discovery Sector Days’. Applying for leadership roles within the Academy including (dep) head boy and girl. Local employers provide longer term business competitions to develop enterprising and entrepreneurial skills via Work Discovery events |  |  |
| 13 | **Developing personal financial capability:** The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future. | Show that you can manage your own budget and contribute to household and school budgets. | Students take part in a simulation that challenges them to manage a household budget. Students use a personal budget planner to work out a budget.Charity and fund raising activities. | Careers Focus Day  | Careers Focus Day  | Careers Focus Day  | Show you can manage can manage financial issues related to your education, trainingand employment choices including knowing how to access sources of financial support that may be open to you | Students calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. \*Students complete modules explaining tax and national insurance matters. \*Students attend careers fairs to research the implications of choosing one pathway over another.NECOP Ambassador workshop. |  |  |
| 14 | **Identifying choices and opportunities:** Individuals need to be able to research and recognise suitable progression pathways and qualifications, Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that | Know how to identify and systematically explore the options open to you at a decision point. | Students produce subject posters giving the facts about the qualifications, skills and jobs that can gain by studying particular subjects. Employer led career learning; including STEM ambassadors, business led importance of literacy and numeracy (KS3 assembly, careers talks, FE and HE visits / workshops. |  | Annual Careers Fair  | Annual Careers Fair | Be able to research your education, training, apprenticeship, employmentand volunteering options including information about the best progression pathways through to specific goals | Students draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair. Students get involved with ‘Work Discovery Week’ and ‘Work Discovery Sector Day’ activities. | Annual Careers Fair  | Annual Careers Fair  |
| 15 | **Planning and deciding:** Individuals need to know how to get information, clarify values and references, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences. | Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experiences you need | Groups form small company teams to solve a problem. They have to negotiate their roles in the team and the main features of the campaign (enterprise projects). Students engage in target-setting and review activities with their tutors and subject teachers at key assessment points throughout the year. |  |  |  | Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influenceson you. | Students learn how to weigh up different factors affecting their decisions. Students take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive).They discuss how to handle the consequences of their decision making. |  |  |
| 16 | **Handling applications and interviews:** Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives. | Know how to prepare and present yourself well when going through a selection process | Students apply for trips, projects, leadership roles in the school, e.g. as Student Voice representatives, peer mentors and other roles.Employer led career learning on presentation skills which include the use of social media and other platforms(SETA/DWP) |  |  |  | Know your rights and responsibilities in aselection process and strategies to use to improve your chances of success | Students take part in a mock interview for a suitable position (e.g. and apprenticeship, a college place or a job) and prepare a CV beforehand. \*Students complete a ‘true’ or ‘false’ quiz about questions relating to equality of opportunity that interviews are not allowed to ask candidates.Students discuss use of social media, digital platforms and managing their digital footprint in relation to marketing themselves. |  |  |
| 17 | **Managing changes and transitions:** Plans and decisions can break down if individuals fail to prepare for the careers moves that they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability. | Show that you can be positive, flexible and well-prepared at transition points in your life | Students prepare for their options process by attending the careers fair, options assemblies, options evening, etc. Year 8 students have back-up plans in case they cannot have all their first-choice options. Students write a guide/blog for Year 6 students on how to make a success of the move from primary to secondary school. |  | Annual Careers Fair | Annual Careers Fair | Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment | Students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+. Students say what they think should be in an induction programme for young people going to college, work-based learning or an apprenticeship. |  |  |

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| **Summary of CEIAG at Sandhill View Academy**  |
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| There has never been a time when careers guidance has been as important for young people as it is today. At Sandhill View Academy we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway which is more challenging and complex than that faced by previous generations. To help them to prepare for this, our careers programme provides them with the careers education, information, advice and guidance to enable them to make an informed decision about their future. |
| **Careers education** |
| As part of our SMSC curriculum all students from Y7-Y11 take part in a careers education programme which focuses on the four key areas: ‘Careers Exploration’; ‘Self-Awareness’; Decision Making’ and ‘Employability Skills and Careers Management. This weekly programme is delivered by tutors in ETT (Extended Tutor time) This extensive programme is complemented by visits from representatives from employers and post-16 trainers and universities as well as our 3 Careers Focus days which take place every year.  |
| **Impartial advice and guidance** |
| The Academy’s professionally trained careers guidance practitioner provides personal careers guidance to our students. We also use Connexions, to ensure our students receive the impartial advice that they need.  |
| **Links with post-16 education providers and trainers**  |
| All Y10 and Y11 students take part in a series of taster sessions with local sixth forms and colleges to see for themselves the wide range of opportunities available in further education.  | Students also have the opportunity to meet with a range of other post-16 education -providers and trainers  | Our strong links with universities allow students to find out for themselves the opportunities that higher education can offer them  |
| **Links with employers** |
| Our annual careers fair enables all students and their parents and carers to meet with employers and training providers as well as colleges and universities to find out about the many careers opportunities available. | Our links with the North-east Chamber of Commerce and the City of Sunderland’s Work Discovery programme and sector days give our students an insight into the world of work and the career options which are open to them. |
| **Work-related learning opportunities**  |
| Students in Y10 take part in work experience every Wednesday afternoon from October to May. This is an opportunity for students to spend some time with an employer or other organisation, allowing them to explore possible career pathways. | All students in Y9 have the opportunity to take part in our annual “Take Your Child To Work Day in May. Students are able to accompany and work shadow a parent/carer throughout a normal working day allowing them to experience as far as possible the hours, working conditions and regulations they may encounter when they go to work themselves. |

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| **Careers education programme overview- student entitlements** By beginning careers education at the very start of their time at Sandhill View, students’ aspirations and motivation are increased; they are more equipped to make better informed decisions at key transition stages.  |
| KEY STAGE THREE | Year 7 | * Students identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
* Students begin to think about what they might like to achieve after school.
* Students are introduced to the world of work and how it is constantly changing.
* Students investigate different types of businesses.
* Students are introduced to labour market information.
* Students participate in the Y7 practice interview programme
* Students have opportunities to engage with a local business, FE, HE and training providers
* Students are introduced to careers resources and websites.
* Students have optional access to independent and impartial advisers via a referral system.
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| Year 8 | * Students build on personal strengths and begin to link personal qualities and skills to specific careers enabling realistic and informed decisions at key transition stages.
* Students complete the Buzz Quiz in preparation for thinking about possible careers they may be suited to.
* Students investigate different types of businesses and industries and job families.
* Students investigate their teachers’ career pathways and reflect upon the differences.
* Students reflect on how changes to the world of work may affect their own future career pathways
* Students begin to think about GCSE options in terms of career pathways and plan their future.
* Students link curriculum areas to careers to help prepare them for choosing their GCSE options
* Students have optional access to independent and impartial advisers via a referral system.
* Students use careers resources and websites and learn where to find out more about specific courses/careers.
* Students have a range of opportunities to engage with a local business, FE, HE and training providers
* Students attend careers talks and fairs and take part in workplace visits
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| KEY STAGE FOUR | Year 9 | * Students are encouraged to re-assess personal strengths with a focus on employability skills.
* Students are encouraged to reflect on their decision-making skills and how this may impact upon their career planning.
* Students investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop financial capability
* Students reflect on how work is changing and how it impacts upon people’s lives
* Students are encouraged to recognise and challenge stereotypes within the world of work (including the glass ceiling) and traditional job roles.
* Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources and websites and learn where to find out more about specific courses/careers and how to access LMI independently.
* Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
* Students attend careers talks and fairs and take part in workplace visits
* Students take part in ‘Take your child to work day’ and reflect upon how they have benefited.
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| Year 10 | * Students explore post- 16 pathways in in more detail
* Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
* Students attend careers talks and fairs and are encouraged to access LMI independently.
* Students reassess personal strengths with a focus on transferable skills in preparation for CV completion and mock interviews
* Financial capability is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
* Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
* Students arrange and complete work experience and reflect upon how they have benefited.
* Students develop interview techniques and complete a mock interview with a local employer.
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| Year 11 | * Students are supported with post- 16 choices and encouraged to consider all their options including further study and apprenticeships.
* Students are encouraged to consider how LMI is relevant to their post- 16 options.
* All students have a one to one guidance interview with a careers advisor (L6 qualified and matrix accredited). They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
* Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
* Students are encouraged to think about the kind of behaviour potential employers look for.
* Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
* Students are assisted further with CV writing and encouraged to have completed a CV and cover letter before the application process begins.
* Students are kept up to date with post 16- deadlines, open evenings and appropriate internal and external careers events.
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| **Year 11** |
| Date of activity/event  | **CEIAG activity**  | **Services**  | **Organised by** | **Partner**  | **CDI Framework Learning Outcomes** SD: Self-Development CE: Careers ExplorationCM: Careers Management |
| September to July | **Access to independent and impartial careers advice and support** Careers guidance advisor and Connexions via: staff referral, student/parent contacting SHV | Careers information, advice and guidance.One to one guidance | H. AkienJ.Robinson | Connexions  | CM: 10Gatsby benchmarks: 3,8 |
| November  | **Careers/apprenticeships fairs**for all students and parents | Careers educationCareers information Employer engagement | H. AkienJ.Robinson | Various providers | CM: 14 Gatsby benchmarks: 5 |
| December | **Careers Focus Day 1 –The job application process** All curriculum areas link their subject areas to the world of work with a focus on the job application process, interview techniques and employability skills. | Careers information | H. AkienE.JohnsonA.BlakeG.Bunn |  |  |
| Staff and tutors | CE; 4,5,6,7Gatsby benchmarks: 4  |
| September - May | **Mentoring programmes** Engagement with employers and employees/experiences of workplaces including student mentoring. | Careers informationEngagement with employers | J. Dodd PAM mentors (staff)H. Akien (external) | Outside providers/ Connexions employers/staff | CE: 4, 5, 6, 7,8, 9 CM: 10, 11,14Gatsby benchmarks: 3,8 |
| September - May | **Assemblies dedicated to providing CEIAG**Information, guidance and support and raising aspirationsGuest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities plus SLT | Engagement with employers | Heads of HouseSLTH.AkienA.Blake | Various providers | SD: 1, 2 ,3 CE: 4, 5 ,6,7 CM: 10,11, 13, 17Gatsby benchmarks:2,4,5 7 |
| September - May | **Southmoor/College Open Evenings – Information Taster Sessions**Promoted during assemblies, text messages, leaflets, posters | Careers information | H. Akien Sixth Form at SouthmoorKathryn Mellett (COSC) | Sunderland, Newcastle Gateshead and East Durham colleges | CM: 14,15Gatsby benchmarks: 7 |
| September – May  | **Year 11 Careers Friday tutorial programme: 8:30 – 9:05am.**Programme covers: 1. Self-Development, 2. Career Exploration, 3. Career Management  CV, cover letters, completion of application forms, interview preparation, preparation for world of work  | Careers education | H. AkienE.Johnson Tutors | Tutors DWP, Connexions employers  | SD: 1, 2 , 3 CE: 4, 5, 6, 7, 8, 9 CM: 10, 11, 12, 13, 14, 15, 16 ,17Gatsby benchmarks: 1,2,4 |
| September to May | **NECOP programme –**Higher education / study skills / finance - including 29th September whole cohort visit to Northumbria University. Workshops on routes into apprenticeships. Enterprise/team building/problem solving workshops.  | Careers educationCareers information | NECOPA.Blake | NECOP | SD:1,2,3 CE: 4CM:10,11,12,13,14, 15,16,17Gatsby benchmarks:1,2,3,7 |
| October onwards  | **Work Discovery Sector Days**Opportunity for students to visit workplaces for careers information  | Careers information and guidanceCareers advice | H. Akien | Work Discovery Sunderland  | CM: 12Gatsby benchmarks: 4,5,6,7 |
| December | **Assembly- Labour market : DWP**  | Careers information | H.Akien | DWP school advisor  | CE:7 Gatsby benchmarks: 2 |
| January onwards  | **Further education focus sessions**  Working with Year 11 students who have not yet applied to college/training providers  | Careers information and guidanceCareers advice | J.RobinsonHeads of House and tutors |  All colleges and providers  | CM: 14, 15 and 17Gatsby benchmarks: 3,8 |
| January onwards | **Parent Consultation Evenings** (Julia Robinson (Careers Guidance Advisor) available for drop-in sessions with parents and students | Careers information and guidanceCareers advice | H.Akien | (Connexions) | CM: 10,14,15,17Gatsby benchmarks: 3,8 |
| January  | **Assembly: STR8UP External Event**Apprenticeship and Traineeships Event at the Stadium of Light (Saturday) Promoted during assemblies, text messages, website, leaflets and posters | Careers information  | H.Akien | Various providers | CM: 14,15Gatsby benchmarks: 3,5,7 |
| February onwards  | **Assembly: Apprenticeship Providers**Information on application procedures and support sessions | Careers informationEmployer engagement | H.Akien | ASK project-Suzanne Winter  | CM: 14 Gatsby benchmarks: 3,5,7 |
| April  | **Careers Focus Day 2 –** All curriculum areas link their subject areas to the world of work  | Careers information  | H.AkienE.JohnsonA.Blake | Various providersStaff and tutors | CE; 4,5,6,7CM:13Gatsby benchmarks: 4 |
| August  | **Results Day** Personal Guidance and Support: Julia Robinson (Careers advisor Leavers questionnaire completed and analysed | Careers information and advice | H.Akien | ConnexionsSpringboard | CM: 10,14,15,16,17Gatsby benchmarks: 3,8 |
| July onwards | **Access to independent and impartial careers advice and support**Connexions and Careers guidance advisor via: staff referral, student/parent contacting Connexions | Careers information and advice | H.Akien | Connexions  | CM: 10Gatsby benchmarks:3,8 |

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| **Year 10** |
| Date of activity/event  | **CEIAG activity**  | **Services**  | **Organised by** | **Partner**  | **CDI Framework Learning Outcomes** SD: Self-Development CE: Careers ExplorationCM: Careers Management |
| September to July | **Access to independent and impartial careers advice and support** Careers guidance advisor and Connexions via: staff referral, student/parent contacting SHV | Careers information, advice and guidance.One to one guidance | H. Akien | Connexions  | CM: 10Gatsby benchmarks: 3,8 |
| November | **Careers/apprenticeships fairs**for all students and parents | Careers educationCareers information Employer engagement | H. Akien | Various providers | CM: 14 Gatsby benchmarks: 5 |
| **Careers Focus Day 1 –The job application process** All curriculum areas link their subject areas to the world of work with a focus on the job application process, interview techniques and employability skills. | Careers information | H. Akien | Staff and tutors | CE; 4,5,6,7 Gatsby benchmarks: 4 |
| September - May | **Assemblies dedicated to providing CEIAG**Information, guidance and support and raising aspirationsGuest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities plus SLT | Engagement with employers | Heads of HouseSLTH.AkienA.Blake | Various providers | SD: 1, 2 ,3 CE: 4, 5 ,6,7 CM: 10,11, 13, 17Gatsby benchmarks: 2,4,5,7 |
| September - May | **Southmoor/College Open Evenings – Information Taster Sessions**Promoted during assemblies, text messages, leaflets, posters | Careers information | H. AkienSixth form at Southmoor)Deborah McHale (COSC)) | Sunderland, Newcastle Gateshead and East Durham colleges | CM: 14,15Gatsby benchmarks: 7 |
| September – May  | **Year 10 Careers Friday programme: 8:30 – 9:05am.**Programme covers: 1. Self-Development 2. Career Exploration 3. Career Managementpreparing for work experience/mock interviews and CV, cover letters, completion of application forms, | Careers education | H. AkienE.Johnson Tutors | Tutors DWP, Connexions employers TDR (enterprise advisor)  | SD: 1, 2 , 3 CE: 4, 5, 6, 7, 8, 9 CM: 10, 11, 12, 13, 14, 15, 16 ,17Gatsby benchmarks: 1,2,4,5 |
| September to May  | **NECOP programme –**higher education / study skills / finance - including 18th November whole cohort visit to Northumbria UniversityWorkshops on routes into apprenticeships. | Careers educationCareers information | NECOPA.Blake | NECOP | SD:1,2,3CE: 4CM:10,11,12,13,14, 15,16,17Gatsby benchmarks: 1,2,3,7 |
| October onwards  | **Work Discovery Sector Days**Opportunity for students to visit workplaces for careers information IT, Health, retail, construction, creative industries  | Careers information and guidanceCareers advice | H.AkienG.Roche | Work Discovery SunderlandSoftware City, BridgesNHS, NissanSunderland University | SD: 3CE: 4,5,6,7,8,9CM: 12,14Gatsby benchmarks: 4,5,6,7 |
| December  | **GIMME event**  | Careers information Employer engagement | H.Akien  | Nissan  | SD: 1,2,3CE: 4,5,6,9 CM: 11,12Gatsby benchmarks: 5,6 |
| January onwards | **Parent Consultation Evenings** (Julia Robinson Careers Advisor available for drop-in sessions with parents and students | Careers information and guidanceCareers advice | H.Akien | (Connexions) | CM: 10,14,15,17Gatsby benchmarks: 3,8 |
| October –May 2019 | **Work experience –Wednesday afternoons** | Employer Engagement | J.RobinsonH. Akien Heads of House | Various providers/ employers –see database  | SD: 1,2,3CE:4,5,6,9 CM: 11,12Gatsby benchmarks:5, 6 |
| February  | **Assembly- Labour market information: DWP** | Careers information | H.Akien | DWP school advisor  | CE:7 Gatsby benchmarks: 2 |
| February onwards  | **Assembly: Apprenticeship Providers**Information on application procedures | Careers informationEmployer engagement | H.Akien | ASK project- | CM: 14Gatsby benchmarks: 3,5,7 |
| April  | **Careers Focus Day 2 –** All curriculum areas link their subject areas to the world of work with a focus on  | Careers information  | H.AkienE.JohnsonA.Blake | Various providersStaff and tutors | CE; 4,5,6,7CM:13Gatsby benchmarks: 4 |
| June  | **Mock Interviews Preparation Session:**All students complete CV and application forms in preparation for their mock interviews | H. Akien | H. Akien | Connexions and other external providers  | SD:1 CM: 10,11,16Gatsby benchmarks: 5 |
| July  | **Work Discovery week:**Monday: Launch Day and Careers FairFriday: Problem Solving ChallengeActivities, challenges, visits, guest speakers, etc throughout week | Careers informationEmployer engagement | H. Akien | Work Discovery Sunderland | CM: 12 and 14Gatsby benchmarks: 4,5,6,7 |
| July | **Careers Focus Day 3 – Enterprise Day** Whole school drop-down day for enterprise activities  | Careers education | H.Akien E.JohnsonA.Blake, G.Bunn,G.Roche | Various providers/ employers –see database | CE:6,8,9 CM:12 Gatsby benchmarks: 4,5 |

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| **Year 9** |
| **Date of activity/event**  | **CEIAG activity** | **Services**  | **Organised by** | **Partner**  | **CDI Framework Learning Outcomes** SD: Self-Development CE: Careers ExplorationCM: Careers Management |
| September to July |  **Access to independent and impartial careers advice and support** Connexions and careers guidance advisor via: staff referral, student/parent contacting SHV | Careers information, advice and guidance.One to one guidance | H. Akien | Connexions  | CM: 10Gatsby benchmarks: 3,8 |
| October  | **Careers/apprenticeships fairs** for all students and parents | Careers educationCareers information Employer engagement | H. Akien | Various providers | CM: 14 Gatsby benchmarks: 5 |
| **December** | **Careers Focus Day 1 –The job application process** All curriculum areas link their subject areas to the world of work with a focus on the job application process, interview techniques and employability skills. | Careers information | H. Akien | Staff and tutors | CE; 4,5,6,7 Gatsby benchmarks: 4 |
| September to July | **Assemblies dedicated to providing CEIAG**Information, guidance and support and raising aspirations Guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities plus SLT | Engagement with employers | Heads of HouseSLTH.AkienA.Blake | Extended Tutor Time (ETT)  | SD: 1, 2 ,3 CE: 4, 5 ,6,7 CM: 10,11, 13, 17Gatsby benchmarks: 2,4,5,7 |
| December to July | **Careers Friday tutorial programme: 8:30 – 9:05am.**Programme covers:1. Self-Development 2. Career Exploration 3. Career Managementand preparation for Take your child to work day | Careers education | H. AkienE.Johnson Tutors | Tutors DWP, Connexions employers TDR (enterprise advisor)  | SD: 1, 2 , 3 CE: 4, 5, 6, 7, 8, 9 CM: 10, 11, 12, 13, 14, 15, 16 ,17Gatsby benchmarks: 1,2,4,5 |
| December  | **GIMME event**  | Careers information Employer engagement | H.Akien  | Nissan  | SD: 1,2,3CE: 4,5,6,9CM: 11,12Gatsby benchmarks: 5,6 |
| September to July | **NECOP programme –**Higher education / study skills / finance - including 25h January whole cohort visit to Sunderland University. Mentoring programme to plan for the future and raise aspirations.  | Careers educationCareers information | NECOPA.Blake | NECOP | SD:1,2,3 CE: 4CM:10,11,12,13,14, 15,16,17 Gatsby benchmarks: 1,2,3,7 |
| September to July  | **Work Discovery Sector Days****Opportunity for students to visit workplaces for careers** information IT, Health, retail, construction, creative  | Careers information and guidanceCareers advice | H.AkienG.Roche | Work Discovery SunderlandSoftware City, BridgesNHS, NissanSunderland University | SD: 3CE: 4,5,6,7,8,9CM: 12,14Gatsby benchmarks: 4,5,6,7 |
| **March** | **Assembly- Labour market : DWP** | Careers information | H.Akien | DWP school advisor  | CE:7Gatsby benchmarks: 2 |
| April  | **Careers Focus Day 2 –** All curriculum areas link their subject areas to the world of work with a focus on  | Careers information  | H.AkienE.JohnsonA.Blake | Various providersStaff and tutors | CE; 4,5,6,7CM:13Gatsby benchmarks: 4 |
| May  | **Take your child to work day** | Employer EngagementCareers Information  | H. Akien  | Various providers/ employers  | SD: 1,2,3CE:4,5,6,9CM: 11,12Gatsby benchmarks: 6 |
| June | **Industrial Cadets (Silver Award).**5 – 8 students. | Employer EngagementCareers Information  | H.Akien | Nissan | SD: 1,2,3CE: 4,5,6,9CM: 11,12Gatsby benchmarks: 5,6 |
| June | **Parent Consultation Evenings** Julia Robinson - Careers Advisor available for drop-in sessions with parents and students | Careers information and guidanceCareers advice | H.Akien | (Connexions) | CM: 10,14,15,17Gatsby benchmarks: 3,8 |
| July | **Careers Focus Day 3 – Enterprise Day** Whole school drop-down day for enterprise activities  | Careers education | H.AkienE.JohnsonA.Blake,G.Bunn,G.Roche | Various providers/ employers –see database | CE:6,8,9CM:12Gatsby benchmarks: 4,5 |
| June | **Work Discovery week:**Monday: Launch Day and Careers FairFriday: Problem Solving ChallengeActivities, challenges, visits, guest speakers, etc throughout the week | Careers informationEmployer engagement | H. AkienHeads of House  | Work Discovery Sunderland | CM: 12 and 14Gatsby benchmarks: 4,5,6,7 |

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| **Year 8** |
| **Date of activity/event**  | **CEIAG activity** | **Services**  | **Organised by** | **Partner**  | **CDI Framework Learning Outcomes** SD: Self-Development CE: Careers ExplorationCM: Careers Management |
| September to July |  **Access to independent and impartial careers advice and support** via: staff referral, student/parent contacting SHV | Careers information, advice and guidance.One to one guidance | H. Akien | Connexions  | CM: 10Gatsby benchmarks: 3,8 |
| October  | **Careers/apprenticeships fairs** for all students and parents | Careers educationCareers information Employer engagement | H. Akien | Various providers | CM: 14 Gatsby benchmarks: 5 |
| **December** | **Careers Focus Day 1 –The job application process** All curriculum areas link their subject areas to the world of work with a focus on the job application process, interview techniques and employability skills. | Careers information | H. Akien | Staff and tutors | CE; 4,5,6,7 Gatsby benchmarks: 4 |
| December  | **GIMME event**  | Careers information Employer engagement | H.Akien  | Nissan  | SD: 1,2,3CE: 4,5,6,9CM: 11,12Gatsby benchmarks: 5,6 |
| September to July | **Assemblies dedicated to providing CEIAG**Information, guidance and support and raising aspirations Guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities plus SLT | Engagement with employers | Heads of HouseSLTH.AkienA.Blake | Extended Tutor Time (ETT)  | SD: 1, 2 ,3 CE: 4, 5 ,6,7 CM: 10,11, 13, 17Gatsby benchmarks: 2,4,5,7 |
| December to July | **Careers Friday tutorial programme: 8:30 – 9:05am.**Programme covers:1. Self-Development 2. Career Exploration 3. Career management and preparation for option choices  | Careers education | H. AkienE.Johnson Tutors | Tutors DWP, Connexions employers  | SD: 1, 2 , 3 CE: 4, 5, 6, 7, 8, 9 CM: 10, 11, 12, 13, 14, 15, 16 ,17Gatsby benchmarks: 1,2,4 |
| December/January  | **Option assemblies and parent consultation evenings** Careers Advisor available for drop-in sessions with parents and students | Careers educationCareers information | J.DoddH.Akien | Connexions  | CM:10,14,15,17Gatsby benchmarks: 3,8 |
| September to July  | **Work Discovery Sector Days**Opportunity for students to visit workplaces for careers information IT, Health, retail, construction, creative  | Careers information and guidanceCareers advice | H.AkienG.Roche | Work Discovery, SSoftware City, BridgesNHS, NissanSunderland University | SD: 3CE: 4,5,6,7,8,9CM: 12,14Gatsby benchmarks: 4,5,6,7 |
| April  | **Careers Focus Day 2** All curriculum areas link their subject areas to the world of work | Careers information  | H.AkienE.JohnsonA.Blake | Various providersStaff and tutors | CE; 4,5,6,7CM:13Gatsby benchmarks: 4 |
| July | **Careers Focus Day 3 – Enterprise Day** Whole school drop-down day for enterprise activities  | Careers education | H.Akien,E.JohnsonA.Blake,G.Bunn,G.Roche | Various providers/ employers –see database | CE:6,8,9CM:12Gatsby benchmarks: 4,5 |
| June  | Whole cohort visit to Sunderland University. | Careers educationCareers information | H.Akien | Sunderland University  | SD: 3 CM: 14, 15,16,17 Gatsby benchmarks:,7 |

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| **Year 7** |
| **Date of activity/event**  | **CEIAG activity** | **Services**  | **Organised by** | **Partner**  | **CDI Framework Learning Outcomes** SD: Self-Development CE: Careers ExplorationCM: Careers Management |
| September to July |  **Access to independent and impartial careers advice and support** upon request or student/parent contacting SHV  | Careers information, advice and guidance.One to one guidance | H. Akien |  | CM: 10Gatsby benchmarks: 3,8 |
| **December** | **Careers Focus Day 1 –The job application process** All curriculum areas link their subject areas to the world of work with a focus on the job application process, interview techniques and employability skills. | Careers information | H. Akien | Staff and tutors | CE; 4,5,6,7 Gatsby benchmarks: 4 |
| September to July | **Assemblies dedicated to providing CEIAG**Information, guidance and support and raising aspirations Guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities plus SLT | Engagement with employers | Heads of HouseSLTH.AkienA.Blake | Extended Tutor Time (ETT)  | SD: 1, 2 ,3 CE: 4, 5 ,6,7 CM: 10,11, 13, 17Gatsby benchmarks: 2,4,5,7 |
| December to July | **Careers Friday tutorial programme: 8:30 – 9:05am.**Programme covers:1. Self-Development 2. Career Exploration 3. Career management and preparation for practice interviews competition | Careers education | H. AkienE.Johnson Tutors | Tutors DWP, Connexions employers  | SD: 1, 2 , 3 CE: 4, 5, 6, 7, 8, 9 CM: 10, 11, 12, 13, 14, 15, 16 ,17Gatsby benchmarks: 1,2,4 |
| April  | **Careers Focus Day 2** All curriculum areas link their subject areas to the world of work  | Careers information  | H.AkienE.JohnsonA.Blake | Various providersStaff and tutors | CE; 4,5,6,7CM:13Gatsby benchmarks: 4 |
| July | **Careers Focus Day 3 – Enterprise Day**Whole school drop-down day for enterprise activities | Careers education | H.AkienE.JohnsonA.Blake,G.Bunn, G.Roche | Various providers/ employers –see database | CE:6,8,9CM:12Gatsby benchmarks: 4,5 |

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| **Career-related activities** | **Y7** | **Y8** | **Y9** | **Y10** | **Y11** |
| Assembly | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Careers programme in Extended tutorial time (35mins) | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| One to one with careers adviser (Careers Advisor – L6 and matrix accredited) | Upon request  | Access through self-referral, vulnerable pupils, parents consultation evenings | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Opportunity to visits to employers | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Visits from employers  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Work experience days |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].pngAlternative education  |
| Drop-down/focus days | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Sixth form taster days |  |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| HE taster days |  |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Visits from colleges/HE/apprenticeship providers  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Mock interviews  | * in-house
 | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png in-house | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png in-house | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |  |
| External careers events |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Parents evening for careers  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Work- related competitions  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Global Bridge |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| National Careers Service website  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Apprenticeships  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Mentoring (university and employers and staff)  |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Careers fair | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Work discovery week  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| Industrial cadets  |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |  |
| Web based activities/careers websites  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |
| National Citizenship Service  |  |  |  | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png | C:\Documents and Settings\Richard\Local Settings\Temporary Internet Files\Content.IE5\S9BRDK4X\811px-Check_mark_23x20_02.svg[1].png |

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| CEIAG Roles and Responsibilities 2018-2019 |
|  **Director of Community Relations and Careers Leader : Hilary A**k**ien** **Link CEIAG Governor:**Lesley Watson* Strategic leadership of CEIAG across the Academy
* Prepare and implement CEIAG annual development plan and the CEIAG programme including schemes of work for careers education
* Develop and monitor all areas of CEIAG, including: ‘Careers Education’, ‘Careers Information’, ‘Careers Advice’ and ‘Careers Guidance’
* Develop external links, e.g. employer engagement programme, apprenticeship providers, colleges and universities

**Connexions Personal Advisor:**Vivienne Scott* Ensure that the provision meets the quality of a dedicated CEIAG award
* Utilise destination measures data and LMI information to inform future planning
* Consult with young people, parents and staff on CEIAG provision.
* Ensure students develop their employability skills and encourage young people to take ownership of their career plans.
* Promote careers across the curriculum. Lead in house training and CPD for staff. Liaise with Heads of House to implement intervention strategies for potential NEET students
* Report to SLT and Governors on CEIAG • Advise SLT and Governors on policy, strategy and resources for CEIAG
 |
| **Careers Advisor across the Trust: Julia Robinson*** Careers guidance advisor
* Work experience co-ordinator
* Development of external links and careers fair
 | **Assistant Head: Allison Johnston*** Promote good work skills across the Academy, especially attendance punctuality and ‘behaviours for the work place’.
* Promote post 16 pathways and support the CEIAG programmes.
 |
| **More able co-ordinator: Anthony Blake** Promotion of the wide range of progression routes available including: sixth forms, colleges, further education, higher education with a focus on raising aspirations for the more-able cohort. | **Heads of House- Wendy Clarkson, Eleanor Wright, Lorraine Scott*** Support the CEIAG programmes and activities
* Co-ordinate students’ Careers Portfolio (CV and personal statement)
* Support the work experience and mock interview process
* Support ‘Take your child to work day’ programme
* Support the options process

**Year 11 Progress Manager- Amy Wright and tutors*** Deliver the Y11 ETT programme for careers education
* Support the writing of CVs and FE application process

**Year 10 tutors*** Deliver the Y10 ETT programme for careers education
* Support the work experience and mock interview process

**Year 7-9 tutors*** Deliver the ETT programme for careers education
* Support the Y9 ‘Take your child to work day’ programme
* Support the Y8 option process
* Help prepare students for the world of work.
* Provide careers advice and respond to questions
* Signpost to sources of advice

**Attendance officer –Amy O’Donnell*** Monitor/promote attendance and punctuality and link to world of work
 |
| **Clare Ungley: Raising Aspirations and OxNet Coordinator** Raising the aspirations of pupils to increase social mobility through promotion of further/higher education by mentoring/supporting and offering a range of internal and external experiences to broaden knowledge and horizons**.** Establish links across the Trust and with Russell Group Universities  |
| **Pupil Achievement Mentors (PAM)*** Encourage students to think positively about their future exams and career prospects and how they can enhance their life chances, and raise aspirations and self esteem
* Feedback specific student needs (or opportunities) to the CEIAG team
* Signpost students to appropriate CEIAG advice and information
* Support the CV building and letter of application
 |
| **STEM** **co-ordinator- Glen Bunn**Promote STEM activities/events and opportunities and STEM careers | **SENCO:** **Ashleigh Summerside** Work closely with the LA & other professionals to support planned transition for SEND students from school into appropriate post-16 opportunities  | **SMSC co-ordinator and Curriculum leader for Extended Tutor Time: Emma Johnson*** Ensure ETT programmes of study for careers education, work related learning and guidance are planned, sourced, delivered ,monitored
* Establish, develop a programme of high quality Focus Days to develop students’  resilience, self-esteem and aspiration
 |
| **All teaching staff: •**Link subject areas to different work opportunities, jobs and careers (during curriculum time and Careers Focus Days) • Help develop students employability skills within lessons • Promote progression routes within the subject areas. • Help prepare students for the world of work. • Develop external links whenever possible. |

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)
3. [↑](#footnote-ref-3)
4. [↑](#footnote-ref-4)