



Castle View  
Enterprise  
Academy

# Careers Plan

## 2018-2019



## Careers Plan 2018-2019

The Academy has a statutory duty to secure independent careers guidance for all year 8 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at Castle View Enterprise Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions.

Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for the world of work whichever pathway they choose.

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The Academy Careers Plan sets out how the Academy provides a fit for purpose careers programme which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The Academy provides in-school guidance and independent advice to ensure our students receive the impartial advice that they need.

We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

The Academy's careers provision is based on the CDI Framework for Careers, Employability and Enterprise Education 7-19 (2018). A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education as part of overall Academy policy and a clear understanding of national and regional drivers. The careers programme is clearly linked to the Academy Development Plan and there is a clear vision for employability and enterprise education.

The school Careers Plan is based on the DfE document Careers guidance and access for education and training providers (Jan 2018) and the Gatsby Benchmarks.



## CVEA Career Plan - Aims

Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage students to see career development as a life-long process
- support students at key transition points

CEIAG at CVEA has four elements:

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by a L6 qualified careers advisor (Connexions).
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise.

## The CEIAG Team Roles and Responsibilities

To maintain and run an effective Careers

Programme the Academy has an identified CEIAG Team:



**Emma McDermott**

Assistant Vice Principal / Careers Leader / Registered Careers Advisors (RCDP)

- Strategic leadership of CEIAG across the Academy
- Prepare and implement CEIAG development plan
- Provision of a planned CEIAG programme / development of annual careers plan
- Schemes of work for careers education
- Monitor CEIAG provision and take up of careers guidance
- Commission and negotiate SLAs
- Analysis and tracking of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance
- Secure student access to personal careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject to plan careers education
- Lead in house training / CPD for staff
- Brief and support staff involved with delivery of CEIAG
- Maintain own CPD
- Review and evaluate CEIAG (Quality assure CEIAG)
- Report to SLT and Governors on CEIAG

- Advise SLT and Governors on policy, strategy and resources for CEIAG

### **Careers Administrator**

- Work experience co-ordinator
- Facilitate with encounters with employers, education and training providers
- Extra-curricular and enrichment analysis
- Admin support for careers leader
- Collection of destination data



**Emma Sell**

Teacher in charge of PSCH

- Co-ordinate careers education at Key Stage 3 (Lifeskills lessons)
- Co-ordinate, monitor and evaluate Academy leadership programmes
- Pixl The Edge



**Aaron Young**

CEIAG Governor / Enterprise Advisor

- Monitor provision of CEIAG
- Termly review of CEIAG (Challenge Meetings with Careers Leader)
- Strategic planning support for development of CEIAG across the Academy



**Mark Rowlands**

**Careers Advisor Connexions**

- Careers guidance interviews (VGIs) for targeted students

### **Subject teachers**

- Integrate careers into the curriculum
- Engage with Academy careers CPD

## **Additional staff responsibilities:**

### **SENCO**

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the Academy's statutory responsibility to students with SEN
- Generate individual career action plans as part of the Education Health and Care plan

### **LRC Manager**

- Ensure a broad suite of quality, unbiased resource is available on all pathways
- Ensure the resource suite meets the needs of each age group
- Monitor the usage of each resource type and explore if and how information sources can be improved
- Research available careers resources

### **All teaching staff**

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information

### **Pastoral Team**

- Ensure they are familiar with the Academy career plan and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver tutorial careers programme
- Year 10 tutors support delivery of the Building My Skills programme; monitor completion of student portfolios and report retention figures to EMc
- Support students with careers action plans (year 11 tutors)
- Engage with Academy careers CPD





## Quality in Careers Standard

The Academy is currently working towards the Quality in Careers Standard.

Stage 1 – achieved March 2017

Stage 2 – achieved June 2018

Stage 3 – expected completion date June 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<sup>1</sup> and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified<sup>2</sup> senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent<sup>3</sup> careers guidance<sup>4</sup>, 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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<sup>1</sup> "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

<sup>2</sup> "Appropriately qualified" in this context means careers advice and guidance qualified

<sup>3</sup> "Independent" means external to the organisation

<sup>4</sup> "Career guidance" as defined by the DfE. *"Careers Inspiration in Schools" March 2015*

## The Gatsby Benchmarks

The Academy was part of the North East pilot of the testing of the Gatsby Benchmarks. The pilot ran from Sept 2015 until July 2017; this includes annual independent evaluations of the Academy's careers programme and CEIAG provision by the Institute for Careers Guidance (University of Derby) until 2019. The Academy is now a lead school for the North East Careers Hub.

The Academy careers plan supports the achievement of the eight Gatsby benchmarks:

<b>Benchmark 1: A Stable Careers Programme</b> <i>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.</i>
<b>Benchmark 2: Learning from Career and Labour Market Information</b> <i>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</i>
<b>Benchmark 3: Addressing the Needs of Each Student</b> <i>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.</i>
<b>Benchmark 4: Linking Curriculum Learning to Careers</b> <i>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.</i>
<b>Benchmark 5: Encounters with Employers and Employees</b> <i>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.</i>
<b>Benchmark 6: Experiences of Workplaces</b> <i>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.</i>
<b>Benchmark 7: Encounters with Further and Higher Education</b> <i>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.</i>
<b>Benchmark 8: Personal Guidance</b> <i>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.</i>

## Careers Programme

The Academy is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, 2018).

The careers programme is based around three areas:

### Self-Development

Developing through careers, employability and enterprise education.



Students understand themselves and influences on them.

### Careers Exploration

Learning about careers and the world of work.



Students investigate opportunities in learning and work.

### Career Management

Developing your career management and employability skills.



Students make and adjust plans to manage change and transition.

## Student Entitlements

### Year 7

- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students have optional access to independent and impartial advisers via a referral system.
- Students are introduced to LMI.

### Year 8

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- 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 begin to consider how they can use LMI.

## Year 9

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work 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 available and informed where to find out more about specific courses/careers.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to access LMI independently.

## Year 10

- Students explore post 16 pathways.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students complete the Building My Skills programme; learning about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview.
- Economic awareness 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 begin CV and cover letter writing (as part of the BMS programme).
- 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 complete work experience.
- Students develop interview technique and complete a mock interview with a local employer.
- Students are encouraged to access LMI independently.

## 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 Connexions personal advisor (L6 qualified).
- 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 have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- 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 a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.

## Key Stage 3 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)						
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities	Year Groups		
				7	8	9
Self-awareness (1)	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 is essential for nurturing self-esteem, identity and mental well-being.	Describe yourself, your strengths and your preferences.	LifeSkills Year 7– Dreams and Aspirations.  Tutor programme Year 8 – Your chance of success.  LifeSkills Year 8 - Business in the Classroom.  Icould Buzz quiz.  PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).			
Self-determination (2)	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Be able to focus on the positive aspects of your well-being, progress and achievements.	LifeSkills Year 7– Dreams and Aspirations.  Tutor programme Year 8 – Your chance of success.  LifeSkills Year 8 - Business in the Classroom.  PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).			



Self-improvement as a learner (3)	Self-improvement sustains positive attitudes to learning throughout life. It fosters 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 have benefitted as a learner from career, employability and enterprise learning activities and experiences.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>Students review their experience of interviewing a visitor (careers talk / careers fair / Barclays Life skills) and what they learnt from the answers to their questions.</p> <p>PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).</p>			
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Learning about careers and the world of work (Career Exploration)						
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities	Year Groups		
				7	8	9
Exploring careers and career development (4)	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.	Describe different explanations of what careers are and how they can be developed.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>STEM Inspiration Day – Year 8.</p> <p>Students find out how the careers of different members of staff / members of their family have developed and then reflect on the diversity of career patterns and structures (National Careers Week activity).</p> <p>Students produce career timelines for a positive role model.</p> <p>Employees support the teacher in delivering traditional career learning activities including assemblies, careers talks, use of Start 3 minute video case studies in Lifeksills and tutorial programme.</p>			

Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' 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.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Students explore the purpose of work; reading case studies about work and working life, careers talks, assemblies, careers fairs, workplace visits.</p> <p>Students use video clips (including Start, Careerbox, icould) to support a teacher/employer led discussion.</p>			
Understanding business and industry (6)	Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	Give examples of different business organisational structures.	<p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Students investigate the types of businesses involved in bringing everyday items to the consumer.</p> <p>Students produce a thought shower of the businesses linked to the Academy and jobs / careers linked to each business.</p> <p>DWP LMI Assembly.</p>			
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	Be aware of what job and labour market information (LMI) is and how it can be useful to you.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>Tutor programme Year 9 – Your route to success.</p> <p>Support for Schools DWP advisor assembly.</p> <p>STEM Inspiration Day – Year 8.</p> <p>Analysis of newspapers / job adverts / job websites.</p> <p>Use of websites including LMI for all / Careerometer / Start to research local LMI.</p>			

Valuing equality, diversity and inclusion (8)	Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering 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.	LifeSkills Year 7– Dreams and Aspirations.  Tutor programme Year 8 – Your chance of success.  Tutor programme Year 9 – What can't you do in the North East?  Tutor programme Year 9 – Your route to success.  Support for Schools DWP advisor assembly.  Challenging stereotypes in the workplace – reading and discussion of case studies / news story clips.			
Learning about safe working practices and environments (9)	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 bye-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.	Business led assembly; importance of the law and as an employer what their responsibilities to their employee is.  Tutor programme Year 9 – Your route to success.			
<b>Developing your career management and employability skills. (Careers Management)</b>						
Outcome	Element of Learning	Key Stage 3 Learning Outcome	Key Stage 3 Activities	Year Groups		
				7	8	9
Making the most of careers information, advice and guidance (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	Identify your personal networks of support, including how to access and make the most of impartial face to face and digital careers information, advice and guidance.	LifeSkills Year 7– Dreams and Aspirations.  Tutor programme Year 8 – Your chance of success.  LifeSkills Year 8 - Business in the Classroom.  Tutor programme Year 9 – What can't you do in the North East?  Students create a thought shower / visual representation of their networks and career influences and supporters.			

			<p>Students produce a guide to making the most of careers information and advice and guidance in the Academy. Introduction to careers at CVEA (assembly / tutor session).</p> <p>Delivery of career learning activities by employers including year 8 STEM Inspiration, careers fairs, careers talks.</p>			
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>LifeSkills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>Tutor programme Year 9 – Your route to success.</p> <p>PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).</p> <p>Leadership roles within the Academy.</p> <p>Employer led sessions – importance of employability skills; careers talks.</p> <p>Workplace visits.</p>			
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	Recognise when you are using the qualities and skills that entrepreneurs demonstrate.	<p>LifeSkills Year 8 - Business in the Classroom.</p> <p>PIXL The Edge; e-portfolio demonstrating development of key employability skills (LORIC).</p> <p>Tutor programme Year 9 – Your route to success.</p>			

Developing personal financial capability (13)	Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.	Show that you can manage a personal budget and contribute to household and school budgets.	<p>LifeSkills Year 7– financial capability.</p> <p>Tutor programme Year 9 – Your route to success.</p> <p>Budgeting – producing a personal budget, importance of saving, implications of borrowing.</p> <p>#Iwill projects.</p> <p>Charity fundraising (each year group has a nominated charity and each tutor group a charity leader).</p>			
Identifying choices and opportunities (14)	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 are unforeseen or unplanned.	Know how to identify and systematically explore the options open to you at a decision point.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>LifeSkills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>Tutor programme Year 9 – Your route to success.</p> <p>Students produce subject posters displaying facts about the qualifications, skills and jobs that you can gain by studying particular subjects.</p> <p>Employer led career learning; including STEM ambassadors, business led importance of literacy and numeracy (KS3 assembly, careers talks, FE and HE visits / workshops.</p>			

Planning and deciding (15)	Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in the North East?</p> <p>Tutor programme Year 9 – Your route to success.</p> <p>Students engage in target-setting and review activities with their tutors and subject teachers.</p>			
Handling applications and interviews (16)	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 including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments.	Know how to prepare and present yourself when going through a selection process	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Students apply for leadership roles within the Academy including charity team, events team, subject ambassadors.</p> <p>Employer led career learning on presentation skills.</p>			
Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	Show that you can be positive, flexible and well prepared at transition points in your life.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Year 8 option evening.</p> <p>Students write a guide / blog for year 6 students on how to make a successful transition from primary to secondary school.</p>			

## Key Stage 4 Careers Programme

Developing through careers, employability and enterprise education (Self-Development)					
Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities	Year Groups	
				10	11
Self-awareness (1)	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 is essential for nurturing self-esteem, identity and mental well-being.	Recognise how you are changing what you now have to offer and what is important to you.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students complete occupational interest tasks including the Buzz quiz. Students discuss the results with their tutor / mentor.</p> <p>One to one careers guidance interviews.</p> <p>Career action plans developed.</p>		
Self-determination (2)	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students set personal learning targets with subject teachers to build on their strengths and identify strategies for improvement.</p> <p>Career action plans developed.</p>		

Self-improvement as a learner (3)	Self-improvement sustains positive attitudes to learning throughout life. It fosters 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.	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise activities and experiences.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students set personal learning targets with subject teachers to build on their strengths and identify strategies for improvement.</p> <p>Self-evaluation / reflection on year 10 work experience placement.</p>		
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Learning about careers and the world of work (Career Exploration)					
Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities	Year Groups	
				10	11
Exploring careers and career development (4)	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.	Discuss the skills involved in managing your own career.	<p>Students investigate career development through employer encounters including careers talks, workplace visits, work experience.</p> <p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students weigh up the pros and cons of several career types e.g. single track careers serial careers, portfolio careers and lifestyle careers.</p>		
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Explain how work and working life is changing and how this might impact on your own and other people's career satisfaction.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students use video clips (including Start, Careerbox, icould) to support a teacher/employer led discussion in tutorial programme.</p> <p>Students use news stories to consider the impact of work on mental and physical health.</p>		



			<p>Students meet a range of people including alumni, business representatives, CVEA staff to consider how jobs are likely to change over the next 5 / 10 years.</p> <p>DWP schools advisor assembly includes how local labour market has changed and possible future changes and how this impacts on the local area.</p>		
Understanding business and industry (6)	Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	Explain different types of business organisational structures, how they operate and how they measure success.	<p>Year 10 Building My Skills.</p> <p>Students research a range of business types including sole traders, partnerships, franchises, SMEs, multinationals.</p> <p>Use of Start 3 minutes videos, icould etc. to explore different types of businesses and how they operate.</p>		
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	Be able to find relevant job and labour market information (LMI) and know how to use it in your career planning.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Support for Schools DWP advisor assembly.</p> <p>ASK apprenticeship assembly, workshops.</p> <p>Students investigate opportunities in STEM industries (STEM ambassadors).</p> <p>Analysis of newspapers / job adverts / job websites.</p>		

Valuing equality, diversity and inclusion (8)	Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	<p>Year 10 Building My Skills.</p> <p>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,</p> <p>Employability workshops (year 11 Pathway to Success collapsed timetable day).</p> <p>Employer talks designed to challenge stereotyping as part of the careers programme including STEM ambassadors.</p>		
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of your responsibilities and rights as a student, trainee or employee for staying safe and following safe working practices.	<p>Preparing for Work Experience – Year 10.</p> <p>Health and safety in the workplace in preparation for work experience.</p> <p>An HR consultant provides a talk on rights and responsibilities at work.</p>		
<b>Developing through careers, employability and enterprise education (Careers Management)</b>					
Outcome	Element of Learning	Key Stage 4 Learning Outcome	Key Stage 4 Activities	Year Groups	
				10	11
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers careers information, advice and guidance.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received.</p> <p>Students are introduced to employers through careers talks, mentoring programmes, assemblies and collapsed timetable days.</p>		

			<p>One to one career guidance interviews.</p> <p>DWP and ASK workshops – applying for an apprenticeship, soft skills.</p> <p>Employer led career sessions.</p>		
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	Show how you are developing qualities and skills which will help to improve your employability.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Applying for leadership roles within the Academy including lead students, house captains, head boy and girl.</p> <p>Employer led sessions – importance of employability skills.</p> <p>Workplace visits and work experience.</p> <p>Students develop CVs, letters of application and how to complete an application form. Employer led sessions on latest thinking in CV presentation.</p>		
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	Show that you can be enterprising in the way you learn, work and manage your career.	<p>Year 10 Building My Skills.</p> <p>Work Discovery Week and sector days to explore qualities and skills for employment and enterprise.</p> <p>Assembly – local entrepreneurs.</p>		

Developing personal financial capability (13)	Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.	Show that you can manage financial issues relating to your education, training and employment choices including knowing how to access sources of financial support that might be open to you.	Year 10 Building My Skills.  Year 11 Pathway to Success.  Financial implications of careers pathways workshops. Students calculate the cost of higher education against an apprenticeship.  NECOP Ambassador workshop.		
Identifying choices and opportunities (14)	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 are unforeseen or unplanned.	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.	Year 10 Building My Skills.  Year 11 Pathway to Success.  Students draw up a list of questions to ask 'stallholders' that they want to meet at a careers fair/skills show including Work Discovery, sector days, NE Skills and internal careers fairs.		
Planning and deciding (15)	Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.	Year 10 Building My Skills.  Year 11 Pathway to Success.  Students take part in role plays to practise using three main styles of communication and conflict resolution (i.e. being passive, Assertive or aggressive).  Students learn how to weigh up different factors affecting their decisions.		

Handling applications and interviews (16)	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 including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments.	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of success.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students take part in mock interviews. Students produce a CV in preparation for their interview.</p> <p>Students complete a 'true' or 'false' quiz about questions relating to equality of opportunity that interviewers are not allowed to ask candidates.</p>		
Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.	<p>Year 10 Building My Skills.</p> <p>Year 11 Pathway to Success.</p> <p>Students reflect on the experience of choosing options at the end of key stage 3; students consider how the lessons learnt / this process can support their decision making at the end of key stage 4.</p> <p>Students say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>		

## CEIAG By Year Group (2018-2019)

Year 11				
Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	<p>Access to independent and impartial careers advice and guidance.</p> <p>All students have a one to one guidance interviews.</p> <p>Addition support available through staff referral, parental request.</p>	<p>Careers information, advice and guidance.</p> <p>One to one guidance.</p>	<p>Connexions (targeted service)</p> <p>Careers advisor (internal)</p>	<p>CDI 1,2,3,4,7,10,11,14,15,17</p> <p>Gatsby Benchmarks 1,2,3,8</p>
September to July	<p>Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.</p>	<p>Engagement with employers</p>	<p>Various (see careers talk programme / IAG calendar)</p>	<p>CDI 4,5,6,7,8,10,11,14</p> <p>Gatsby Benchmarks 1,2,3,4,5,6,7</p>
September to July	<p>College, Sixth Form, Training Providers, Apprenticeship Open Evenings / Events Promoted during assembly, Clarion Calls, plasmas, Careers board, website.</p>	<p>Information</p>	<p>City of Sunderland College</p> <p>Newcastle College</p> <p>Gateshead College</p> <p>East Durham College</p> <p>St Roberts Sixth Form</p> <p>Monkwearmouth Academy</p> <p>St Anthony's and St Aidan's Catholic Sixth Form</p> <p>Various training providers</p> <p>ASK apprenticeships</p> <p>SETA</p>	<p>CDI 4,5,10,11,14,15,17</p> <p>Gatsby Benchmark 1,2,3,5,6,7</p>

September - April	<p>Tutorial programme – Pathway To Success</p> <p>Programme covers:</p> <ol style="list-style-type: none"> <li>1. Self-development</li> <li>2. Career exploration</li> <li>3. Career management</li> </ol> <p>Careers portfolio updates – CVs, letters of application, interview preparation.</p>	Careers education	<p>DWP</p> <p>St Roberts Sixth Form</p> <p>COSC</p> <p>ASK apprenticeships</p> <p>Tutors</p> <p>Employer links</p> <p>SETA</p> <p>NECOP</p>	<p>CDI</p> <p>1,2,3,4,5,7,10,11,13,14,15,16,17</p> <p>Gatsby Benchmarks 1,2,4,5,6,7</p>
September to April	CEIAG assemblies provide CEIAG and support, LMI.	<p>Careers education</p> <p>Careers information</p>	<p>Tutors</p> <p>DWP</p> <p>Various employers</p> <p>National Citizenship Service</p> <p>ASK</p>	<p>CDI 1,2,3,4,5,6,7,10,11,13,17</p> <p>Gatsby Benchmarks 1,2,4,5,7</p>
September to April	NECOP programme – higher education / study skills	<p>Careers education</p> <p>Careers information</p>	NECOP	<p>CDI</p> <p>1,2,3,4,10,11,12,13,14,15,16,17</p> <p>Gatsby Benchmarks 1,2,3,7</p>
November	City of Sunderland Information Sessions.	Information and guidance	City of Sunderland College	<p>CDI 10, 14,15,16,17</p> <p>Gatsby Benchmarks 1,2,7</p>
December	<p>Year 11 Mock Results Day and Pathway to Success (collapsed timetable day).</p> <p>Year 11 Parents Evening.</p>	<p>Information and guidance</p> <p>Careers education</p> <p>Careers advice</p>	<p>City of Sunderland College</p> <p>Connexions</p> <p>National Citizenship Service</p> <p>ASK apprenticeships</p> <p>SETA</p> <p>NECOP</p> <p>Local sixth form provider</p>	<p>CDI 1,2,3,4,10,11,14,15,16, 17</p> <p>Gatsby Benchmarks 1,2,3,5,7,8</p>
February	<p>Assembly – apprenticeships.</p> <p>Apprenticeship information sessions – lunchtime drop in sessions.</p> <p>Information on the apprenticeship pathway / application procedures.</p>	<p>Careers information</p> <p>Employer engagement</p>	<p>ASK apprenticeships</p> <p>SETA</p> <p>Unipres</p> <p>Apprenticeship providers</p>	<p>Career Management</p> <p>4,5,7,10,11,14,15,17</p> <p>Gatsby Benchmarks 1,2,3,5</p>

	Follow up workshop with DWP with students (self-referral).			
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	STEM ambassadors	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
April	NECOP Residential.	Careers information	University of Sunderland	CDI 1,2,3,10,15,17 Gatsby Benchmark 1,3,7
August	Results Day Personal guidance and support.	Careers information and advice	Connexions COSC Career Leader ASK	CDI 1,2,3,10, 14,15,17 Gatsby Benchmarks 1,2,3,8

Year 10				
Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance.	Careers information, advice and guidance.	Connexions (targeted service) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8



	Addition support available through staff referral, parental request.			
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Sector Days  Including IT, health, retail, construction, creative industries.	Employer engagement Careers information	Work Discovery Sunderland including: Software City NHS The Bridges Nissan Sunderland University	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7
September to April	Tutorial programme Building My Skills Programme covers: 1. Self-development 2. Career exploration 3. Career management  Careers portfolio updates – CVs, letters of application, interview preparation.	Careers education	5 employer assemblies Tutors	CDI 1,2,3,4,5,6,7,8,9,10,11,13,14,16,17 Gatsby Benchmarks 1,2,4,5,6,7
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors DWP Various employers National Citizenship Service ASK	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7

September to April	NECOP programme – higher education / study skills	Careers education Careers information	NECOP	CDI 1,2,3,4,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,7
September	North East Skills – careers fair.	Careers information	Various	CDI 4,5,6,7,10,11,14
February	Launch of Work Experience Assembly / tutor programme.	Careers information		CDI 1,2,3,4,5,6,7,8,9,10,11,12,14,15,16 Gatsby Benchmark 1,2,3,5,6
February to April	Work Experience Support Sessions Twice a week led by EMC.	Careers information and advice		CDI 1,2,3,4,5,6,7,8,9,10,11,12,14,15,16 Gatsby Benchmark 1,2,3,5,6
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	STEM ambassadors	Career Exploration 4,5,6,7 Gatsby Benchmark 4
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
June	Mock Interviews.	Employer Engagement Careers information	Employers Apprenticeship providers Esh	CDI 1,2,3,10,11,16 Gatsby Benchmarks 1,2,5,7
June	Destination Uni	Careers information	University of Sunderland	CDI 1,2,3,10,11,12,14,15,17
June	Work Discovery Week. Range of activities including:	Careers information Employer engagement	Work Discovery Sunderland Various employers	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17

	Careers fair Workplace visits Guest speakers			Gatsby Benchmarks 1,2,3,4,5,6,7
June	City of Sunderland Taster Day	Careers information	COSC	CDI 1,2,3,4,7,10,14,15,17 Gatsby Benchmarks 1,3,7
July	Work Experience.	Employer Engagement	Various (see work experience log)	CDI 1,2,3,4,5,6,7,8,9,10,11,12,14,16,17 Gatsby Benchmarks 1,2,3,5,6
July	Industrial Cadets (Silver Award). 5 – 8 students.	Employer Engagement Careers Information	Unipres	CDI 1,2,3,4,5,6,7,9,10,11,12, Gatsby Benchmarks 1,2,5,6

Year 9				
Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance.  Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Connexions (targeted service) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Sector Days  Including IT, health, retail, construction, creative industries.	Employer engagement Careers information	Work Discovery Sunderland including: Software City NHS The Bridges Nissan	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7

			Sunderland University	
September to April	Tutorial programme (What can't you do in the North East? / Your route to success). Programme covers: 4. Self-development 5. Career exploration 6. Career management Careers portfolio updates – CVs, letters of application, interview preparation.	Careers education	Tutors	CDI 1,2,3,4,5,6,7,10,11,14 Gatsby Benchmarks 1,2,4,5
September to April	NECOP programme – higher education / study skills	Careers education Careers information	NECOP	CDI 1,2,3,4,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,7
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors DWP Various employers National Citizenship Service ASK	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	STEM ambassadors	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5

	National Apprenticeship Week – tutorial activities.			
June	Work Discovery Week. Range of activities including: Careers fair Workplace visits Guest speakers	Careers information Employer engagement	Work Discovery Sunderland Various employers	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,4,5,6,7
July	Industrial Cadets (Silver Award). 5 – 8 students.	Employer Engagement Careers Information	Unipres	CDI 1,2,3,4,5,6,7,9,10,11,12, Gatsby Benchmarks 1,2,5,6

Year 8				
Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance.  Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Connexions (targeted service) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Sector Days  Including IT, health, retail, construction, creative industries.	Employer engagement Careers information	Work Discovery Sunderland including: Software City NHS The Bridges Nissan Sunderland University	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7
September to July	KS3 LifeSkills programme (Business in the Classroom) 6/7 careers lessons Programme covers: 1. Self-development 2. Career exploration 3. Career management	Careers education	LifeSkills teachers NWL	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14 Gatsby Benchmarks 1,2,4,5,6
September to July	Tutorial programme (Your chance of success) Programme covers: 4. Self-development	Careers education	Tutors	CDI 1,2,3,4,5,7,10,11,13,14,15,17 Gatsby Benchmarks 1,2,4

	5. Career exploration 6. Career management			
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors DWP Various employers National Citizenship Service ASK	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
November	STEM Day	Employer engagement Careers information Careers education	Various employers (see plan for day)	CDI 4,5,6,7,8,9,10,11,12,14 Gatsby 1,2,4,5
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	STEM ambassadors	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
July	Destination Uni	Careers information	University of Sunderland	CDI 1,2,3,10,11,12,14,15,17

Year 7				
Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance.  Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Connexions (targeted service) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	KS3 LifeSkills programme 6/7 careers lessons Programme covers: 1. Self-development 2. Career exploration 3. Career management	Careers education	LifeSkills teachers	Self-Development 1,2,3 Careers Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4
September to July	Tutorial programme Programme covers: Self-development Career exploration Career management	Careers education	DWP Aldi (Enterprise Advisor) Connexions Tutors	Self-Development 1,2,3 Career Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors DWP Various employers National Citizenship Service ASK	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
February	COSC Discovery Day.	Careers education Careers information	COSC	CDI 1,2,3,10,12,15,17 Gatsby 1,7
March	Careers Day.	Careers educations	STEM ambassadors	CDI 4,5,6,7,10,11,12,14



	All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers information Employer engagement		Gatsby Benchmark 1,2,4,5,6,7
March	DWP Assembly – Labour Market Information	Careers information	DWP Schools Advisor	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5

## CEIAG Overview

Career related activity	Year 7	Year 8	Year 9	Year 10	Year 11
Assembly	✓	✓	✓	✓	✓
Tutorial programme	✓	✓	✓	✓	✓
Careers lessons	✓	✓			
Drop down days	✓	✓	✓	✓	✓
Visits from employers	✓	✓	✓	✓	✓
Visits to employer	✓	✓	✓	✓	✓
Work experience			✓*	✓	
FE taster days	✓	✓*	✓*	✓	
HE taster sessions	✓	✓	✓	✓	✓
Visits from FE / HE	✓	✓	✓	✓	✓
Employee mentoring (targeted students)		✓	✓	✓	✓
Future Me (NECOP)			✓	✓	✓
Enterprise Activities	✓	✓	✓	✓	
Building My Skills				✓	
Mock interviews		✓*		✓	
Careers Talks	✓	✓	✓	✓	✓

Internal careers fairs	√	√	√	√	√
External careers events			√	√	√
One to one guidance interviews	On request	On request	On request	On request	√
National Citizenship Service				√	√
Web based activities / careers websites	√	√	√	√	√
Employability workshops	√	√	√	√	√
Work Discovery Week			√	√	√
Industrial Cadets			√	√	

\* not whole cohort.

Additional activities / events will be added to the provision for each year group throughout the year as opportunities arise.