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**CEIAG** **PROGRAMME OF STUDY 2021/22**

**This document should be read in conjunction with the Provider Access Policy and Careers Action Plan.**

All students in years 8-13 are entitled:

* to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
* to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
* to understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers and is interleaved throughout the programmes of study.

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| Curriculum Intent  The main intent of the CEIAG curriculum is to find out about technical education qualifications and apprenticeships opportunities as part of a career’s programme which provides information on the full range of education and training options available at each transition point; to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events; to understand how to make applications for the full range of academic and technical courses  Stanley has a high level of deprivation, the residents have low aspirations, children have low self-esteem and are not encouraged to pursue education, rather enter into the world of work in low paid and low skilled jobs. The number of students leaving education at 18 and attending higher education has historically been quite low. On average, each academic year, 70% of our students attend a College, 20% a Sixth Form and 10% go into Apprenticeships or Training (*See NEETS Document attached)*. The number moving onto Higher Education from college is less than 10%\*. By opening up students to new experiences and opportunities, introducing them to people from new and existing industries which they may not have previously experienced and then giving them a wider knowledge of job gaps in the local labour market which are waiting for them when they leave education, the hope is that they will have higher aspirations and a better grasp of where their education could take them.  \**Of historical students who left NDA 16+ provision and sustained an HE placement* |
| Implementation  The CEIAG Curriculum at North Durham Academy is based upon 4 key aspects of effective CEIAG provision:  Careers education curriculum content   * Work Experience & Work-Related Learning * Careers Information * Guidance * Action Planning and Review   These key aspects will be delivered in the following ways:  Half-termly modules of work – LIFE LESSONS/MENTORING  The timing of these units for each year-group will be linked to the key CEIAG events in the year for that year group.  External visits, speakers and events  These events will take place either within the Inspire curriculum for specific year groups, or as whole-school events inside or outside the Academy premises.  External IAG Advisors – Career Wave  The Academy will commission external IAG from professional careers advisors to provide all students.  *The programme of study is monitored and RAG rated by R Graham on a Termly basis, via the Action Plan, then evaluated annually by students, staff, employers and parents, to assess its effectiveness.* |
| CEIAG Programme Aims:   * Manage virtual and live CEIAG opportunities for students * Provide good quality independent and impartial careers advice, virtual and live, 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, virtually and live, and others to provide opportunities to inspire students * Through real-life contact with the world of work in a virtual manner * Develop enterprise and employability skills including skills for self-employment, virtually and via academy staff in house * Support inclusion, challenge stereotyping and promote equality of opportunity * Encourage students to see career development as a life-long process * To ensure that students, their parents and carers, receive appropriate information and guidance, especially at key decision and transition points. * To develop in our students the knowledge, skills, attitudes and abilities that will enable them to be effective in a variety of adult roles throughout their working lives. * To enable students to recognise their personal strengths and abilities and relate them to career choices as they transfer between Key Stages, further education or employment. * To make students aware of the opportunities, demands and challenges of employment, training and education, especially with regard to post-16 choices. * To encourage students to record their personal achievements, successes and aspirations. |

**CEAIG CAREERS PROGRAMME OF STUDY 2021/22**

***Gatsby Benchmarks Covered:***

***As per Compass Evaluation June 2022***

***Gatsby Benchmark 1 – Having a POS and Policies in Place – 100% Achieved***

***Gatsby Benchmark 2:*** *Learning from Career and LMI – Years 7 – 11 – 100% Achieved*

***Gatsby Benchmark 3:*** *Addressing the needs of each pupil – Years 7 – 11 – 81% Achieved*

***Gatsby Benchmark 4:*** *Linking Curriculum Learning to Careers – Years 7 – 11 – 87% Achieved*

***Gatsby Benchmark 5:*** *Encounters with Employers and Employees – Years 7 – 11 100% Achieved*

***Gatsby Benchmark 6:*** *Experience of Workplaces – Year 10 – 100% Achieved*

***Gatsby Benchmark 7:*** *Encounters with Further and Higher Education – Years 7 – 11 – 100% Achieved*

***Gatsby Benchmark 8:*** *Personal Guidance – Years 7 -9 (some students with Level 6 Advisor) Years 10- 11 (All students with Level 6 Advisor) – 100% Achieved*

**Sub Group Tasks**

**SEND Students**

Students who are educated in the Academies harbour provision will be working on a different careers program, as well as the activities which all students will have the opportunity to access. (Identified in the table below)

This will be in line with a pilot scheme launched by the North East Local Enterprise Partnership – where North Durham Academy has been invited to take part in 2 different SEND pilots, to see what the impact of CEIAG can be on those with SEND

**Pilot 1 – Talentino Careers Program**

SEND students in the HAR, and across the academy will be given the chance to take part in the Talentino careers program which will provide them with an insight into all areas of careers, from CV writing, to job applications, college applications, apprenticeships and work experience to name a few. Each student will be provided with their own work book and journal which they will be able to keep with them during their time on the course. They will be taught by trained members of staff who have CEIAG experience and training, including the Academy Lead for CEIAG. To provide a wider reach of provision to those students not educated in the Harbour, this will also be delivered through our Tutor program and Life classes. The aim is to provide SEND students with CEIAG which they are able to access and understand to prepare them for Further Education more effectively.

**Pilot 2 – Work Experience (FSM/SEND – Year 10-11)**

Students in Year 10 who are receiving Free School Meals and whom have a SEND need, will be taking part in a pilot scheme whereby they will have access to x3 careers interviews, 1 work experience placement (as well as their whole school work experience opportunity) and a group intervention session. The aim is to ensure students in Year 10 with a SEND need and FSM are prepared for when they move onto Further Education, Training or Employment, so that they have the skills and knowledge to retain a place wherever they progress to.

**PP Students**

Our Pupil Premium students will be prioritised for all events which take place within the Academy. These students will follow our SEND students into being prioritised Careers Interviews. They will also be involved in the majority of suitable NECOP funded events through Durham University and Futureme. They will also be prioritised for Work Experience placements, Durham Works support and College (in house) Interviews. This will be tracked by Academy Lead CEIAG.

|  | Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 3 | Spring Half Term 4 | Summer Half Term 5 | Summer Half Term 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Year 7 | **TUTOR PROGRAMME**  Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)***  ***HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Will follow Tutor Program Initially (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Theme is ‘What?’  The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Careers Assembly led by Careers Lead - R Graham – KS3 theme Dream Jobs ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  ***HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  ***HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  **LIFE LESSONS**  **DEVELOPING CHARACTER- PERSONAL DEVELOPMENT**     * **Individual liberty** * **Money and managing finances** * **Banking and the role of banks** * **The importance of work** * **Roles played by public institutions** * **Community support** * **The role of the police** * **Courts/tribunals and a recap of the** * **rule of law**   ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  ***HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘HOW?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  ***HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Newcastle College Enterprise Day – students will take part in a raising aspirations day ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Enrichment - £10 challenge Young Enterprise - Tuesday nights ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)***  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** |
| Year 8 | **TUTOR PROGRAMME**  Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Theme is ‘What?’  The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Careers Assembly led by Careers Lead - R Graham – KS3 theme Dream Jobs ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Students will be invited to apply to take part in Future Business Magnates competition in association with Durham County Council – 8 students to take part ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** | **TUTOR PROGRAMME**  Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Future Business Magnates Competition to Begin – Enrichment Thursday Nights ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Future Business Magnates Competition to – Enrichment Thursday Nights ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Future Business Magnates Competition to – Enrichment Thursday Nights ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Newcastle College Enterprise Day – students will take part in a raising aspirations day ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LM + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Future Business Magnates Competition to – Enrichment Thursday Nights ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** |
| Year 9 | **TUTOR PROGRAMME**  Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Theme is ‘What?’  The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Careers Assembly led by Careers Lead - R Graham – Assembly will be led by FutureMe to introduce the program for the year to students – 08.12.21 ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Enact Theatre Performance - Y9 assembly/theatre performance covering Destination Success 24/11/21 ***(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)*** | **TUTOR PROGRAMME** Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  New College Durham Assembly and Curriculum Tour @NDA – 27/04/22 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Visit to Derwentside College – Experience Day 1st April 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  FutureMe Mentoring program to begin – students must fall into NECOP Postcode areas – they will be selected my Mrs R Graham and Mrs A. Graham ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Newcastle College Enterprise Day – students will take part in a raising aspirations day 23/6/22 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  LIFE LESSONS  Work Experience in school project  Visit to Derwentside College – Experience Day 20th June 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** |
| Year 10 | **TUTOR PROGRAMME**  Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)*** | **TUTOR PROGRAMME** Theme is ‘What?’  The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  New College Durham – T-Level Talk 23/11/21 (am) ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Assembly Led by Derwentside College - 02.12.21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Careers Assembly led by Careers Lead - R Graham – Assembly will be led by Ask Apprenticeships to introduce the program for the year to students – 9/12/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)*** | **TUTOR PROGRAMME** Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  Assembly led by Houghall College 10.3.21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Visit to Derwentside College – Experience Day 4th March 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  STEM Day @ New College Durham WB (TBC) ***(GATSBY BENCHMARK 4 Linking curriculum to careers + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  FutureMe Mentoring program to begin – students must fall into NECOP Postcode areas – they will be selected my Mrs R Graham and Mrs D. Nelson ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  New College College Visits – 15th June – Led by Mrs R Graham ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Visit to Houghall College – All students – College Taster Day – July 4th  ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Visit to SETA (Sunderland Engineering Training Academy) – Selected students – June 2022 (TBC) ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** |
| Year 11 | **TUTOR PROGRAMME**  Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  **LIFE LESSONS**  **CAREERS-THE**  **WORLD OF WORK**     * The World of work: * The benefits of work and work experience * Career development * Understanding Job adverts * Applying for jobs * CV writing * Rights at work * Pay and tax * College and transition * Apprenticeships * Application forms   ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** | **TUTOR PROGRAMME** Theme is ‘What?’  The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  New College Durham – T-Level Talk 23/11/21 (pm) ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Virtual Assembly – Houghall College – 4/11/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Consett Academy Live Assembly 05/11/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Newcastle College Virtual Assembly 11/11/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  New College Durham Virtual Assembly 25/11/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Assembly Led by Derwentside College - 09.12.21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Careers Assembly led by Careers Lead - R Graham – Assembly will be led by FutureMe to introduce the program for the year to students – 10/12/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Durham Sixth Form Virtual Assembly 16/12/21 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)*** | **TUTOR PROGRAMME** Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Secret Employer Scheme – Classrooms, Corridors and Late Gate ***(GATSBY BENCHMARK 5 Encounters with employers and employees)***  NEETS students Session 1 – 25.01.22 Work, Why Bother? ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Visit to Derwentside College – Experience Day 4th February 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  Visit to Derwentside College – Apprenticeship Fair – 11th February 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Student Voice of students’ thoughts on Tutor Program Careers Tasks ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  NEETS students Session 1 – 09.03.22 Speed Networking ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil)***  Visit to Consett Academy Sixth Form – Experience Day 25th March 2022  ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  Assembly New College Durham – Date TBC ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  College Visits to begin – Students will select 1 college or Sixth Form to visit – Led by Mrs R Graham ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Houghall College Live Assembly 29.04.22 ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** | **TUTOR PROGRAMME** Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees  Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA ***(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)***  IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue ***(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)***  Visit to SETA (Sunderland Engineering Training Academy) – Selected students – June 2022 (TBC) ***(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)*** |

**Specific skills and knowledge required to support learning throughout the 5 year plan:**

* Self-Awareness
* Self-Determination
* Self-Improvement
* Exploring Careers and Career Development
* Investigating work and working life
* Investigating jobs and LMI
* Valuing equality diversity and inclusion
* Preparing for employability
* Developing personal financial capability
* Identifying choices andopportunities

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| **Year 7 Element of Learning** |
| **Recognising your skills and abilities – current and areas to develop linked to aspirations**  Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.  Students will make informed choices and will develop their self-esteem.  Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.  Students will be encouraged to have a positive attitude, learn to plan, review and reflect and how to develop their own potential.  Students will gain an understanding of careers experiences of others.  Students will investigate how people’s changing experiences of work enables individuals to understand the meaning and purpose of work in people’s lives.  Students will gain an understanding of labour market information and how to use it when thinking about careers and enterprise.  Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.  Students will learn to show initiative and the importance of taking risks.  Students will know how to save and why debt is not a good financial situation to be in. |

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| **Focus for the Year 8 Element of Learning** |
| **How we decide – finding information and making decisions (linked to Options 13+)**  Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.  Students will make informed choices and will develop their self-esteem.  Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.  Students will explore their career horizons for actions and opportunities.  Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.  Students will learn what constitutes good or decent work and how to find it for themselves.  Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise.  Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.  Students will need to learn how to recognise, access and make effective use of trustworthy information.  Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.  Students will 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.  Students need to be able to research and recognise suitable progression pathways and qualifications.  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. |

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| **Focus for the Year 9 Element of Learning** |
| **Developing your Career Self and Finance for Teens**  Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.  Students will make informed choices and will develop their self-esteem.  Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.  Students will explore their career horizons for actions and opportunities.  Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.  Students will learn what constitutes good or decent work and how to find it for themselves.  Students will understand the different types of sizes of businesses – how they are organised and how their success enables they to employ people.  Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise, and will know how to protect themselves from subjective and based information.  Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.  Students will learn about safe-working practices and environments and how this helps individuals to keep themselves and others healthy and safe at work.  Students will need to learn how to recognise, access and make effective use of trustworthy information.  Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.  Students will 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.  Students need to be able to research and recognise suitable progression pathways and qualifications.  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.  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. |

**KS4 CEIAG CAREERS PROGRAMME OF STUDY**

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| **Element of Learning** |
| **The World of Work and Options 16+; Future Planning, Implementation and Evaluation**  Students will be able to realistically appraise heir qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves.  Students should learn how to make informed choices and relate well to others in order to nurture their self-esteem, identity and mental well-being.  Students will be taught self-determinations and self-regulation and how to boost their own hope, optimism, adaptability and resilience.  Students will develop their self-determination, empowering them to aspire and achieve.  Students will learned how to plan, review and reflect in order to understand what they have learned and what they need to learn next and understand how they learn best enables them to develop their potential.  Students will explore careers which expand individual’s horizons for actions and opportunities. They will gain an understanding of careers processes and structures and how they enable them to make send of their own careers, understand careers experiences of others and contribute in important ways to the career wellbeing of others.  Students will investigate people’s changing experience of work and how it enables them to understand the meaning and purpose of work in people’s lives. Students will find out what constitutes good and decent work and how to find it for themselves.  Students will need to understand and know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about career, employability and enterprise.  Students need to understand how to counteract stereotyping, discrimination and prejudice, so that they are able to realise their own ambitions and help others to do so.  Students will be prepared for employment, and will be given the opportunity to gain the skills and experiences which they need to get, maintain and make progress in employment or self-employment including networking, negotiation self-advocacy and staying healthy.  Students will be able to calculate and compare costs and benefits of living, education, training, and employment options, considering any financial support that might be available. Students will learn 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.  Students need to be able to research and recognise suitable progression pathways and qualifications. They will use networking, negotiation, information and evaluation skills to enable them to maximise their choices and opportunities, including those that are unforeseen or unplanned.  Students need to learn how to promote themselves in a way that attracts the attention of selector’s ad recruiters as well as managing the applications process requiring them to develop a range of self-presentation and marketing skills including the use of digital and social media. This also includes teaching them how to cope with set-backs and disappointments.  Students will be guided towards 16+ transition confidence and should be helped to make successful moves. They will review and reflect on previous transitions and how they can develop psychological resources to cope with future transitions. |

**Overview of Careers Activities 2021-2022**

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| **Career Related Activity** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| Virtual and In Person Assemblies | Y | Y | Y | Y | Y |
| Tutor Programme – Career of Week Task Link | Y | Y | Y | Y | Y |
| Secret Employer Visits | Y | Y | Y | Y | Y |
| Visits from Employers | Y | Y | Y | Y | Y |
| Work Based Learning Experiences |  |  |  | Y | Y |
| FE/HE Taster Days |  |  | Y | Y | Y |
| FutureMe Activities (Years 9 – 11 Only; NECOP students) |  |  | Y | Y | Y |
| Enterprise Step Up Days (KS3 Only) | Y | Y | Y |  |  |
| Live Mock Interviews |  |  |  |  | Y |
| Face to Face 1-1 guidance interviews |  |  |  | Y | Y |
| National Citizenship Service |  |  |  |  | Y |
| Duke of Edinburgh Award |  |  | Y | Y | Y |
| Pathways and Destination Workshops | Y | Y | Y | Y | Y |
| Employability Workshops | Y | Y | Y | Y | Y |
| National Careers Week | Y | Y | Y | Y | Y |
| National Apprenticeship Week | Y | Y | Y | Y | Y |

All activities will now be tracked through the Compass+ system

**MEASURING THE IMPACT**

Education bodies recognise that a successful careers programme as one which:

*“will also be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.”*

*“there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical education qualifications15 or apprenticeships”*

The CEIAG Lead, Rachel Graham will be monitoring and evaluating the impact of the CEIAG Programme of Study through outcomes of an Action Plan, which will in turn be monitored by the SLT Link, George Dawson. Any Gatsby Benchmarks not achieved within the Academic Year 2021-2022, will be addressed and informed to SLT termly via a report, and actions will be put in place to ensure that they will be met by the statutory guideline date provided by the Gatsby Foundation of December 2020 (this date is being reviewed following COVID-19 pandemic.)

The tracking and monitoring of student activities, careers guidance and KS4 destinations will be done, for the first time in 2021, through our Compass+ system. Destination data will also inform the impact of the programme, in particular our NEET figures.

As part of a North East Local Enterprise Network Careers Hub, we are also monitored in our progression through the Gatsby Benchmarks and are required to submit a Compass Report/Evaluation to the Hub lead, half termly.

This document will be reviewed annually by the CEIAG Lead

**Reviewed:** July 2021 **Next Review:** September 2022