

# North Durham Academy

## CEIAG Strategic Overview

### 2023-2024



### **Information for Students and Parents/Carers**

Your child is currently entitled to formal careers support from Year 7 through to Year 13. At North Durham Academy, we ensure that students are given CEIAG (careers, education, information, advice and guidance) opportunities from years 7 right through to Year 11. The CEIAG program of study is published on our website for you to access, and is updated regularly for you to track what is happening within the Academy for your child. Any questions, please email Mrs R Graham (Academy Lead CEIAG/Raising Aspirations) [r.graham@ndacademy.co.uk](mailto:r.graham@ndacademy.co.uk).

#### **Baker Clause:**

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in Years 7 to 13 to discuss non-academic routes that are available to them (See Appendix A). It is expected that by doing so, this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since 2 January 2018

### **Information for Staff, Students and Parents/Carers**

There is a table of events, split down into Half Terms, with dates, which can be accessed in the program of study – which is regularly updated by Mrs R Graham (Head of Careers) [r.graham@ndacademy.co.uk](mailto:r.graham@ndacademy.co.uk). If you have any queries about any events, please do not hesitate to contact on the email above.

#### **Provider Access Legislation(PAL):**

Introduced as an amendment to the Technical and Further Education Act 2017, the PAL stipulates that schools must allow colleges and training providers access to every student in Years 7 to 13 to discuss non-academic routes that are available to them (See Appendix A). It is expected that by doing so, this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since 2 January 2018

*Updates as of 28 April 2022:*

*NDA will give providers access to registered pupils on at least 2 occasions during KS3 and KS4.*

*NDA will ensure that each registered pupil meets with a representative range of education and training providers to whom access is given and that the providers are providing the following set of information:*

- *information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;*
- *information about the careers to which those technical education qualifications or apprenticeships might lead;*
- *a description of what learning or training with the provider is like; and*
- *responses to questions from the pupils about the provider or technical education qualifications and apprenticeships.*

*NDA will provide access ‘for a reasonable period of time during the standard school day’*

*NDA will provide access to a university technical college where practical*

### **Key Definitions**

#### **First Key Phase: KS3**

*the period beginning at the same time as the school year in which the majority of pupils in the pupil’s class attain the age of 13 and ending with 28 February in the following school year*

#### **Second Key Phase: KS4**

*the period beginning at the same time as the school year in which the majority of pupils in the pupil’s class attain the age of 15 and ending with 28 February in the following school year; and*

#### **Third Key Phase: KS5**

*the period beginning at the same time as the school year in which the majority of pupils in the pupil’s class attain the age of 17 and ending with 28 February in the following school year.*

## **Information for Employers**

North Durham Academy is currently a part of the North East Local Enterprise Partnership (NELEP) Hub for careers. We are working with an Enterprise Advisor, Stephen King. We are actively seeking local employers to work with the Academy in a number of ways, from Work Experience Placements, to guest speakers and to engage in our CEIAG activities. Please email Mrs R Graham (Head of Careers) [r.graham@ndacademy.co.uk](mailto:r.graham@ndacademy.co.uk)

## **Statement from Education Act 1997**

### ***Provision of careers guidance in schools in England***

The responsible authorities for a school in England within subsection (2) must secure that all registered students at the school are provided with independent careers guidance during the relevant phase of their education.

The responsible authorities must secure that careers guidance provided under subsection (1)—

- is presented in an impartial manner,
- includes information on options available in respect of 16 to 18 education or training, including apprenticeships, and
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Careers guidance provided to students at a school is independent for the purposes of this section if it is provided other than by—

- a teacher employed or engaged at the school, or
- any other person employed at the school.
- “career” includes undertaking any training, education, employment or occupation;
- “careers guidance” means guidance about careers;
- “class”, in relation to a student, means—

the teaching group in which the student is regularly taught, or

- if the student is taught in different groups for different subjects, such one of those groups as is designated by the head teacher of the school or, in the case of a student at a student referral unit, by the teacher in charge of the unit;
- “16 to 18 education or training” means education or training suitable to the requirements of persons who have ceased to be of compulsory school age but have not attained the age of 18;
- “training” includes a voluntary or other placement apt to enable the development of any skill or competency (whether or not taking place at a time when the person concerned is still a registered student at a school in England)

### **Ofsted’s thematic review of careers guidance**

The government has asked Ofsted to carry out a thematic review of careers guidance for young people in schools and further education and skills providers, and to make recommendations to improve practice. We will review careers guidance both in mainstream provision and in specialist settings, such as special schools and alternative provision.

[Terms of reference: Ofsted’s thematic review of careers guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/ofsted-to-review-careers-guidance)

The thematic review will:

- assess the quality of careers guidance in schools and further education and skills providers
- inform relevant stakeholders, including policymakers and providers, about the quality of careers education, information, advice and guidance
- identify strengths and weaknesses in careers provision in schools and further education and skills providers, and make recommendations to improve practice
- help to identify potential developments in the inspection training and guidance, and help share good practice and thinking across the inspectorate

The review will be published in autumn 2023.

The report will answer the following questions across schools and further education and skills providers.

How well do leaders:

- fulfil their statutory duties to provide independent careers guidance?
- ensure that careers education is of high quality?

To what extent do schools and further education and skills providers:

- engage with stakeholders (such as employers, careers networks and other providers)?
- ensure that careers education contributes to local, regional and national opportunities and skills needs?

How does the curriculum help learners make informed choices about their future education, employment and training?

Our approach

To answer these questions, we will:

- review existing inspection evidence
- carry out research visits to a sample of schools and further education and skills providers in the spring and summer of 2023; during these visits, we will talk to leaders and teachers, as well as to learners, about their experiences and perceptions of careers guidance
- hold focus groups with employers, education and training providers and inspectors

## **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 qualifications<sup>15</sup> or apprenticeships”*

The Head of Careers, 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 Graeme Powley and the Governors, A Henderson and M Goodwin. Any Gatsby Benchmarks not achieved within the Academic Year 2023-2024, 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.)

A copy of the CEIAG programme will also be sent to the student council, Enterprise Advisor (on behalf of employers) staff and parent forums so that they are able to give their comments on behalf of the wider population. These comments will then be discussed in the final review of the program between Head of Careers, Assistant Principal and Governor for CEIAG.

The tracking and monitoring of student activities, careers guidance and KS4 destinations will be done, for the first time in 2023, through our new Unifrog platform linked to 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:** September 2023

**Next Review:** September 2024

## **Careers Award**

North Durham Academy are currently working towards the Investors in Careers Quality Standard

This award monitors the progress of North Durham Academy through all of the Gatsby Benchmarks, as well as showing that the Academy is providing a quality standard of careers for all of Year 7 – 11 students, as outlined in the statutory guidance.

## **Quality in Careers Standard**

North Durham Academy is currently working with Investors in Careers, to achieve the Quality in Careers Standard

### **Stage 1 – Currently in Process**

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.

### **Careers Programme 2023-2024**

North Durham Academy had a statutory duty to ensure all students from Year 7 have the opportunity to access independent careers advice and guidance until the end of Year 11. The main aim for North Durham Academy is for all students to follow the 5 main principles which they created themselves as well as the NDA Way:

- **Kindness**
- **Optimism**
- **Honesty**
- **Respect**
- **Determination**

In terms of linking these to North Durham Academy careers, every student should be supported in making the right destination choices and progressing onto further education pathways which are suitable for all needs. As an Academy we are committed to providing our students with differentiated, impartial and independent advice and guidance about the pathways available to them once they leave our Academy at 16 years old. By supporting students at this critical time, they will be able to make more informed decisions about destinations and will be fully prepared for life outside of the Academy as well as the world of work itself.

Careers education is becoming more and more prevalent in today's society and it is vital that our students are prepared for the complex and challenging nature of work. Apprenticeships, vocational pathways and academic pathways are all available for students to choose from and ensure they select the one which is most appropriate for them is vital in them becoming a success outside of the Academy. Students have the opportunity to study longer, if they wish, and this should prepare them for not only just further education. But higher education too.

In this document, we will show how the Academy plans to meet the needs of all students, including PP and SEND students, with solid careers information, advice and guidance, which will support them in making the right choice for them. Our Careers Programme and Action Plan are led by the Head of Careers, Rachel Graham, and is supported by the Head of Life and Academy Lead for PD.

Students will have higher aspirations when they leave North Durham Academy and should be able to discuss the wide range of careers and pathways which they have been given access too. We hope that by linking students up with local businesses then this engagement will introduce students more to the world of work, and in turn, increase their motivation to learn. Attendance and behaviour will play a large part of the careers programme as students will be shown how to become exceptional learners in order to be 'hired' and progress within their careers.

We have used the Gatsby Benchmarks, as well as the CDI Framework for KS3 and 4 to indicate where students have had the opportunity to access these benchmarks. The action plan is linked to the Ofsted Framework for Careers Education following DFE Guidance. There is also clear information about employability skills, enterprise education and finance education.

### **What is CEIAG?**

Outstanding careers and work-related education can improve the lives of individuals and their families. It can also help to challenge injustices in wider society and have a positive impact on the country's economic prospects. Careers education, for individual and groups, focuses on career learning, teaching and assessment. It enables learners to understand themselves, get information, explore opportunities and develop the skills they need to manage their careers. Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations. Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers influencers' including learners themselves, parents and carers, other learning providers, and business and community organisations. Work-related

education enables children and young people to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom.

*"Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.*

*The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). "*

(OECD, 2004)

### **What is Business and Enterprise Education?**

Enterprise education consists of enterprise capability supported by better financial capability and economic and business understanding.

#### **Enterprise capability**

Enterprise capability is the ability to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen. Enterprise capability is supported by:

- **Financial capability** - which is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- **Business and economic understanding** - which is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

These descriptions underline how much Enterprise Education can give to students. They add up to confident, financially mature and self-sufficient young people who can progress through to adulthood able to recognise and grasp any opportunity that comes their way. Your role as a practitioner in bringing this to life for your students cannot be underestimated.

Employers tell us that they need these skills and aptitudes in those they recruit. And our economy and society will benefit from a workforce that is self-starting, confident and able to apply what they have learnt in the classroom to their lives of work, family and community.

Employers want to see young people coming into the labour market with good communication skills, team working and problem solving skills, business and customer awareness and an enterprising attitude. They place 'enormous value' on employability skills but are concerned that these are currently not as well developed as they could be.

## **What is Finance Education?**

### Financial Understanding

Developing financial understanding is the first step in ensuring that young people leaving school have the skills required to deal confidently with everyday financial issues. It will also help them to make informed decisions and choices about their personal finances.

### Financial Competence

This means being able to apply knowledge and understanding of financial matters across a range of contexts, using ICT where appropriate. Being financially competent includes being able to identify and tackle problems or issues with confidence and being able to manage financial situations effectively and efficiently.

### Financial Responsibility

This means having a caring and responsible disposition with regard to the use of resources. Children and young people who budget wisely and plan for the future will be responsible citizens who look after themselves and their environment.

### Financial Enterprise

Financial enterprise is about being able to deploy resources in an imaginative and confident manner. Financially enterprising behaviour will involve making decisions based on informed thought and will enable children and young people to contribute effectively to the development of the country's wealth.

*“Financial understanding is a key life skill. Children need to understand the value of money and how to interact with financial service providers to provide for their own futures. The skills they will learn in class, combined with the experience of having their own savings product, will better equip them to avoid financial problems in later life.”* HM Treasury, September 2007

Financial education provides an excellent context for learning across the curriculum.

### **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.

## **The CEIAG Team**

### **To manage and maintain an effective Careers Programme across the Academy**

#### **Rachel Graham – Head of Careers**

- Develop an action plan, scheme of work and strategy for a whole academy Careers, Information, Advice and Guidance for all year groups
- Create a rolling programme of careers activities that supports the whole academy PSHE/Life/SMSC strategy, liaising with the Academy Leads for Enrichment and Pledges/parental engagement and SMSC/Life
- Create and deliver a programme of assemblies that raise aspirations for all children
- Develop and monitor links with external careers advisors to ensure that all children receive impartial advice and guidance
- Create a list of local business ambassadors and develop a programme of activities that proactively involve business in the academic life of students to raise expectations
- Monitor the 'Secret Employer' strategy that incorporates the use of business leaders to assess the non-academic skills of students who may be prone to making wrong behaviour choices
- Incorporate business ambassadors in all aspects of academy life (e.g. late/choices of behaviour/academic/enrichment etc.)
- Organise opportunities for students in Years 10 and 11 to experience working life in holiday times and monitor the impact
- Develop the Active Citizenship Award scheme and link to employability skills.
- Monitor the impact of this strategy and CEIAG as a whole and report to SLT
- Monitor the careers tracker via Compass+ that ensures all children have access to Careers guidance, ensuring that all SEN/D, PP students are prioritised with independent CEIAG and impact is measured
- Market and promote Careers opportunities and achievements of all students through social media
- Liaise with Years 10 and 11 Year Managers to enrich the aspirational experiences and guide them on recognising the value of education in their future lives
- Liaise with the lead for Student Voice to measure impact and opportunity

- Liaise with the lead for transition to marry careers into Primary school education
- Monitor and QA quality of external delivery of activities and mentoring
- Liaise with student voice lead to drive student voice for CEIAG agenda
- Establish, develop and maintain effective supportive mentoring and other supportive relationships with children and young people and those engaged with them
- Liaise with parents to improve students' enrichment opportunities
- Deliver assemblies

### **Rachel Graham – HE Champion**

- Organise careers events and coordinate with all Post 16 providers to provide information every parent evening and key parental events
- Support the Post 16 lead to develop a programme of Post 18 provision and vocational workexperience
- Promote HE events across the academy
- Ensure all students have attended at least 2 visits to HE provider in their time at the Academy
- Ensure all students have had a virtual or live tour of an HE provider before they leave NDA
- Track all of the HE activities which students have accessed between year 7 and 11
- Develop a development plan to track the success of activities which have taken place which is reviewed by parents, staff, students and stakeholders
- Work with Futureme to ensure HE role is completed successfully

### **Graeme Powley – Academy Lead Personal Development**

- To lead on all enrichment activities across the Academy
- Lead of Tutorial Programme across the Academy
- Involve parents in Academy life
- Review parental support and engagement

**Mike Goodwin and Alan  
Henderson – CEIAG Governors**

- Link to the CEIAG Lead within the Governing Body
- Review and monitoring of the CEIAG programme alongside CEIAG Lead

**Additional Staff and Support**

**Kate Hodge – Head of Year 7**

**Clare Ogden - Assistant Principal for Transition**

- Lead for transition of students at KS2, KS3, KS4 and KS5 through their transitional periods
- Link for local primaries

**Rachel Graham/Graeme Powley – Lead Student Voice**

- Lead for student council and student body
- Management of student voice across the Academy
- Management of prefects, Head Boy and Head Girl

**Subject Teachers:**

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

**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
- Support students with careers action plans
- Engage with Academy careers CPD

## **The Gatsby Benchmarks**

North Durham Academy is now a committed provider of Careers Education, and is a part of the North East Careers Hub as of September 2019.

North Durham Academy's careers plan supports the achievement of all 8 of the Gatsby Benchmarks

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### **Benchmark 1: A Stable Careers Programme**

*Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.*

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### **Benchmark 2: Learning from Career and Labour Market Information**

*Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*

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### **Benchmark 3: Addressing the Needs of Each Student**

*Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.*

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### **Benchmark 4: Linking Curriculum Learning to Careers**

*All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*

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### **Benchmark 5: Encounters with Employers and Employees**

*Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

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### **Benchmark 6: Experiences of Workplaces**

*Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*

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### **Benchmark 7: Encounters with Further and Higher Education**

*All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

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### **Benchmark 8: Personal Guidance**

*Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

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## **CEIAG OUTCOMES**

**SEND and Students with an EHCP and EAL students will be given extra support and guidance in order to prepare them for their intended destinations going forward**

**CEIAG Lead works closely with Year Managers, Support Staff and Harbour Manager to ensure that the needs of all students within the Academy are met.**

### **Key Stage 3**

By the end of 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 have optional access to independent and impartial advisers via a referral system.
- Reflected upon their hopes and aspirations for the future and undertaken research and target setting for how they will achieve them
- Used the LRC Careers Information Centre and/or the programmes and activities provided on the Academy VLE to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- Students are introduced to careers resources and informed how to use them.
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are introduced to LMI.

By the end of 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.

#### **Key Stage 4**

By the end of Year 9:

- Enhanced their self-knowledge, career management and other employability skills
- Used the LRC Careers Information Centre and other resources to investigate future choices and explore alternative routes to their goals
- Accessed advice, guidance and support to help them firm up their choices and think about the implications
- 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.

- Students begin CV and cover letter writing

By the end of 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 learn 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 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 in holiday time
- Students develop interview technique and complete a mock interview with a local employer.
- Students are encouraged to access LMI independently.

By the end of 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 an Education Development Trust 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.

### **CEIAG Curriculum Content:**

The CEIAG Curriculum at North Durham Academy is based upon 5 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/Tutor Sessions**

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.

This document will be reviewed annually by the CEIAG Lead.

**Reviewed:** September 2023

**Next Review:** September 2024