CEIAG DEVELOPMENT PLAN
King's Academy Prospect

2021-22

Presented by
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This plan is written with an awareness that all sessions can also be offered remotely. In accordance with the school Covid policy. VLR /MS Teams have been established for every year group to map the learning objectives for each Key Stage as well as provide a unique guidance follow up service for all student appointments.

CEIAG ENCOUNTERS MAPPING

Year Group	Activity	Date	Purpose	Gatsby Benchmark							
				1	2	3	4	5	6	7	8
Year 7	External FE/HE/Employer events dependent on interest, availability, timings, and target students	Various	To raise aspirations, improve skills and provide additional information to help inform future decisions.	X	X	X	X			X	
Year 7	Skills Builder Tutor programme using careers pilot resource	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the school's curriculum.	X		X	X				X
Year 7	National Careers week "what's the point in" subject lessons visitors by arrangement.	Term 3	To explicitly link careers to subjects to support student's development of the interconnectedness of the curriculum. To develop student's enterprise skills and understanding of underpinning numeracy and literacy skills needed for employability.	X			X	X	X		X
Year 7	Year 7 Values and aspirations work	Term 4	Who am I? All year group explore self – values and interests that inform ambition – through MS Teams	X	X		X				x
Year 7	Enrichment trips.	Term 2, 4	To give students experiences of workplaces both past and present to give them encounters with employees in their places of work.	X	X			X	X		
Year 7	Student helper occasions Careers Mentors	Throughout	To give students an understanding of workplaces through the school setting and support them developing personal communication skills.	X		X			X		
Year 8	PSHE unit	Term 5	students will consider why their education is important, who is in their network, what roles there are in business, what skills and qualities they have, how they can develop a can-do attitude and start to think about the career they might want in the future.	X	X	X	X				X

Year 8	Skills Builder Tutor programme CP	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the school's curriculum.	X		X	X				X
Year 8	STEM club	Term 2	To ensure that younger students see the creativity and value of Science through STEM club employer to support		x		x	x			x
Year 8	Introduction to Careers library & VLR MS Teams	Term 4	Students will be shown where to access careers information within the LRC and on the VLE. They can then self-educate on next step planning and career & labour market information.	X	X	X				X	
Year 8	STEM trip	Term 5	Students are given the opportunity to attend a regional STEM fair where they will have the chance to meet and engage with a wide selection of STEM employers and FE (Further Education) and HE providers.	X	X		X	X		X	
Year 8	Meet the Professionals Day	Term 1	How do GCSES choices inform our careers future choices; Drop down employer lead day to support careers in the curriculum?	X	x	x	X	X	x	x	x
Year 8	External FE/HE/Employer events dependent on interest, availability, timings, and target students	Various	To raise aspirations, improve skills and supply additional information to help inform future decisions.	X	X	X	X			X	
Year 9	PSHE unit	Term 5	In this unit students will be considered who influences their choices, what skills and qualities they have, how they might develop these, how to understand a job advert and what university might be like.	X		X	X			X	X
Year 9	Skills Builder Tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education.	X		X	X				X
Year 9 Year 9	Options guidance interviews Options evening assembly	Term 3 onwards	All students are given 1:1 interview with teaching or support staff as part of the final confirmation of Options to ensure that choices are explicitly shared with future career intentions. Parent are given the opportunity to understand the changing grades and qualification routes.	X		X	X				X

Year 9	Why study me? #Whats the point?	Term 2	Teachers to present be interviewed about their subject/ LMI to give explicit understanding, benefits of the subject and where it might lead.	x	x	x	x	x	x	x	x
Year 9	External FE/HE/Employer events dependent on interest, availability, timings, and target students	Various	To raise aspirations, improve skills and supply additional information to help inform future decisions. To seek additional input from Outreach teams to promote diversity and aspirations.	X	X	X	X			X	
Year 9	Careers Experience	Term 4	To research and apply for careers opportunities to increase self-awareness motivation for learning and understanding of skills development. Use digital skills to match values and raise aspirations. Supported by tutor and CA.	x	x	x	x	x	x	x	x
Year 10	External FE/HE/Employer events dependent on interest, availability, timings, and target students	Various	To raise aspirations, improve skills and provide additional information to help inform future decisions. Includes support from speakers for schools.	X	X	X	X			X	
Year 10	Mentor Programme (STEM)	Term 1 – 4	Mentor programme to raise employer awareness and engender career management skills – research planning decision making self-awareness options planning. Employer engagement	x	x	x	x	x	x	x	x
Year 10	Mentor Programme (scholars)	Term 2- 4	students will learn about the different careers' HE options available to them demystify the university process	X		X	X			X	X
Year 10	Tutor programme- CP	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the school's curriculum.	X		X	X				X
Year 10	Work Experience (VWEX) Digital skills	Term 1-4	Students develop their understanding of employability skills through work experience. They apply for be spoke careers based on aspirations interests and complete interactive career specific activities. Support with CA and tutor	X	X	X	x	X	x	x	x
Year 10	Targeted 1:1 support	Term 6	Key identified potentially vulnerable pupils (PP, SEND and others) receive early 1:1 guidance on next steps with level 7 qualified practitioner.	X	X	X					X

Year 10	Progression Day	Term 4	Students are exposed to their options and choices through a futures enrichment day. The objective is to provide insight into where their choices can lead	X	x	x	X	x	x	x	
Year 10/11	Apprenticeship assembly	Term 5	Students develop an awareness of Apprenticeships as a potential next step through the support of ASK (APPRENTICESHIP SUPPORT & KNOWLEDGE)	X	X	X					X
Year 10	Careers fair provision	Term 3	Pupils attend a Careers fair as part of national Careers Week provision. This supports the development of student awareness of the local and national labour markets.	x	x	x	x		x	x	x
Year 10	Post 16 –taster days/insight days	Term 6	The attendance of local post 16 taster day options is actively promoted to support the development of student knowledge of next steps	X		X				X	
Year 10	Online CEIAG platform	Term 6	Students are supported through allocated tutor time sessions to continue to access labour market information and careers research to support their awareness of next step planning.	x	x	x	x	x	x	x	x
Year 10/11	External FE/HE/Employer events dependent on interest, availability, timings, and target students	Various	To raise aspirations, improve skills and provide additional information to help inform future decisions. Includes support from speakers for schools.	X	X	X	X			X	
Year 11	Skills Builder Assembly programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the school's curriculum.	X		X	X				X
Year 11	Personal guidance with Level 7 qualified practitioner	All year	Students are allocated a 1:1 interview before submitting college applications to ensure they are making informed choices. Those without form destination offers are supported with further guidance as needed with tutor monitoring.	X	X	X					X
Year 11	Careers network events	Term 3	Students partake in a small group "speed dating" style meet and great with a range of employers to support their developing knowledge of the workplace.	X	X		X	X			
Year 11	Parents Appointments	Term 3	Parents are offered appointments to support and understand application process if appropriate	x	x	x					x

Year 11	Results Day	Summer term	CA present to support with student's applications to meet and raise expectations based on results.	x	x	x				x	x
Year 12	1: 1interview	By appt	Face to face or via TEAMS to ensure students understand their options and steps to become employable	x	x	x	x	x	x	x	x
Year 12	Employability Session	Term 1	How does your learning at school link to the work place delivered through well being and employer visits	x	x	x	x	x	x		x
Year 13	UCAS support	Term 1	UCAS support with statements and applications to University (Unifrog) AH	x		x			x	x	
Year 13	Degree Apprenticeships	Term 1	Application support and understanding of options LMI and self-agency	x	x	x	x	x	x	x	x

CEIAG BENCHMARKS PLANNING

Benchmark 1	A stable career programme

What good likes like

• Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors, and employers.

• Every school and college should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately qualified person responsible for it.

• The careers programme should be published on the school's website so students, parents, teachers, and employers can access and understand it.

• The programme should be regularly evaluated with feedback from students, parents, teachers, and employers as part of the evaluation process.

There should be a named, appropriately qualified careers leader who can be contacted by all providers to facilitate events.

Intention of CEAIG	In CEAIG current programme	Developments	Date	Comments/evidence
The careers programme has strong backing from the head teacher, senior leaders, and governing body. It needs to be embedded into the structures of the school and its position should be recognised and secure. This means the programme	Careers SLT lead. Governor review Careers Plan on website.	Governor review Website is out of date.	Feb 2022 April 2022	CEC (Careers & Enterprise Company) evidence deems us good.

can continue to be developed to meet the needs of students. It is not entirely dependent on the goodwill of individuals or Vulnerable to competing education priorities.				
The programme is coordinated and led by an appropriately qualified trained and supported by SLT careers lead, whose views are considered in the decision-making structures of the school. This means that the role needs to have the backing of the senior leadership team. The role of the careers lead needs to be wide enough to support contributions from specialists in related roles, such as the coordinator for students with special educational needs and disabilities, and for teachers embedding careers in subject learning.	Named lead member for CEAIG.	Are **all** staff aware of the Gatsby framework? Develop support for SEND students through SEND team.	Sept 19 – March 20 20 Teachers to support with subject LMI	CEAIG Lead to start training qualified 2021 Qualified L7 Practitioner March Careers Week #whats the point
Students, parents, teachers, and employers know what is in the programme. The programme is set out clearly on the school's website and promoted through the school's social media accounts weekly newsletters and local media outlets. Students should discuss the programme in the school council and parents should know what to expect in the meetings arranged for them throughout the year. Messages for teachers are reinforced through email staff handbook, meetings, and curriculum guidelines. Employers invited to participate in the programme know clearly what to expect, how their contributions fit in and how they will benefit.	CEIAG teaching programme in place for Y8-Y11 in PSHE curriculum. CEIAG information on VLE and LMI	Complete the survey monkey survey with Parents (or other survey of parental perceptions on CEAIG). School council feedback on CEIAG	April 2022	
A plan for how the careers programme will be implemented is included in an annual careers plan that includes priorities from the overall school development plan. This makes it easier to evaluate the achievements of the programme at the end of each year.	CEAIG development plan as per other TLR plans with measurable targets.	Support from external Enterprise advisor in yearly review as a critical friend. School re-completion of the Compass self-review.	Sept 2022 July 2022	Completed termly.

Students, parents, teachers, and employers provide regular and systematic evaluative feedback on their participation in activities via questionnaires, surveys and focus groups. This feedback is then used to inform decisions about the future development of the programme and feeds into the whole-school process of evaluation.	Student voice following Careers week	Student voice after and before each key CEIAG event. Parent forum focus group yearly. Post CEIAG activity questionnaire for participants and leads.	Ongoing Ongoing	Weekly newsletter or link to Careers newsletter

Benchmark 2	Learning from career and labour market information

What good likes like

- All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to support their children.

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
Students are taught how to find and process information from year 7 onwards. They use objective information about the local and national labour market to make decisions that improve their careers and transitions into work.	Careers Pilot careers platform for Y9-13	Parental education workshops on programme.	April 2022	Website VLR

	Careers board with local/national information.			
Students have access to accurate and up-to-date information, which plays a key role in raising aspirations and promoting social mobility. This information challenges stereotypes with regional and national LMI and support from Local Enterprise Partnerships (LEPs).	Basic Careers library in place. CEIAG area on the VLR containing labour market information.	Develop content of careers library. Librarian to maintain. Seek assembly opportunities to promote female STEM through workplace ambassadors.		MS Teams VLR
Information is adapted to meet the needs of different learners. An understanding of the barriers faced and clearly communicating the reasonable adjustments to overcome barriers.		One-to-one support for SEND from key workers in the key transitions from KS3 and KS4.	Sept 2022	
The careers information area is attractive, highly visible and contains carefully selected resources that meet the needs of diverse groups. The area should be properly maintained, well-used and include a mix of printed information (careers books, posters, prospectuses), online resources (dedicated careers pages on the website and/or Virtual Learning Environment VLE) and in-house information (options booklets, alumni profiles, careers interviews, projects) to help students understand the range of different opportunities.	Careers area of VLE accessible to students. Small Careers library within.	Alumni Launch. Careers Displays throughout the school. Careers website area accessible to parents. Careers Newsletter link to parents Improved prominent signage in school.	Nov 2022 March 2022 Feb 2022	New boards all classes should have careers/LMI info. Careers info currently on VLE. Needs more advice for parents.
Appropriately qualified staff are on hand to offer students practical help with researching opportunities	Year 11 Careers appointments.	Careers lead undertaking careers leader training through CDI	Sept-Jan 2022/22	Undertaking now

and using the resources. The staff should use social media to reach students and their parents and provide personal advice and guidance, particularly to students.	Level 7 qualified practitioner	Contribution to social media with key events		
School arranges for students to gain information first-hand through encounters with employers and experiences of workplaces. Staff organise follow-up activities in the classroom to help students to personalise and maximise the benefits of these encounters.	Enrichment day used to ensure each student meet workplaces and/or employers.	Link enrichment activities to tutor programme follow up/reflections/presentations for continuity of experience and education. Encourage reflection on events to add meaning.	April 2022 July 2022	
Local Enterprise Partnerships produce local labour market information to help students, parents and staff understand the changing labour market in their area. These resources are actively promoted by schools and colleges on their websites and at events, such as parents' evenings.	Career items in newsletter and local opportunities posted to VLE. LMI (Local Market Information) on website and communicated through NL.	LEP connected with. Currently no Enterprise advisor in place to support Careers display at Parents evening.	Jan 2022 Jan 2022	

Benchmark 3	Addressing the needs of each pupil

What good likes like

- Students have different career guidance needs at distinct stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.
- A school's careers programme should actively look to challenge stereotypical thinking and raise aspirations.

- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training, or employment destinations for at least three years after they leave school.

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
The school has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets an aspirational framework of learning goals and includes contextual factors, such as aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcoming the bridges of support they need to maximise their life chances.	Mapped 5-year journey framework identifying opportunities and gaps. CEAIG input received during the 5-year journey recorded in Careers Pilot	Student profile records of interests and aspirations for individuals updated and available through Careers Pilot. Develop recording to ensure all events are captured across the curriculum.	Jan 2022 March 2022	Reports for evidence of student engagement Career Pilot tool and compass reports
The school takes regional and national labour market information and destinations patterns into account. It grasps the regional and inter-school differences in the proportion of students securing apprenticeships at both key stage 4 and key stage 5. The school also addresses the significant differences in the take up of science, technology, engineering, and mathematics (STEM) subjects and higher education progression on both a regional and gender basis.	STEM programme of enrichment with specific female orientated events/intentions. Intended destinations recorded internally.	Improved destination tracking so that data is available on gender/courses/PP/SEN.	July 2022	

Students benefit from provision targeted to their needs. Students with special education needs and disabilities (SEND) face additional challenges in progressing from school to further learning and work. In mainstream schools, the needs of vulnerable and at-risk students are met through a specifically designed careers programme and additional support, including mentoring. Employers and other local partners are active in improving these students' chances of developing an independent life and taking their first steps into jobs and courses.	Key workers assigned to vulnerable students.	1:1 route planning support for SEND pupils through key transitions provided by key workers.	April 2022	
Well-kept records enable staff and partners to track the consistency and impact of the careers and enterprise programme. Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, careers adviser, mentors, and the students themselves. Careers advisers maintain comprehensive records of individual advice and subsequent decisions through an individualised action plan. This helps schools to manage agreed actions and next steps, and to provide students and their parents with ongoing support.	Individual student careers profiles tracking and recording CEAIG input over the 5 years. Destination data on Access database	Student feedback surveys for key CEIAG events recorded. Are we diverse – CL to track the destinations and look to engender a culture of accessibility for all STEM subjects	throughout	Tracking tool Compass Sims Do our students make choices based on LMI knowledge
The school strengthens students' personal agency and self-advocacy skills by encouraging them to access and take ownership of their career development records. Some schools are developing student careers records. Classroom or working with initiatives like Pixel Edge/Careers Pilot/Springboard to help students develop and maintain a journal of their employability skills. Students should be able to draw on career's experiences and employer encounters and turn them into a clear and compelling story for applications and interviews.	Access and training to use resources	Student profiles contain self-selected evidence of employability skills linked to CP skills builder evidence	July 2022	

The school collects and maintains accurate data for each student around their education, training, and employment destinations for at least three years after they leave. This information is shared with current students to support ongoing review and evaluation of the careers and enterprise programme.	Intended destinations measures collated.	Launch of destination survey through. Alumni developments. Linked IN Group for KGA/KGA/Prospect School	Jan 2022	

Benchmark 4	Linking curriculum learning to careers

What good likes like

- All teachers link curriculum learning with careers.
- Science, technology, engineering, and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
- By the age of 14, every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and Maths.

Intention of CEAIG	In CEAIG current programme	2022-2022 developments	Date	Comments/evidence
The school adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning. This is not about making a subject more popular. It is about making subjects more relatable and relevant to everyday and working life. Real-life contexts and examples can make subjects easier to understand and help students feel more engaged in their learning. Linking curriculum learning to careers can boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for	Enrichment programme explicitly linked to careers. Career week March 2022 focus with subject related	Careers linking with subject SOW and through the online curriculum. Map careers related learning in the curriculum lessons.	July 2022 April 2022 National **Careers Week** runs from the 14thMarch **2022** and aims to promote the	

further study and how the subject can be combined with others to give access to different pathways.	careers lessons across Y7-13.		importance of good **careers** education in schools and colleges	
Each department produces schemes of work and lesson plans which show how career-relevant learning will be embedded in their teaching. They use a variety of approaches, with some schemes of work setting up dedicated careers-related units or modules at the beginning or end of courses. They devise lessons that include career-related learning, inserts, activities, and a plenary. Their planning also makes clear how career-related subject learning will be assessed.	Careers Pilot Ad hoc needs a joined-up approach. Audit needed	To contain planned CEAIG opportunities and evidenced in lesson plans. Curriculum audit needed. Pixel edge some resources do not run	July 2022 GED TBC	Yearly skills audit for teachers
Options booklets for years 10, and sixth form explain the skills developed by the subject and how those skills can be applied in a range of contexts, including further study, paid work, and volunteering. Must be kept up to date and show how all routes are relevant including T levels.	Options booklet contains careers links. VLE used to link to internships, enrichment, summer work etc.	Careers website used as VLE. Sixth form subjects to link to careers with LMI	SG developing MS Teams sites for each year group	
Each department or faculty identifies a member of staff to lead on career-relevant teaching. STEM coordinators, for example, organise encounters and events for students, develop their knowledge of STEM resources and support their colleagues. They also link with the careers lead so that the careers specialists can promote opportunities for students and staff.	STEM trips within enrichment programme.	STEM lead and/or careers lead in each faculty forming part of wider careers working group. The trips administrator controls the process.	Feb 2022	
The school maintains a record of employer contacts, parents and alumni who have helped to run activities for students. Every teacher is confident and enthusiastic about their role		Whole staff CPD on CEAIG in their role.	July 2022	

in embedding careers in their subject teaching and can explain the application of the content, processes and the skills involved.		Use of CP subject specific resources. Centralised database of contributors	 SG developing database	
The school recognises that the reach of subject teaching is far greater than what can be achieved through a few careers' education sessions. It uses these sessions to pull together and complement everything learned in subjects, encounters with employers and experiences of workplaces to help students make the most of them.		Careers linking with subject and evidenced in lessons. Map careers related learning in the curriculum lessons.	July 2022 Nov 2022	

Benchmark 5	Encounters with employers and employees

What good likes like

- Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
- Students should participate in at least one meaningful encounter with an employer every year from the age of 11.
- Work with your regional LEP (Local Enterprise Partnership) to make sure you are aligning to the strategic economic plan of the region.
- An appreciation that virtual work experience platforms can be a vital tool in promoting careers knowledge. To encourage from 14+ students to undertake a minimum of two placements to develop their understanding of careers. CL and teachers to provide support with research matching career interest.

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
Employers and schools work together in creative ways to ensure students build a rich picture of the world of work and are well prepared to take up workplace opportunities. Schools provide first-hand encounters with employers for years 7 to 13 and celebrate these links in their prospectuses and on their websites. They build sustainable relationships with large and small employers and plan mentoring, careers talk, mock interviews, enterprise competitions and workplace visits. The encounters are well planned and help to increase student enthusiasm and confidence. Whole school careers evening to promote informal employer encounters with parents' students' employers and educational providers. A booklet is available for students to ask guided questions to inform and guide their career decision making and develop their aspirations and future ambitions.	ASK apprenticeship support through assemblies and workshops Y10 parent Work shadowing day experience Internships promoted as available. Open to all years	Y10 Summer Mock interviews for college preparation. Utilise with Enterprise Advisor once we have been allocated to one. Development a whole school database using all knowledge and contacts	May 2022 tbc	
In years 7 and 8, the focus may be on exploring the student's interests, motivations, personal agency and developing a broad understanding of the world of work. In year 9, the focus may be on building aspirations and exploring career opportunities in more detail, including challenging stereotypes. Year 10 may be a time to address self-presentation and what employers want, while, in year 11, there is a practical focus on making applications for post-16 learning. The post-16 study programme should	Enrichment programme includes work-based visits. Other employer encounters as mapped in the encounters plan.	To increase the encounters with employers through developing contacts	throughout	

include structured work experience, volunteering, and personal development.				
Schools and colleges should develop strong and lasting links with local businesses. To be sustained through the CL, SLT, school's governing body, staff contacts and whole school community. This ensures that we can make Gatsby benchmark more than a tick boxing exercise but one that joins the whole school community.	A proactive responsive approach to student and school needs	Have an Enterprise Adviser allocated – none currently in role. The administration processes need to be simple and clear.	tbc	

Benchmark 6	Experiences of workplaces

What good likes like

- Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience so they can explore their career opportunities.
- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
Experiences of workplaces are part of a structured programme of work-related encounters at each stage of a student's course or education. Students, parents, teachers, and employers fully understand their scope and purpose. Younger students and students in academic or general education explore careers and the world of work, relate their learning to the real world and develop their employability skills. Post-16 students, especially those in	Skills led employability skills supported through tutor time.	To ensure IPS are fully versed tutors' parents and students in the process of work experience.	tbc	

vocational education, pro-actively focus on activities closely aligned to their study programmes.				
Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests, often with the help of their families. The school will monitor the quality of placements offered to students.	Students to proactively seek placements.	Y10 work experience block week June 29th – July 3rd, 2022.	July 2022	
Students are prepared well for the experiences they are about to have. This is more than just dealing with organisational matters. It is about framing learning so that students know what they can get from the experience. Schools and colleges work closely with employers to make the experiences as positive as possible.	Encounters with workplaces as mapped in the encounters plan.	Pre- Work experience briefing session through tutor.	March 2022	
Students are well-supported during the workplace experience and have opportunities to talk with a trusted and familiar adult about what they are doing and finding out.				
After the experience, students undertake structured reflection in a specially arranged session and/or in subject lessons to reinforce what they have learned.		Work shadowing reflective journal to be created to record & monitor the learning.	March 2022	
Employers provide valuable feedback to the school or college. They provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school or college.				
Consider alternative models of work experience to ensure time is well structured and has maximum impact. This could mean there is less focus on the length of the work experience and more on quality and evaluation.		Explore alternatives to traditional work experience through effective local networking.	SG developing online provision and tailored support	

Benchmark 7	Encounters with Further and Higher Education

What good likes like

- **All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities, and the workplace.**
- **By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.**
- **By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.**

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
Enterprise Advisers and Enterprise Coordinators work closely with local institutions and agencies on a collaborative and strategic approach. All partners – schools, colleges, universities, local authorities, careers guidance providers, parents/carers, employers and the wider community – have a collective understanding of local needs and solutions. Co-operative working makes it easier to organise big events, such as careers, skills, and higher education fairs.	Local city CEAIG working party. Encounters as per the mapping document.	To have in place an Enterprise Adviser	tbc	
Schools ensure students are well-supported to choose pathways they value post-18. They start this work long before students reach the point of decision as evidence shows that raising aspirations and building resilience is effective from year 7 or earlier.	Encounters as per the mapping document. Including 1:1 guidance twice in their school journey.	Employability skills resources – all years Level 7 qualified 1:1 guidance for post 16 transition	Sept 2022 Sept 2022	
The school acts in the best interests of students. It recognises that post-16 students have the option to make realistic decisions that are documented through an Action Plan with both short- and long-term objectives. Every student is offered a one-hour private appointment and	Impartial guidance. Considering preferred learning,	Provision of up-to-date information on post-16 choices to parents and pupils.	2022	MS Teams Sessions have been productive and used to share plans safely and confidentially.

given ongoing support until their decision is made. They are given tailored advice that takes into consideration individual differences.	aspiration, and attainment.			Parents have also been involved to ensure applications were progressed.
The school makes maximum use of its flexibility to organise suspended timetable days for different year groups, such as careers and higher education preparation days throughout the year and at key decision-making times for All year groups.	Careers day enrichment programme. Explicitly careers linked enrichment day for each year group.	Develop the strength of CEAIG provision within the Y8, Y10 enrichment day.		
The school ensures encounters with further and higher education are part of an overall approach that encompasses: • personalised and small-group information, advice and guidance • carefully selected sources of information, including digital and print-based, which are promoted through the school's website, newsletter and social media • a planned programme of on-site and off-site encounters with further and higher education to strengthen accessibility, outreach, and transition preparedness for targeted groups, such as Pupil Premium, gifted and talented students and students with special educational needs and disabilities • close co-operation with parents, families, and carers in recognition of their key influence on children's thinking and decision-making, specifically to develop their capacity to talk about careers with their children and encourage family learning.	Post 16 Information evening for Y11 with local providers. Close communication with parents in Y9 options pathways. Promotion of Y10 Taster days as available.	Specific HE connected events through the Local universities for MAGT and PP (NCOP provision). Responsive to tailored learner enhancement opportunities. Improved and earlier notification of taster bookings through better liaison with post 16 providers.	Throughout as available. Jan 2022	

Benchmark 8	Personal guidance

What good likes like

- **Every student should have opportunities for guidance interviews with an impartial qualified career adviser.**
- **Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18**
- **IAG should be offered when significant study or career choices are made.**

Intention of CEAIG	In CEAIG current programme	2022-20 developments	Date	Comments/evidence
Career conversations are an ongoing part of a student's school experience and personal guidance is an integrated part of the overall careers programme. IAG appointments are arranged through tutors and communicated to CA and student.	Individual student careers profiles in Y9-11	Tutor engagement with CP from Year 7 with a "Careers review and tracking option to ensure the student has immediate access to support any emerging careers ideas. 45 mins sessions diarised thru SIMS and updated on destination data for tracking	April 2022 June 2022	Tracking tools (CP) SIMS updated
The school offers personalised support tailored to students' needs and abilities. The advice is impartial and always in the best interests of the young person. It has an observable	Year 10 Year 11 Sixth form	1:1 guidance with level 7 qualified professional for Y11 & key Y10.	May 2022	

impact on their career and progression evidenced through confirmed intended destination data.				
The personal guidance on careers is integrated with the wider pastoral and student support system in the school. Senior staff, including the head teacher, heads of year, HOHs, form teachers and support staff, consider students' career development as an integral part of their overall personal, social, and educational development. Communication between staff is underpinned by effective information-sharing and record-keeping. Specialist inputs by career leader are valued and acted upon.	Keyworkers assigned to support vulnerable pupils at key transitions. CEIAG input recorded on SIMS	CPD for all staff on CEIAG provision sign posting resources and responsibilities.		
CL work closely with staff to deliver a range of individual support to students, including: • one-to-one guidance at crucial points of decision making, including year 9 and option choice and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation. • Group work sessions on topics, such as apprenticeships, labour market trends or employability skills decision making (see All Together careers plan for planned activities) • advice to parents and students at careers fairs and parents' evenings • drop-in sessions for students at lunchtimes and other times during the week • support on exam results days.	1:1 interviews for Y8 during Option selection. ASK apprenticeship assemblies. Employer Industry led assemblies	Y11 receive 1:1 Level 7 qualified guidance interviews. Apprenticeship support workshops Exam results day support.	Sept 2022 May 2022 Aug 2022	Action Plans to support guidance. Online

Careers related Subject Learning opportunities AUDIT: What is being done already? EG are their specific lessons that demonstrate links to future careers or link the subject and skills to careers, are their conversations about LMI and an opportunity to explore the relative collateral of their learning? Do lesson plans demonstrate this?

Subject	7	8	9	10	11
English					
Maths					
Science					
History					
Geography					
Languages					
Computing/ ICT					
Product Design Construction					
PE					
Music					
Drama					

Art					
Health and Social Care Hair and Beauty					

6th Form subjects: **SA to complete**

Subject	12	13
English		
Maths		
Science		
History		
Geography		
Languages		
Criminology	CPS to run a session and link to careers	Careers Week March

Appendix A: Staff Audit

Appendix B: Linking Careers to curriculum (WIP) ideas, resources, and skills.

Appendix C: Current Gatsby Audit on benchmarks

Further reading:

State of the Nation Report: https://www.careersandenterprise.co.uk/research/state-nation-2022

Wolf Report.

Gatsby https://www.careersandenterprise.co.uk/schools-colleges/understand-gatsby-benchmarks