



King's School

CEIAG DEVELOPMENT PLAN

2021 - 2022

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11-16-2021

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 cross curricular and tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the schools “wisdom” curriculum.	X		X	X					X
Year 7	National Careers week “what’s the point in” subject lessons – subject visitors by arrangement.	Term 3	To explicitly link careers to subjects to support students development of the interconnectedness of the curriculum	X			X	X	X			X
Year 7	Year 7 enterprise enrichment day	Term 4	To develop students enterprise skills and understanding of underpinning numeracy and literacy skills needed for employability.	X	X		X					
Year 7	Student helper occasions	Throughout	To give students an understanding of work places through the school setting and support them developing personal communication skills.	X		X				X		
Year 7	Unifrog Careers platform launched	Term 3 onwards	Students are given their own personal log in to the Unifrog platform giving them access to labour market information and personalised guidance. Personal profiles support and inform the future guidance & opportunities received in school. Information will be shared with parents to improve engagement.	X	X	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 cross curricular and tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the schools “wisdom” curriculum.	X		X	X					X

Year 8	Unifrog Careers platform launched	Term 3 onwards	Students are given their own personal log in to the Unifrog platform giving them access to labour market information and personalised guidance. Personal profiles support and inform the future guidance & opportunities received in school. Information will be shared with parents to improve engagement.	X	X	X	X					X
Year 8	Introduction to Careers library & website	Term 4	Students will be shown where to access careers information within the LRC and on the school website. They can then self-educate on next step planning and career & labour market information.	X	X	X					X	
Year 8	Big Bang 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 large selection of STEM employers and FE and HE providers.	X	X		X	X			X	
Year 8	Royal Institute Lectures	Term 6	Access to scientists working in the field. Understanding of how science impacts on careers and opportunities of Science in FE and HE.	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 provide additional information to help inform future decisions.	X	X	X	X				X	
Year 9	PSHE unit	Term 5	In this unit students will be consider 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 cross curricular and tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the schools "wisdom" curriculum.	X		X	X					X
Year 9	Unifrog Careers platform launched	Term 3 onwards	Students are given their own personal log in to the Unifrog platform giving them access to labour market information and personalised guidance. Personal profiles support and inform the future guidance & opportunities received in school. Information will be shared with parents to improve engagement.	X	X	X	X					X
Year 9	Options guidance interviews	Term 3 onwards	All students are given 1:1 interviews with teaching or support staff as part of the final confirmation of Options to ensure that Options are well matched to future career intentions.	X		X	X					X

Year 9	Careers network events	Year 9	Students partake in a small group “speed dating” style meet and great with a range of employers to support their developing knowledge of the work place.	X	X		X	X				
Year 9	Dare to Dream – careers mentoring	Term 2 onwards	Work with Love local job 2021/22. All students to receive specific careers information at 3 points in the year. Mentoring programme for key students at risk of becoming NEET or having low aspirations.	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 provide additional information to help inform future decisions	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			X	
Year 10	PSHE unit	Term 4	In this unit, students will learn about the different careers options available to them and possible routes they could take towards their chosen job.	X			X	X			X	X
Year 10	Skills Builder cross curricular and tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the schools “wisdom” curriculum.	X			X	X				X
Year 10	Unifrog Careers platform launched	Term 3 onwards	Students are given their own personal log in to the Unifrog platform giving them access to labour market information and personalised guidance. Personal profiles support and inform the future guidance & opportunities received in school. Information will be shared with parents to improve engagement.	X	X	X	X					X
Year 10	National Careers service input	Term 3	Students develop their understanding of employability skills through a NCS workshop.	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 6 qualified advisor.	X	X	X						X

Year 10	Apprenticeship assembly	Term 5	Students develop an awareness of Apprenticeships as a potential next step through the support of ASK	X	X	X						X	
Year 10	Careers fair provision	Term 3	Targeted vulnerable pupils attend a city wide Careers fair as part of national Careers Week provision. This supports the development of student awareness of the local and national labour markets – on line programme 2021-22	X	X	X	X	X				X	
Year 10	14 to 16 College course attendance	Ongoing	Key students are given the opportunity to take part in 14 to 16 college courses to support their understanding of vocational training options and raise aspirations for education and training post 16.		X	X	X					X	X
Year 10	Post 16 –taster 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	Work experience opportunities	Term 1 to 4	Students have the opportunity to take part in virtual work experiences signposted on line and contact made with home to improve engagement.		X			X				X	X
Year 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				X	
Year 11	Skills Builder cross curricular and tutor programme	All year	To explicitly teach employability skills to improve employability prospects and to develop an understanding of connectedness in education supporting the schools “wisdom” curriculum.	X		X	X					X	
Year 11	Personal guidance with Level 6 qualified guide	Term 1 &2	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	X	X	X						X	
Year 11	Careers fair provision	Term 3	Targeted vulnerable pupils attend a city wide Careers fair as part of national Careers Week provision. This supports the development of student awareness of the local and national labour markets – on line programme 2021-22	X	X	X	X	X				X	
Year 11	National Careers service input	Term 3	Students develop their understanding of employability skills through a NCS workshop.	X	X	X		X					

Year 11	Unifrog Careers platform launched	Term 3 onwards	Students are given their own personal log in to the Unifrog platform giving them access to labour market information and personalised guidance. Personal profiles support and inform the future guidance & opportunities received in school. Information will be shared with parents to improve engagement.	X	X	X	X				X
Year 11	Work experience opportunities	Term 1 to 4	Students have the opportunity to take part in virtual work experiences signposted on line and contact made with home to improve engagement.	X			X		X	X	X

CEIAG BENCHMARKS PLANNING

Benchmark 1	A stable careers programme			
What good likes like <ul style="list-style-type: none"> • 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 trained 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. 				
Intention of CEIAG	In CEIAG current programme	2021-22 developments	Date	Comments/evidence
The careers programme has strong backing from the head teacher or principal, 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 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.	Careers SLT lead. SDP priority & DDP. Governor review Careers Plan on website. Budget funding for external CEIAG advisor.	Governor review	Term 6	
The programme is coordinated and led by an appropriately trained and supported careers lead, whose views are considered in the decision-making structures of the school. This means that the role needs to be part of the senior leadership team or have their backing. 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 SLT lead member for CEIAG.	SLT lead undertaking recognised training – BWA booked on course. Develop support for SEND students through SEND team. BWA has made contact with Penny Daly –	Term 3	

		Enterprise Advisor Coast to Coast		
<p>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 and newsletters and local media outlets.</p> <p>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.</p> <p>Messages for teachers are reinforced through the staff handbook, meetings and curriculum guidelines.</p> <p>Employers invited to participate in the programme know clearly what to expect, how their contributions fit in and how they will benefit.</p>	<p>CEIAG teaching programme in place for Y8-Y11 in PSHE curriculum.</p> <p>CEIAG information on website and as a regular slot on the weekly newsletter</p>	<p>School council feedback on CEIAG</p> <p>Parent survey</p> <p>Updated Information on website with further detail relevant to specific users</p>	<p>Term 3</p> <p>Term 3</p> <p>Term 2</p>	
<p>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.</p>	<p>CEAIG development plan as per other TLR plans with measurable targets.</p>	<p>Support from external careers advisor. Penny Daly is the regional link and she is brokering a personal advisor for the school</p> <p>School re-completion of the Compass self-review.</p>	<p>Terms 1 and 2</p> <p>Term 2, 4, and 6</p>	
<p>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</p>	<p>Student voice following Careers week</p>	<p>Student voice after each key CEIAG event – create and use short evaluation forms</p>	<p>Ongoing</p>	

development of the programme and feeds into the whole-school process of evaluation.				
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Benchmark 2	Learning from career and labour market information
<p>What good looks like</p> <ul style="list-style-type: none"> 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	2021-22 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.	Kudos careers platform for Y9-11. Careers board with local/national information.	Explore moving to Unifrog in line with other RET schools Local careers information is now received from coast to capital – Information being disseminated through weekly newsletter. Review of school website to improve availability of information for students and parents.	Term 2 Term 2	
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	Basic Careers library in place.	Develop content of careers library as part of redevelopment of the LRC	Term 4	

<p>national LMI and support from Local Enterprise Partnerships (LEPs).</p>	<p>CEIAG area on the VLE containing labour market information</p>	<p>Seek assembly opportunities to promote female STEM through work place ambassadors.</p> <p>Seek opportunities for exposure to a diverse range of careers and people from the world of work – through activity days, virtual work experience, assemblies/talks etc. these opportunities will often be signposted through the coast to capital careers network and our careers advisor</p>	<p>Term 3</p> <p>Term 2 and 6</p>	
<p>Information is adapted to meet the needs of different learners. Special schools, for example, make good use of Makaton signs and symbols to support understanding of careers and employability for students with severe learning and communication difficulties.</p>		<p>One-to-one support for SEND from key workers in the key transitions from KS3 and KS4.</p>	<p>Ongoing</p>	
<p>The careers information area is attractive, highly visible and contains carefully-selected resources that meet the needs of different 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, projects) to help students understand the range of different opportunities.</p>	<p>Careers area of website accessible to students.</p> <p>Small Careers library within LRC</p>	<p>Alumni Launch</p> <p>Careers Display with LRC area</p> <p>Careers website area accessible to parents</p>	<p>Term 3</p> <p>Term 3</p> <p>Term 2</p>	

<p>Appropriately trained staff are on hand to offer students practical help with researching opportunities 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 with intensive information needs.</p>	<p>Careers appointments. Trained careers advisor in place</p>	<p>Year 11 careers advisor sessions with all students (external independent and trained provider) Sessions also offered to students in other years who would benefit – e.g. students in receipt of pupil premium funding</p>	<p>Term 1 and 2</p>	
<p>Your school or college 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.</p>	<p>Enrichment day used to ensure each students meet workplaces and/or employers</p>	<p>Year 9 careers day arranged and run Year 11 apprenticeship day arranged and run Year 11 visit to Sussex “what next” event (online) Use of enrichment days</p>	<p>Term 2 Term 4 Term 1 Term 2 and 4</p>	
<p>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.</p>	<p>Career items in newsletter</p>	<p>Development of newsletter and school website.</p>	<p>Ongoing</p>	

Benchmark 3	Addressing the needs of each pupil
<p>What good looks like</p> <ul style="list-style-type: none"> • Students have different career guidance needs at different 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 seek 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	2021-22 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 a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and 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 SIMS	Review of the tutor, cross curricular and PSHE programme.	Term 4	
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	STEM programme of enrichment with specific female orientated events/intentions.	Improved destination tracking so that data is available on gender/courses etc.	Term 3	

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.	Intended destinations recorded internally.			
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.	Ongoing	
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 advisers, mentors and the students themselves. Teachers and careers advisers maintain comprehensive records of individual advice and subsequent decisions, which are then integrated into their information management systems, such as SIMS, GroFar or other products. 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 CEIAG input over the 5 years.	Student feedback surveys for key CEIAG events recorded.	Ongoing	
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 using Google Classroom or working with initiatives like PixL Edge to	Skills curriculum through skills builder partnership model.	Student profiles contain self-selected evidence of employability skills linked to Skills builder evidence.	Term 3 onwards	

help students develop and maintain a journal of their employability skills. Students should be able to draw on careers experiences and employer encounters and turn them into a clear and compelling story for applications and interviews.		Use of Unifrog to develop profiles		
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 final destination survey through Alumni developments.	Term 3	

Benchmark 4	Linking curriculum learning to careers
<p>What good looks like</p> <ul style="list-style-type: none"> • 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 CEAG	In CEAG current programme	2021-22 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. Above all, linking curriculum learning to careers can	Enrichment programme explicitly linked to careers.	Careers linking with subject SOW and through the online curriculum	Term 5	Employability skills being deployed in lessons.
	Career week focus with subject related	Map careers related learning in the curriculum lessons.	Term 6	

boost achievement and help students to progress. Students are less likely to drop out if they know about opportunities for further study and how the subject can be combined with others to give access to different pathways.	careers lessons across Y7-10.			
Each department or faculty 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 and, where appropriate, accredited.		SOW to contain planned CEAIG opportunities.	Term 5 and 6	
Options booklets for years 8, 9 and 11 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.	Options booklet contains careers links. VLE used to link to internships, enrichment, summer work etc.	Review of current process to support improvements from September 2022-23	Term 4	
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.	Term 5	
The school maintains a record of employer contacts, parents and alumni who have helped to run activities for students.	Centralised Connections	Whole staff CPD on CEAIG in their role.	Term 4	

Every teacher is confident and enthusiastic about their role in embedding careers in their subject teaching and can explain the application of the content, processes and the skills involved.	database of contributors Skills Builder link to curriculum learning.			
The school or college 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 SOW and through the online curriculum Map careers related learning in the curriculum lessons.	As above As above	

Benchmark 5	Encounters with employers and employees
What good looks like <ul style="list-style-type: none"> • 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 to make sure you are aligning to the strategic economic plan of the region. 	

Intention of CEAIG	In CEAIG current programme	2021-22 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 as part of careers and enterprise programmes for years 7 to 13 and celebrate these links in their prospectuses and on their websites. They build	ASK apprenticeship support through assemblies and workshops	Y10 Summer Mock interviews for college preparation. Utilise with Enterprise Advisor once we have been allocated to one.	Term 5 Term 3	

<p>sustainable relationships with large and small employers and plan mentoring, careers talks, mock interviews, enterprise competitions and workplace visits. The encounters are well planned and help to increase student enthusiasm and confidence.</p>	<p>Y10 parent Work shadowing day experience</p> <p>Internships promoted as available.</p>	<p>Access to specific virtual experiences e.g. Building Green</p>	<p>Ongoing</p>	
<p>Schools offer 4 or more progressive encounters per year. In years 7 and 8, the focus may be on exploring the student's interests and motivations 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 plans and applications for post-16 learning. The post-16 study programme should include structured work experience, volunteering and personal development.</p>	<p>Enrichment programme includes work based visits.</p> <p>Other employer encounters as mapped in the encounters plan.</p>	<p>To increase the encounters with employers through developing contacts</p> <p>Discussion with Enterprise advisor</p>	<p>Ongoing</p> <p>Term 3</p>	
<p>Schools and colleges have strong and lasting links with local businesses, supported by the Enterprise Adviser. In some cases, links are sustained through the school's governing body or fostered through programmes, such as Business Class from Business in the Community. Schools and colleges in rural areas or in regions where the local economy is under pressure rise to the challenge of developing a wide range of employer encounters. The contribution of Enterprise Advisers to the network is invaluable, building on the foundation of over 1,700 senior business leaders who have already volunteered to foster employer connections and offer strategic support to headteachers.</p>		<p>Have an Enterprise Adviser allocated – none currently in role – BWA to confirm with Penny Daly</p>	<p>Term 3</p>	

Benchmark 6	Experiences of workplaces
<p>What good looks like</p> <ul style="list-style-type: none"> • 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	2021-22 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, rather than a bolted on arrangement. 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 technical education, focus on activities closely aligned to their study programmes.	<p>Skills builder employability programme to be launched within tutor</p> <p>Local CEAIG cross city working group to develop connections</p> <p>Encounters with work places as mapped in the encounters plan.</p>	Networking through Enterprise Advisor to establish local work experience opportunities.	Term 3	
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 or college monitors the quality of placements offered to		Y10 work shadowing through parents.	Term 6	Local CEAIG request no formal W.E in the city as the city doesn't have

students from deprived backgrounds to ensure that they are not unfairly disadvantaged.				capacity. Exploring alternative approaches through CEAIG network and Enterprise Advisors.
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.		Pre- Work experience briefing session through tutor.	Term 4	
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.	Term 5	
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.	Ongoing	

Benchmark 7	Encounters with Further and Higher Education
What good likes like <ul style="list-style-type: none"> • 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	2021-22 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 common 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	Term 3	
Schools and colleges have a multi-pronged approach to 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.	Skills Builder employability skills programme – all years Level 6 qualified 1:1 guidance for post 16 transition	Ongoing Term 1 and 2	
The school acts in the best interests of students. It recognises and accepts that students post-14 have the possibility of going to a university technical college or a studio school, rather than simply choosing what subjects to take at GCSE and equivalent.		Provision of information on post-14 choices to parents and pupils for pathway 3 students.	Term 1	Local UTC closed. Some students accessing MET courses or Plumpton vocational courses.

<p>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 for year 12s in the summer term.</p>	<p>Year 9 Careers day in the enrichment programme.</p> <p>Explicitly careers linked enrichment day for each year group.</p>	<p>Develop the strength of CEaIG provision within the Y9 and Y10 enrichment day.</p>	<p>Term 2 and 6</p>	
<p>The school ensures encounters with further and higher education are part of an overall approach that encompasses:</p> <ul style="list-style-type: none"> • 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. 	<p>Post 16 Information evening for Y11 with local providers.</p> <p>Close communication with parents in Y9 options pathways.</p> <p>Promotion of Y10 Taster days as available.</p>	<p>Specific HE connected events through the Local universities for MAGT and PP (NCOP provision).</p> <p>Improved and earlier notification of taster bookings through better liaison with post 16 providers through newsletter and website.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 and 2</p>	

Benchmark 8	Personal guidance
What good looks like <ul style="list-style-type: none"> • Every student should have opportunities for guidance interviews with a 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 	

Intention of CEIAG	In CEIAG current programme	2021-22 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.	Individual student careers profiles in Y9-11	Tutor engagement with Unifrog information in Y9-11 with a "Careers review"	Term 3	
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 impact on their career and progression.		1:1 guidance with level 6 qualified advisor for Y11 & key Y10.	Term 1 and 2	
The personal guidance on careers is closely integrated with the wider pastoral and student support system in the school. Senior staff, including the headteacher, heads of year, personal tutors, form teachers and learning support staff, consider students' career development as an integral part of their overall personal, social and educational development. Communication between staff is good and underpinned by effective information-sharing and record-keeping. Specialist inputs by career advisers are valued and acted upon.	<p>Keyworkers assigned to support vulnerable pupils at key transitions.</p> <p>CEIAG input recorded for a 5-year record of input</p>	CPD for all staff on CEIAG provision and responsibilities.	Term 4	

<p>Career advisers work closely with staff to deliver a range of individual support to students, including:</p> <ul style="list-style-type: none"> • one-to-one guidance at crucial points of decision making, including year 8 and 9 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 particular topics, such as apprenticeships, labour market trends or employability skills • advice to parents and students at careers fairs and parents' evenings • advertised drop-in sessions for students at lunchtimes and other times during the week • support on exam results days. 	<p>1:1 interviews for Y9 during Option selection.</p> <p>ASK apprenticeship assemblies</p>	<p>Y11 receive 1:1 Level 6 qualified guidance interviews.</p> <p>ASK apprenticeship support workshops</p> <p>Exam results day support.</p>	<p>Term 4</p> <p>Term 5</p> <p>Summer 2022</p>	
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Careers related Subject Learning opportunities - TBC

Subject	7	8	9	10	11
English					
Maths					
Science	See Science curriculum map	See Science curriculum map	See Science curriculum map	See Science curriculum map	See Science curriculum map
History	Development of employment in old agricultural society	Slave trade & industrial revolution, WW1 and the changes to working practice	WW2 and impact on working life	Cold war, differing international business cultures, international employment issues.	
Geography					
Languages					
Computing					
DT	Civil engineering through bridge design. Architecture through grade design unit.	Introduction to product/industrial designers, CAD technicians, mechanical engineers through "Solidworks" CAD unit.	Mechanical engineering and design through Bloodhound racer unit.	Materials unit links to interior design, architecture, graphic design and Engineering.	
PE	Coaching unit supporting development of employability skills	Coaching unit supporting development of employability skills	Coaching unit supporting development of employability skills	Link to physiotherapy, nutritionist, psychologist within curriculum	
Music			Music for Film and TV. Within those topics we look at jobs that are available e.g Performers, Conductors, Composers etc.		
Drama			Roles with a Drama theatre	Applications to National Youth Theatre encouraging development of technical expertise	
Art	Grotesque Gargoyle- Video footage of a working clay artist.	Beautiful Bugs- Looking at commercial prints of insects, in industry	How other industries use 3D drawing eg Architects, product designers. Video showing GCSE work and list of possible career paths.	Review of different disciplines within art. Independent research of artists and designers to inspire and develop students work.	Review of different disciplines within art. Independent research of artists and designers to inspire and develop students work.
RP					

CEIAG Curriculum in PSHE

Learning Outcome	Y8	Y9	Y10	Y11
LO1: Make appropriate decisions about which careers to pursue		1,4,6,9,10	1,2,3,5,6,9	4,8,10
LO2: Have increased awareness of what career opportunities exist	3,6,7,9,10	4,5,6,7,9	5,7,9	4,8,9
LO3: Learn skills needed to transition themselves from school through various stages of their career	1,2,8	6,8	1,2,3,4,5,8,10	1,2,3,4,5,6
LO4: Be aware of their own skills, attributes and interests and how that contributes to good career choices	2,4,5,9	1,2,3,5,6,7,8,10	1,2,3,4,5,6,8	3,7
LO5: Make better and more confident choices in the courses and careers they choose	3,4,6	1,6,9	5,9	2,4,10

2020-21 CEIAG Evaluation

Evaluated against CDi framework

Developing yourself through careers, employability and enterprise education						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Self-awareness (1)	Self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in careers, learning and the world of work	3				
		4				
		16-19				
Self-determination (2)	Exploring, investigating and understanding the opportunities, responsibilities and experiences that careers and the world of work have to offer is a prerequisite for successful planning and development	3				
		4				
		16-19				
Self-improvement as a learner (3)	Developing a range of career management, employability and enterprise skills is the key to meeting challenges, making progress and managing change	3				
		4				
		16-19				

Learning about careers and the world of work						
Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Exploring careers and career development (4)	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.	3				
		4				
		16-19				
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	3				
		4				
		16-19				
Understanding business and industry (6)	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.	3				
		4				
		16-19				

Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	3				
		4				
		16-19				
Valuing equality, diversity and inclusion (8)	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.	3				
		4				
		16-19				
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	3				
		4				
		16-19				

Developing your career management and employability skills

Outcome	Element of learning	Key stage	When Does this happen?	Where Does this happen?	Who Makes it happen?	How Do we know this?
Making the most of careers information, advice and guidance (CEIAG) (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	3				
		4				
		16-19				
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation, self-advocacy and staying healthy.	3				
		4				
		16-19				
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.	3				
		4				
		16-19				
Developing personal financial capability	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering	3				

(13)	any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.	4				
		16-19				
Identifying choices and opportunities (14)	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.	3				
		4				
		16-19				
Planning and deciding (15)	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.	3				
		4				
		16-19				
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals 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 disappointment.	3				
		4				
		16-19				

Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	3				
		4				
		16-19				