

TIBSHELF COMMUNITY SCHOOL CEIAG POLICY

Ratified: Feb 2024

(Tibshelf Policy)



Introduction

The School Careers Plan sets out how the School intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths. Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose. CEIAG is an essential part of the Personal Development offer and will take place through all areas of the School explicitly and discreetly including Personal Development lessons, Tutor Time, Assemblies, Curriculum Time and Personal Development Days. The School uses the Gatsby Benchmarks to enable it to provide a thorough Careers Programme to all its students –

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance


Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have optional access to independent and impartial advisers via drop in sessions.
- Students will have access to motivational speakers through presentations.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Year 8 Careers Entitlement.
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students will have access to motivational speakers through presentations.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 9 Careers Entitlement


- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.

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- Students should begin to think about GCSE options in terms of career pathways and plan future within school.
 - Students will have access to motivational speakers through presentations.
 - Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students will have access to motivational speakers through presentations.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience.

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
 - Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
 - Students are encouraged to think about the kind of behaviour potential employers look for.
 - Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
 - Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter.
 - Students are kept up to date with post 16 deadlines.
 - Students will have access to motivational speakers through presentations.
 - Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
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CEIAG Goals

Our CEIAG Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Gatsby Benchmark	Target Date
Collect and maintain destination data for all student leavers.	We will collect and maintain destination data for all student leavers and use this information to guide our long-term planning.		All students have provided details of FE or work destinations.	2	Data collected each Sept
Every Student in Y11 to be provided with a Careers Action Plan.	Through our schoolwide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning.		Every student furnished with a Careers Action Plan.	3,8	April each year
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the school curriculum.		Curriculum lesson plans that include a provision for careers readiness.	1,3,4,5,6	31 Aug 2025
Build a network of Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.		A database of business contacts that can offer CEIAG to the school.	2,4,5,6	Ongoing
Provide independent guidance for all year 7 - 11 pupils.	We will set high expectations for our students and provide independent careers guidance for all our year 7-11 pupils.		A number of services have been delivered to students by independent providers.	3,8	Covid has slowed this down July 2024

Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.		Resource library and noticeboard stocked with up-to-date careers information.	1,4	July 2024
Provide year 10 students direct access to work experience.	We will provide Year 10 students with opportunities to obtain direct experience of the work environment.		The majority of students will have completed work experience directly with an employer. Those unable to attend a placement will take part in a virtual work experience programme.	5,6	July 2024
Provide additional careers guidance to vulnerable students.	We will work closely with the local authority to ensure that a good level of career guidance is provided to our vulnerable students.	Independent Careers Advisor working with SENCO and Intervention Team will provide a 1:1 interview and action plan for vulnerable students	All LAC's are identified and receiving additional provision.	3,8	July 2024
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.		Useful Measurements and feedback on CEIAG activity collected.	1	31 Aug 2024
Produce a number of careers engagements for parents and carers.	We will consult with parents, carers and students through online consultations, reviews, public forums, careers events and parent, staff and student surveys.		Annual careers fair organised. Careers information updated and easily accessible on the school website.	1,3	Oct 2024
Measure the impact and gather feedback on careers provisions.	Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.		Feedback forms completed by students after events and activities. Student voice during Personal Development QA.	1	Ongoing

Ensure we understand the needs of the local community and local businesses.	We will consult with representatives of the local community and local businesses to establish their needs and aim to include activities which will contribute to meeting their needs.		Feedback forms completed by business and community representatives.	2,5,6	Ongoing
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Information & Self Help

Self-Help Resources

Resource	Description
School website careers page	The school will provide a webpage on the main website dedicated to the careers service. The webpage will highlight key events from the careers programme and display the school careers plan.
Noticeboard	The Careers Noticeboard will be kept up to date by the Personal Development Team.
Social media	The school will use all their social media to keep all stakeholders up to date with relevant information

Careers Providers

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:-

- Post -14: GCSEs; options offered by local universities and colleges.
- Post -16: A levels, advanced general qualifications, apprenticeships, T levels, employment combined with training, supported internships, and traineeships.

Provider	Services	Summary
	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters 1:2:1 Interviews Group Work Personal Development Days Work Experience Support Mock Applications and Interviews Post-16 Education	Provision 2 Days per Week

Access to Independent Careers Guidance

The school's careers education programme adheres to the ACEG/CDI framework for careers education and work-related learning and complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Personal Development Team in consultation with the Senior Leadership Team and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and will be given an appointment at a suitable time.

Access to Internal Careers Guidance

The Personal Development Team will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

Stakeholder Engagements

Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Engagement	Description	Month	Students	Parents	Leadership	Providers	Employers
Termly Newsletter	Produce a termly newsletter containing all careers programme updates to be emailed to parents as an engagement exercise.	Ongoing	✓	✓	✓		
Social Media Updates	Posting careers updates and success stories to twitter and Facebook so students, parents and business can receive regular updates on the careers provision.	Ongoing	✓	✓	✓	✓	✓
Website Careers Section	Regularly update the careers section of the school website with updates and success stories from the careers department.	Ongoing	✓	✓	✓	✓	✓

Destination Data Collection	Collection of all destination data from students at the end of year 11.	October			✓		
Governors update meeting	Present draft career plan to governors.	Ongoing			✓		

Roles and Responsibilities

To maintain and run effective CEIAG within the School and identify roles and responsibilities in order to provide support and guidance.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure school meets and exceeds the statutory careers requirements.
- Provide support to the Personal Development Team and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the Personal Development Team.
- Chair regular reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the Personal Development Team understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

Personal Development Team responsibilities

- Support the development and delivery of the careers plan.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide as required.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Personal Development Team.

Head of Year

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Personal Development Team provide additional support for the NEET risk group.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Personal Development Team.

CEIAG Evaluation

Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Methods	Due Date
1.	Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	Ongoing

		<p>Unit 6: Unseen Poetry. We keep the themes of these adaptable so that we can focus on global issues, current affairs etc. we could easily explore poetry based on specific job roles within this too.</p>	4
English	Year 9	<p>Unit 1: 'Mister Creecher ' Invites comparison between Victorian England and modern day. Social mobility, careers, education etc.</p> <p>Unit 3: 'Maybe there is a beast- Maybe it's only us...' Students cover some psychological theory in order to understand human nature and social behaviour. Could be link more explicitly to independent v group behaviour – teamwork, politics of the workplace, group dynamics, leadership (we do lots around what makes a good v poor leader), management skills/ styles etc.</p> <p>Unit 4: 'It's All in the Mind' Here students cover the concept short stories within the theme of mental health. Mental wellbeing has obvious links to the workplace which could be made more explicit.</p>	4,2
English	Year 10 and 11 (KS4)	<p>Investigate a number of different careers through the medium of language texts.</p> <p>There is a large focus on journalistic skills for writing and the reasoning behind it (purpose, audience and form)</p> <p>Integral link to different careers through the consideration of the Form and Purpose of writing -comedic entertainment, argumentative writing for legal/formal matters, letter writing skills, speech writing, leaflet creation, Reports.</p> <p>Instilled importance of Speaking and Listening for job interviews, collaborative team working, debating skills which are integral to teamwork in any workplace.</p> <p>Debates in An Inspector Calls on the importance of jobs within society – the variety and “social worth” of different careers.</p> <p>Consideration and debate of financial wealth vs happiness in life -A Christmas Carol</p> <p>Consideration of our construct of society (capitalism) and how that forms opportunities for jobs but also classism and where students wish to fit in to that construct.</p> <p>A huge effort is made in cultivating skills to write creatively and expressionistically.</p>	4,2

Mathematics	KS3	Business Project(s) – link to careers in the Business sector	4,2
	KS4	<p>Multiple Lessons on Standard Form/Compound Measures – linking to its use in careers in the Sciences</p> <p>1 Unit on Statistics – links to Careers in Statistical/Data Analysis</p> <p>1 Unit on Ratio – linked to use in Catering</p> <p>Multiple Units (Area/Volume, Statistics, Trigonometry, Solving Equations and Inequalities) link to careers in Engineering</p> <p>Multiple Units (Arithmetic, Percentages, Ratio) link to the Accounting Career</p> <p>Numeracy skills are needed in most jobs such as being able to do basic calculations, to make sense of data in graphs and charts, to have a basic understanding of probability</p> <p>Specific Careers requiring Maths: Engineers Analysts Financial Sector Jobs Statisticians Mathematicians Scientists</p>	
	General Links across KS3/4		

Technology	HSC Yr. 10	1 Lesson from NHS Apprentice Organisation	7,4,2,5
	HSC Yr. 11	<p>4 lessons - Research on job roles in Health and Social Care sector for HSC Exam</p> <p>6 weeks - Component 2 Coursework on Care Values used in Health and Social Care Sector</p> <p>6 weeks - Component 2 Coursework on Primary and Secondary Health and Social Care Sectors</p>	
Technology	D&T Year 9	Architecture and structures project. Visit to Sheffield Hallam Architecture School	4,7
	Design Technology yr 10	<p>6 weeks Design Ventura project working as a design team to develop and deliver a product. Taking on roles within design practice</p> <p>John Smedley visit for Textiles GCSE students</p> <p>Sheffield Hallam workshops that they can offer and possibly going to the fashion show again.</p> <p>1 lesson theory what do designers do?</p>	4,7,5

Construction	Year 10 & 11	Unit 3 – Construction & Design, provides the opportunity for students to create plans / designs for a house. Visit with linked construction companies to show this in action.	4,5,6
		Unit 2 – Science and Maths, links with architecture, building surveying and the wider building trade shown throughout this unit, potential trip to a site incorporated. Unit 5 – Exploring Carpentry and Joinery. Links to apprenticeships and college courses discussed throughout the unit, potential trip to local colleges.	4,5,6

Science	Y9 and Y10	Girls in STEM visit to Sheffield Uni – lots of different STEM careers represented. Food and digestion topic – consider the work of food scientists.	4,7
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Ebacc	MFL	Language Leaders – Y9 students go to feeder primaries to teach. Y10 students - Derby Uni Engineering/MFL event. Y9 & Y11 – target language jobs & careers unit of work, CV writing in the target language. Y9 Economic structure within ‘Dynamic Development’- primary, secondary, tertiary and quaternary job sectors.	4,7,5
	Geography	GCSE ‘Economic Change’ and the role of ‘Economic Hubs in the UK in the 21 st Century’. Economic structure- primary, secondary, tertiary and quaternary job sectors. Formal and informal jobs, zero hour contracts, gender inequality and changes to working hours. Classroom display and course literature to promote career and further study routes in the subject. Key focus on research and written communication/ academic writing for further study and future careers. Oracy activities included in every lesson to promote confidence in verbal communication and collaboration skills. Acquisition of critical thinking skills.	4,2
	History	Students will develop the ability to formulate and confidently communicate their own opinions and judgements.	4,2

Faculty Area	Year group	CEIAG Focus	Gatsby Benchmark
Creativity	Y10 PE	<p>Unit 1 – Exam covers components of fitness, fitness testing and training methods. Many aspects can be linked to successful jobs as coaches, why an athlete’s performance is so successful, what training is required in different sports that they might choose.</p>	4
		<p>Unit 2 – Covers rules and regulations of sports, this is where the curriculum is linked to officials in sport and what their main roles and responsibilities are. We use successful examples of officials in school such as Referees for local Sunday Football and what they have to do to become one.</p> <p>Also, performance and analysis based, what an Athlete will require to be successful and also linked to what a sports analysts role would be in case a student shows an interest in this field.</p>	4
Creativity	Y11 PE	<p>Unit 6 – A sport coaching unit which covers how to plan, deliver and review a sports session. An ideal unit of work that’s heavily linked with a career as a PE Teacher, sports development officer, coach or personal trainer.</p>	4
		<p>Also consists of analysing 2 sports coaches, helpful tasks that link with being an analyst, sportswriter or manager.</p>	4
		<p>Unit 3 – How to apply the principles of training to a sports programme, programme writing is clearly advantageous for any PE Teacher, personal trainer or sports coach. All these careers are discussed when explaining the importance of programme writing.</p>	4
		<p>The unit covers muscles and bones and such careers in Physiotherapy and sports massage are linked in with this unit from the curriculum.</p>	4
Creativity	PE – KS3	<p>At KS3 there is a main focus on the performance of an athlete, how to perform to a high standard in a broad range of activities across the curriculum. Entwined within this is the usefulness of being a good analyst and elements of sports coaching during all KS3 lessons.</p>	4
		<p>Performer – analyst – coach – official</p>	

Creativity	Drama KS3	<p>The main focus is performing to a high standard and being able to critique others using professional acting on the Westend as the pinnacle. We start to look at what makes a good performance and how we can improve our own work and the work of others.</p> <p>We introduce students to writing scripts which can be linked to many writing careers including plays, TV and novels. Evaluations of others work develops students' skills when writing a review. Students must present their work to an audience, we use a news reporter as a suggestion of how they need to present their work, some will then focus on all areas of news including sport and weather presenting.</p>	4
Creativity	Drama GCSE	<p>Part of the written exam is to know and understand the roles and responsibilities within a live theatre. This is taught and mentioned throughout the course.</p> <p>Students also cover the basics of sound light technicians.</p> <p>Areas all students must cover include; directing, acting, lighting, sound FX, props, staging, costume and writing.</p>	4
Creativity	Drama Extra-curricular	<p>Throughout the year we offer students the chance to develop their skills in stage lighting and sound control. With the opportunity for some to take this further and become the production team during school shows.</p> <p>Students also make up the directing, backstage, costume, set and makeup teams during a show.</p>	4
Creativity	Art BTEC Y10 & Y11	<p>The BTEC Art & Design course has a vocational structure and the assignment briefs introduce students to the concepts of working as a practising artist or designer following a brief given by a client.</p> <p>Unit 3 explores the concept of designing and setting up an exhibition stand/space and introduces students to possible employment as event organiser, exhibition designer/curator and set builder.</p> <p>During Y10 students are invited to attend Art workshops at Chatsworth House, run by the education officer. This gives students an insight into career opportunities such as Education Officer, Curator, Program Leader, Logistics Officer for the extensive Art collections at Chatsworth.</p> <p>The Art projects taught at KS3 develop students' hand to eye coordination and observational skills. They also encourage design skills and problem-solving skills through building understanding and knowledge of Art techniques and manipulation of materials. Both contemporary and historical artists and designers are studied which give students an insight into the role of artists and designers in society as a whole. Careers, such as various design roles are discussed to raise awareness of the huge employment opportunities available in the Creative sector as well as highlighting specific roles such as Portrait Painters, Photographers, Tattoo Artists and links through Art to the advertising industries.</p>	4,5