



Careers Education Information Advice and Guidance (CEIAG)

2023-2024



Careers Team

Senior Management Team link- Karen Merricks

Careers and Employability Manager- Sarah Trezona

Next Step South-West Coordinator- Vacancy

STEAM Coordinators- Zack Courtenay and Dan Hatherley

Enterprise Adviser- Vacancy

Additionally

All teaching staff link curriculum areas to careers

Support the development of employability skills

Promote progression routes within their curriculum area

Develop external links to support CEIAG within curriculum areas

Feedback specific student needs (or opportunities) to the CEIAG team

Signpost students to appropriate CEIAG advice and information

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1. Rationale

Careers education information advice and guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences they will encounter at school, further education and working life. It aims to help all students make a successful transition to adulthood by:

- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting inclusion by promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic well-being throughout their lives
- Promote participation and learning
- Careers activities are linked to the government's industry strategy which sets out 'The Grand Challenge', focused on the global trends which will transform our future:

Artificial Intelligence and Big Data

Ageing Society

Clean Growth

Future of Mobility

The **CEIAG** programme at Stoke Damerel Community College follows 'The **Gatsby Benchmarks**' for good careers guidance which sets out a framework for good practice.



Benchmark 1: A Stable Careers Programme Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors, and employers.

Benchmark 2: Learning from Career and Labour Market Information Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.


Benchmark 3: Addressing the Needs of Each Student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4: Linking Curriculum Learning to Careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.

Benchmark 5: Encounters with Employers and Employees. Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experiences of Workplaces. Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities and expand their networks.

Benchmark 7: Encounters with Further and Higher Education. All Students should understand the full range of learning opportunities that are



available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Benchmark 8: Personal Guidance Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.

2. Purpose

Stoke Damerel is committed to careers, employability and enterprise learning and development and it intends to fulfil its statutory obligations by providing a best-practice career service. It supports the school's overall vision and is included in the school improvement plan.

Governors and senior leaders have a key role in developing and improving the policy and the strategic plan and this process ensures Careers retains a high profile within CEIAG within the school curriculum.

This policy supports and is underpinned by key school policies including curriculum, special educational needs, SMSC and equality and diversity.

3. Commitment

Stoke Damerel Community College is committed to providing a planned programme of career education activities for all year groups, with opportunities at key transition points to access impartial information and expert independent advice and guidance.

It is also committed to maximising the benefits of students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and Further Education and Higher Education establishments.

4. Management

A senior leader has strategic responsibility for the CEIAG and oversight of the careers and employability lead. The senior leader and careers and employability lead will review and evaluate the provision with all stakeholders including young people and external IAG providers, taking into account the school destination measures.

5. Curriculum provision

There is a planned programme of learning experiences as part of students' entitlement to CEIAG, which is mapped against the Gatsby Benchmarks for Years 7 to year 13. This enables young people to:

- **Self Development-** Develop themselves through career education
- **Career Exploration-** Learn about careers in the world of work
- **Career Management-** Develop career management and employability skills

It will be delivered through a range of experiences and activities:

Year 7

Careers education will be delivered as part of the PSHE programme using the Unifog careers platform.

The completion of various online activities including personal quizzes, identifying achievements, recognising their own skills and abilities and beginning to understand the labour market and jobs.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, T Levels, Further Education and Higher Education.

- Assemblies showcasing the careers and education pathways linked to the government's industry strategy which sets out the 'The Grand Challenge'
- Encounters with employers through linking the world of work to curriculum learning and identifying the skills that employers require
- STEAM events
- Feedback by students on careers provision to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design of the careers programme

Year 8

Careers education will be delivered as part of the PSHE programme using the Unifog careers platform.

The completion of a personal quiz allows students to identify achievements, recognise their own skills and abilities and begin to understand the labour market and jobs.

By identifying skills linked to different jobs, where to look for jobs and activities to link curriculum subjects to careers, students will know where to find information about the skills that are required for different jobs, choosing options and problem-solving.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education.
- Assemblies showcasing the careers and education pathways linked to the government's industry strategy which sets out the 'The Grand Challenge'
- Encounters with employers through linking the world of work to curriculum learning and identifying the skills that employers require
- Collapse curriculum event for each year group solely on careers and employability

- STEAM events
- Feedback by students on careers provision to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design of the careers programme
- Support for parents at parents' events
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme

Year 9


Careers education will be delivered as part of the PSHE programme using the Unifog careers platform. Students learn about the different levels of qualifications and the progression routes open to them having completed those qualifications. Specific sessions on selecting GCSE subjects to study in years 10 and 11.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education.
- Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, and representatives from the Armed Forces.
- Collapse curriculum event focusing solely on careers and employability
- STEAM events
- Feedback by students on careers provision to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme

Year 10



Careers education will be delivered through the Unifrog careers platform. Identifying appropriate work experience and linking work experience to the world of work and securing employment. Students learn how to get the most out of work experience. How to write a CV, prepare for an interview and/or assessment centre.

Differentiated activities for those students with SEND.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, further education and higher education
- Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, and representatives from the Armed Forces.
- One week's work experience, virtual work experience and other workplace insights.
- In-person or virtual encounters with employers through vocational interest groups link the world of work to curriculum learning and identify the skills that employers require. Collapse curriculum event focusing solely on careers and employability
- STEAM events
- Next Steps South West project for targeted students
- Feedback by students on careers provision to enable the refining of the careers programme
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme.

Year 11

Careers education will be delivered through the Unifrog careers platform. This will include information on progression routes to both further and higher education, apprenticeships, writing of CVs and covering letters.

Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require.

Differentiated activities for those students with SEND, including a careers fair specifically for students with an EHCP.

In addition:

- Assemblies to raise awareness of general options post-16; apprenticeships, T Levels, further education and higher education
- Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, and representatives from the Armed Forces.
- Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require
- Collapse curriculum event focusing on meeting employers
- 1:1 impartial career advice and guidance meetings
- Support to apply for college places
- Apprenticeship club; how to apply for apprenticeships, writing a CV and cover letter, possible interview questions and a masterclass from Babcock Early Years Team, support to make applications
- Careers Google classroom updates highlighting college open days, apprenticeship opportunities, occupational area focus information
- STEAM events
- Next Steps South West project for targeted students choosing the right level 3 options, insights into HE and Apprenticeships
- Feedback by students on careers provision to enable the refining of the careers programme.
- Electronic evaluation of the careers programme by parents to influence the design and delivery of the careers programme
- Intended destination information collated to inform the careers programme.

Year 12

Careers education will be delivered as part of the wider curriculum programme. This will include information on progression routes to higher education, apprenticeships, and alternatives to education including GAP year information. Preparation for interviews and mock interviews.

Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require.

Differentiated activities for those students with SEND.

In addition:

- Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, BD, NHS, Higher Education providers, and representatives from the Armed Forces.
- Completion of an online careers programme evaluation form to enable the refining of the careers programme
- 1:1 career advice and guidance meetings are offered to 6th-form students who are making a transition
- Careers Google classroom highlighting local University open days, apprenticeship opportunities, occupational area focus information
- Wider Curriculum – range of activities exploring career ideas, the completion of personal quizzes for students to identify achievements, recognise their own skills and abilities, links to researching key websites to make sense of options in HE, and support to research and find Higher and Degree Level Apprenticeships. This will largely be delivered through the Unifrog platform
- Encounters with Alumni to discuss career routes, gap years, life at university etc.
- Enterprise Adviser, various talks, activities and assemblies.
- Intensive support for students deciding on University choices and personal statements for the UCAS process

- Visits from the armed forces highlighting technical and Officer entry pathways
- Work experience for year 12 students.
- Next Step South West project for targeted students, parent and carers evening, finance and funding in relation to Higher Education, 6th form trip to the UCAS event in Exeter, STEAM events, visits to Universities
- Intended destination information collated to inform the careers programme.

Year 13

Careers education will be delivered as part of the wider curriculum programme using the Unifog careers platform. This will include information on progression routes to both further and higher education, apprenticeships, writing CVs and covering letters.

Differentiated activities for those students with SEND.

In addition:

- Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, and representatives from the Armed Forces.
- Wider Curriculum – a range of activities exploring career ideas, the completion of personal quizzes for students to identify achievements, recognise their own skills and abilities, and support to research key websites to make sense of options in HE. In addition support to research and find Higher and Degree Level Apprenticeships. This will be delivered through the Unifrog platform, group sessions and 1:1 support. Visits from the armed forces highlighting technical and officer entry pathways
- Next Step South West- progression into HE, parent and carers evening.

- Encounters with employers through vocational interest groups linking the world of work to curriculum learning and identifying the skills that employers require.
- Feedback by students on careers provision to enable the refining of the careers programme.
- Imparcial 1:1 career advice and guidance meetings for students making a transition
- Careers Google classroom highlighting local University open days, apprenticeship opportunities, occupational area focus information
- Encounters with Alumni to discuss career routes, gap years, life at university etc.
- Intensive support around the UCAS process
- STEAM events
- Intended destination information collated to inform the careers programme.

6. Parents and carers

Parents and carers remain the biggest influence on our students in terms of student progression. Parents and carers are informed and supported to help the students explore and research their options, make decisions and manage their career development.

This will be achieved by:

- The careers, employability and enterprise-designated sections on the school website include information about education and training opportunities available to the students
- Regular updates in the school newsletter, school tweets, and school website news
- The Careers and Employability Manager will be available at parents evenings, open evenings, at meetings arranged through the Heads of Year and contactable through the school email.

- The careers programme will be evaluated through an electronic questionnaire where feedback will help to shape the careers programme moving forward
- Parents and carers will also have the opportunity to meet with the Enterprise Adviser and other employers at various times throughout the student's time at Stoke Damerel Community College.

7. Employers, guest speakers and alumni visitors

This is key to the success of the careers programme ensuring that students get the opportunity to meet ex-students, employers and employees from a variety of backgrounds to inspire and widen students' understanding of the world of work.

This will be achieved by:

- The Careers and Employability Manager will ensure that visitors to the school are aware of why they are visiting and how their visit fits into the careers programme
- Visitors will be asked to complete an evaluation at the end of their visit so that we can effectively use our visitors to inspire our young people
- Employers will be asked for their input into our careers programme so that we can ensure that students leaving have the skills that employers are seeking

8. Evaluation and review of the careers programme

The SLT link and the Careers and Employability Manager will review the careers programme using feedback from all stakeholders and adapt the programme to meet the needs of the students. The careers programme will also be mapped to the Gatsby standards using the compass tool from the Careers and Enterprise Company.

In addition:

- Feedback by students on careers provision to enable the refining of the careers programme.
- Parents will be asked to complete an electronic questionnaire at the end of each academic year
- Visitors will be asked to provide feedback to help shape the careers programme and events
- Teachers will be asked to reflect on how to further embed careers into the curriculum and further develop employer links.
- Governors will oversee the careers programme

9. Resources

Stoke Damerel Community College will provide resources for the successful implementation of this policy by securing:

- An annual budget to cover internal needs, CPD training opportunities, and commissioning of external sources
- Adequate staffing
- Student and staff access to information both electronic and hardcopy
- Designated space for individuals, groups and research sessions

10. Partnership

The policy recognises the range of partners that support the CEIAG offer within Stoke Damerel Community College.

Which include:

- External providers commissioned by the LEA to carry out transition support for students with additional needs
- Next Steps South-West to work to raise aspirations, achievement, and awareness of higher-level apprenticeships in higher education delivered through a targeted program of support
- Work with the Careers and Enterprise Company to support engagements with employers
- The Enterprise Adviser from BAE
- Liaison with post-16 providers and higher education institutions

- Local Authority, employers and training providers
- Parents and carers

11. Approvals and review

This policy is reviewed annually in discussion with staff and external partners and key priorities for action will be identified and included in the school improvement plan.

12. Mapping against the Gatsby Standards

Activity	Year Group	Who delivers	When	Gatsby Benchmark
Assemblies and workshops highlighting Higher Education and Apprenticeship routes.	Years 11, 12, and 13	Next Steps South West	Throughout the year	1,3 and 7
Assemblies Introduction to careers and the purpose.	Years 7, 8, 9, 10, 11, 12, and 13	Careers and Employability Manager	Autumn Term	1
PSHE Lessons and activities using the Unifrog careers platform.	Years 7, 8, 9, 10, 11, 12, and 13	Teachers	Throughout the year	1,4
Group sessions. Employees/employers including ex-students visit the school to discuss their career pathways.	Years 7, 8, 9, 10, 11, 12, and 13	Careers & Employability Manager to organise the speakers. Heads of Year to organise students.	Throughout the year	2, 4,5
Group sessions. Employees/employers to work with subject	Years, 7, 8, 9, 10, 11, 12, and 13	Careers & Employability Manager will	Throughout the year	2,4,5

areas to integrate the world of work into subject learning.		organise the employers. Subject Teachers to work with the identified employees/ employers linking careers to the curriculum.		
<p>Career lessons in PSHE to include:</p> <ul style="list-style-type: none"> -Strengths, interests, skills, and qualities. -Learning and work options. -What is success? -Personal qualities employers see as important. -Job applications, CVs and cover letters. -Choosing options. -Identifying entry requirements for specific jobs. 	<p>Year 7, 8, 9, 10, 11, 12, and 13</p> <p>(Students will cover different career lessons according to their year group).</p>	<p>Teachers with the support of the Careers and Employability Manager.</p>	Spring Term	1,3
<p>Evaluation questionnaire at the end of each event asking for student suggestions to improve the careers programme.</p>	<p>Years Years 7, 8, 9, 10, 11, 12.</p>	<p>Careers and Employability Manager. Teachers</p>	Throughout the year	1,3

Work experience/experience of the workplace	Years 10 and 12.	Careers and Employability Team.	Summer Term	1, 3, 5, 6
One-to-one impartial careers guidance meetings at points of transition. (All students in year 11)	Years 9, 11, 12 or 13	Careers & Employability Manager.	Throughout the year	3,8
Build Plymouth, local employers, and approved trainers offering drop-in sessions in the Year 11 and sixth form common rooms. (Baker Clause)	Years 11, 12, or 13	Careers and Employability Manager tutors and HOY to support in identifying appropriate students.	Autumn term and Summer Term	2, 5, 7
Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, and representatives from the Armed Forces. (Baker Clause)	Years 10, 11, 12	Careers and Employability Manager/ training providers and employers.	Spring Term	1, 2, 7
Guest speakers during assemblies from Approved Trainers	Years 8, 9,10,11,12, and 13	Careers and Employability Manager	Winter Term, Spring Term	2,5,7

about apprenticeships and local opportunities.				
Apprenticeship application support for students interested in apprenticeships in particular occupational areas. To include how to complete application forms, cover letters, CV workshops, and mock interviews.	Years 11, 12, and 13	Careers and Employability Manager, guest speakers, employers, approved trainers. HOY to identify appropriate students	Spring term	1, 2, 3, 4 5, 7
Labour market information- how this information can be used in career decision making.	Year 7, 8, 9,10,11,12,13	Google Classroom	Spring Term	1, 2
Choosing your options; assembly and open evening at school.	Year 8	Assembly HOY, PSHE delivered by tutors, supported by the Careers and Employability Manager	Spring Term	1, 3, 4
Options Evening- Parents and students are able to speak with subject teams about the GCSE and BTEC course content.	Year 8	HOY, teaching staff, Careers, and Employability Manager.	Spring Term	1,4
Assembly- Head of Sixth form SDCC	Year 8, 9, 10, 11,	Assembly by Director of Sixth Form during assembly covering: Choices	Spring Term	1,3,4

		at KS4 and how these affect Level 3 options choices and University.		
Options discussed with SEND students and their parents during their Annual Review meeting, at points of transition.	Year 8, 9, 10, 11, 12, 13	Careers and Employability Manager working closely with the LA and their representatives on the transitions contract.	Throughout the year	1, 2, 4, 8
Big Bang preparation workshop to highlight what will be happening at the Big Bang Fair.	Year 9	STEAM coordinators	Summer Term	5
Big Bang Event-Science, technology fair. Students have the opportunity to explore STEAM in different ways.	Year 9	STEAM coordinators, Tutors, and teachers. Targeted students- those who have a particular interest in STEAM	Summer Term	3, 5, 7
Visits to Universities and or from Universities	Years 9, 10, 11		Summer Term	7
Visits to Universities and or from Universities	Year 8, 11, 12	Tutors to arrange consent. Events organised by Careers and Employability	Summer Term	7

		Manager. Those who are considering University in year 11 and all students in year 12.		
Careers Fair with local further education colleges, apprenticeship training providers, local employers including Babcock Early Years Team, NHS, Higher Education providers, representatives from the Armed Forces. - (Baker Clause)	Year 8, 9, 10, 11, 12, 13	Careers and Employability Manager to organise.	Spring Term	2, 3, 7
UCAS time scales and calendar	Year 12/13	Wider Curriculum HOY/Tutor/ Careers and Employability Manager/ Google classroom	Autumn Term	1, 3, 7
Speakers from Plymouth University/ Marjons/Exeter University/ applying to University	Year 12/13	HOY/Tutor/ Next Steps South West Coordinator Careers and Employability Manager	Autumn Term	1, 3, 7

<p>Employment after A levels- Apprenticeship talk. T Levels what they are and the options</p> <p>(BAKER CLAUSE)</p>	Years 12, 13	<p>Careers and Employability Manager and Approved Trainer/ Approved Trainers/ Colleges of Further Education supported by 6th form tutors</p>	Autumn Term	7
<p>Opportunities within the Public Sector- speaker from Plymouth City Council</p>	Years 12/13	<p>Careers and Employability Manager supported by the sixth form tutors</p>	Autumn Term	4,5
<p>Talks by role models- ALUMNI</p>	Years 12/13	<p>Careers and Employability Manager supported by the sixth form tutors</p>	Autumn Term	4,5
<p>Talks by role models- Accountancy, Paralegal, Psychology, Interior design, fire service, police</p>	Years 12/13	<p>Careers and Employability Manager supported by the sixth form tutors</p>	Autumn Term	4,5
<p>Talk by Build Plymouth</p>	Years 11, 12 /13	<p>Careers and Employability Manager supported by the sixth form tutors</p>	Autumn Term	2, 4, 5

Sponsorship and funding	Year 12	Careers and Employability Manager and outside speakers	Summer Term	1,3
Gap year pros and cons- Alumni talk	Years 12 /13	Careers and Employability Manager supported by the sixth form tutors	Autumn Term	2, 4, 5
SEND students taster days at CCP, Duchy College, Achievement Training, etc	Year 11	SENCO and FE College Teams and speakers arranged by Careers and Employability Manager	Autumn Term	3, 4, 7
SEND students and parents and carers have the opportunity to attend specifically designed open days and events for students with additional needs.	Years 9, 10, 11, 12	Careers and Employability Manager, SENCO and the Support team	Spring Term	3, 7
SEND students and parents, supported to identify appropriate work experience or experience of workplaces.	Years 11, 12, 13	NSSW/Careers and Employability Manager supported by the year teams	Spring/ Summer Term	3,5,6

<p>Evaluation of the careers programme, feedback to SLT and governors.</p> <p>Changes to careers programme to incorporate best practices and develop careers provision.</p>	<p>Information from the evaluation from staff, and students.</p>	<p>Careers and Employability Manager/SMT lead/ STEM/ NSSW</p>	<p>Summer Term</p>	<p>1</p>
<p>Review of the Gatsby Benchmarks</p>	<p>Review of activities delivered.</p>	<p>Careers and Employability Manager/Careers and Enterprise Company</p>	<p>Termly</p>	<p>1</p>

Stoke Damerel Community College 2023-2024

To be reviewed annually by Careers and Employability Manager.