

# CEIAG Plan 2018-19



Co-op Academy  
Leeds

In 2014, the Gatsby report made a major contribution to the understanding of what constitutes quality in Careers Education, Information, Advice and Guidance (CEIAG) in secondary schools in England. After analysing the evidence, eight benchmarks were drawn up that identify the elements of good career guidance.

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The careers education programme for Co-op Academy Leeds is linked to the Gatsby Benchmarks for good practice. Its aims are:

- To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment. (Gatsby Benchmark 1)
- To develop the skills which will help them to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations (Gatsby Benchmark 3 and 7)
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through WRL, work place visits and enterprise activities (Gatsby Benchmark 5 and 6)
- To promote equality of opportunity in respect of the protected characteristics of The Equality Act 2010 including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. To challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)
- To develop students' capabilities and to understand their own needs and abilities
- To encourage students to investigate career opportunities both locally and nationally using information about career paths and the labour market and through direct experience of the world of work, work related learning and enterprise activities (Gatsby Benchmark 2)
- To encourage students to implement their career plans by providing personal guidance with a Careers Adviser. To review and evaluate in order to make improved decisions and manage the transition processes effectively. (Gatsby Benchmark 8)

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

By doing this we will meet the Gatsby Benchmarks, the CDI Framework for Careers, Enterprise and Employability Education and develop student's knowledge of the 'ways of being coop'.

In addition to all the opportunities below we will ensure that all students:

- Have the opportunity for at least one meaningful encounter with an employer every year from the age of 11
- Have a meaningful encounter with a provider of different learning opportunities (academic and vocational route and learning in schools, colleges, university and the workplace)
- Have at least one experience of a workplace either through work experience or a work place visit by the age of 16
- Have knowledge of the various pathways available to them at the age of 16 years and 18 years including the benefits and opportunities apprenticeship programmes with the Co-op can provide

Activity	7	8	9	10	11	12+	Success Criteria	Gatsby Benchmark
<b>Y8 Route to Careers</b>							<ul style="list-style-type: none"> <li>• I am aware of a wide range of different employment opportunities and their routes to them.</li> </ul>	1, 2, 5
<b>Year 9 Girl Tech</b>							<ul style="list-style-type: none"> <li>• I am aware of STEM careers that are stereotypically male and how I can access them.</li> </ul>	1, 2, 4, 5
<b>Y10 Business mentoring</b>							<ul style="list-style-type: none"> <li>• I am aware of different roles within different industries.</li> <li>• I am more confident in meeting new people in a professional environment.</li> <li>• I am aware of skills that employers look for and how I can positively demonstrate them.</li> </ul>	1, 2, 5, 6
<b>Year 10 Mock Interview</b>							<ul style="list-style-type: none"> <li>• I am able to prepare for an interview and am confident in demonstrating my skills and abilities.</li> </ul>	1, 5
<b>Year 10 work place visit (SEN)</b>							<ul style="list-style-type: none"> <li>• I am able to speak with employees and am confident in asking relevant work questions.</li> <li>• I am able to identify possible areas of work / roles that I may be interest in.</li> </ul>	1, 2, 3, 5 6
<b>Careers fairs</b>							<ul style="list-style-type: none"> <li>• I am aware of a wide range of different employment opportunities and routes to employment.</li> </ul>	1, 2, 5
<b>Into University 1</b>							<ul style="list-style-type: none"> <li>• I am able to identify my skills and qualities.</li> <li>• I am able to identify my own study style and develop a positive study approach.</li> </ul>	1, 5, 7
<b>Into University 2</b>							<ul style="list-style-type: none"> <li>• I am aware of different learning styles and am able to recognise the different approaches and apply them to my studies.</li> <li>• I am able to think about my career goals and link to required subjects.</li> </ul>	1, 5, 7
<b>Into University 3</b>							<ul style="list-style-type: none"> <li>• I am able to think about developing transferable skills and how these might inform career choices.</li> <li>• I am aware of the different reasons why people attend university and how they match with my situation.</li> </ul>	1, 5, 7
<b>Into University 4</b>							<ul style="list-style-type: none"> <li>• I am aware of the benefits of creativity and innovation skills and why they are crucial in the workplace.</li> </ul>	1, 5, 7

<b>Into University 5</b>						<ul style="list-style-type: none"> <li>I am aware of the range of options available to me post 16 and higher education.</li> <li>I am able to plan out the steps I would need to take to achieve my chosen career aspirations.</li> </ul>	1, 5, 7
<b>Into University 'University Buddy'</b>						<ul style="list-style-type: none"> <li>I am aware of the different reasons why people attend university and how they match with my situation.</li> <li>I am able to see the benefits of attending university.</li> </ul>	1, 5, 7
<b>Into University 'Leadership Focus'</b>						<ul style="list-style-type: none"> <li>I understand the importance of working as part of a team and all the different roles needed.</li> </ul>	1, 5, 7
<b>Into University 'Business in Focus'</b>						<ul style="list-style-type: none"> <li>I am able to take on a specific role within a team to achieve set objectives.</li> <li>I am able to reflect on feedback to make improvements when completing a similar task in the future.</li> </ul>	1, 5, 6, 7
<b>ESH 1 – My Pathway</b>						<ul style="list-style-type: none"> <li>I am aware of different jobs and industries</li> <li>I can consider different careers and roles and to get there</li> <li>I can investigate what qualifications are needed for specific roles</li> </ul>	1, 2, 5
<b>ESH 2 – Online Appearance</b>						<ul style="list-style-type: none"> <li>I am aware how social media can affect and impact on people</li> <li>I am aware what is acceptable / not acceptable on social media accounts</li> </ul>	1, 2, 5
<b>ESH 3 – The World of Work</b>						<ul style="list-style-type: none"> <li>I am able to identify workplace jargon</li> <li>I am able to understand common 'jargon' terms</li> </ul>	1, 2, 5
<b>ESH 4 – CV &amp; Cover Letter</b>						<ul style="list-style-type: none"> <li>I am aware of a CV is and when it should be used</li> <li>I know what needs to be included in a CV and why</li> <li>I am able to identify transferable skills and develop a skills log / action plan</li> </ul>	1, 2, 5
<b>ESH 5 – Interview Preparation</b>						<ul style="list-style-type: none"> <li>I am aware of the importance of preparing for an interview</li> <li>I can effectively prepare for an interview</li> <li>I can create a checklist in preparation for future interviews</li> </ul>	1, 2, 5
<b>ESH Mock Interviews</b>						<ul style="list-style-type: none"> <li>I am able to practically demonstrate interview preparation skills</li> </ul>	1, 2, 5
<b>Burberry Inspiration Event</b>						<ul style="list-style-type: none"> <li>I am aware of the possible careers linked to the creative arts</li> </ul>	1, 2, 4, 6
<b>Burberry Recruitment</b>						<ul style="list-style-type: none"> <li>I can give a wide range of examples of how film and film production links to all subjects in school</li> <li>I can create / write an application to get involved in film production</li> </ul>	1, 4, 5
<b>Burberry Taster / shortlisting</b>						<ul style="list-style-type: none"> <li>I can describe what is involved in film production</li> <li>I can sell myself in a shortlisting process</li> </ul>	1, 5
<b>Burberry planning and preparation (2 half days – lessons 2, 3, 4)</b>						<ul style="list-style-type: none"> <li>I can describe what is involved in film production</li> <li>I can assign job roles and responsibilities</li> <li>I can organise and plan</li> <li>I can work under pressure</li> <li>I can work as part of a team</li> <li>I can communicate with others</li> </ul>	1, 2, 4, 5

<b>Burberry Production (3 full days)</b>						<ul style="list-style-type: none"> <li>• I can describe what is involved in film production</li> <li>• I can assign job roles and responsibilities</li> <li>• I can work under pressure</li> <li>• I can work as part of a team</li> <li>• I can communicate with others</li> </ul>	1, 2, 4, 5
<b>Burberry School Runway</b>						<ul style="list-style-type: none"> <li>• I can promote myself and demonstrate what I have achieved</li> </ul>	1, 5
<b>Burberry Regional Runway</b>						<ul style="list-style-type: none"> <li>• I can promote myself and demonstrate what I have achieved</li> </ul>	1, 5, 6
<b>Burberry Demystifying the Creative Jobs Sector</b>						<ul style="list-style-type: none"> <li>• I can name a number of different job roles / career routes in the filming industry</li> <li>• I can recognise the importance of equality and diversity in employment and how discrimination is damaging to you and those around you</li> </ul>	1, 2, 4, 5
<b>One-to-one independent interviews</b>						<ul style="list-style-type: none"> <li>• I can make plans about my future</li> <li>• I can identify people who will be able to help me get the qualifications, skills and experience that I need</li> </ul>	1, 3, 8
<b>Aspire-Igen Personal Guidance programme including 1-2-1 interviews</b>						<ul style="list-style-type: none"> <li>• I can identify my strengths, weaknesses, preferences, progress and achievements</li> <li>• I can make plans about my future</li> <li>• I can identify people who will be able to help me get the qualifications, skills and experience that I need</li> </ul>	1, 3, 8
<b>PSHCE Y7</b>						<ul style="list-style-type: none"> <li>• I can describe myself including my strengths, weaknesses, preferences</li> <li>• I know what labour market information is and how it can be used</li> </ul>	1, 2(U-explore)
<b>PSHCE Y8</b>						<ul style="list-style-type: none"> <li>• I can describe myself including my strengths, weaknesses, preferences, progress and achievements</li> <li>• I know what labour market information is and how it can be used</li> <li>• I can give examples of different kinds of work and how working lives / career satisfaction changes</li> <li>• I can identify the networks of support I can use in my career development/options opportunities</li> <li>• I can describe different careers and investigate routes / career development options</li> </ul>	1, 2(U-explore)
<b>PSHCE Y10</b>						<ul style="list-style-type: none"> <li>• I can give examples of how I am changing, what I have to offer and what's important to me</li> <li>• I can explain how to manage my wellbeing, progress and achievements through telling my story in a positive way</li> <li>• I can find relevant labour market information and know how to use it in your career planning</li> <li>• I can recognise different types of careers</li> <li>• I can state what skills are involved in managing my own career</li> <li>• I can explain how working life is changing and how this may impact on my career satisfaction</li> <li>• I can give examples of how I am developing the qualities and skills which will help me to improve my employability (update locker room)</li> <li>• I can review and reflect upon how you are benefitting, as a learner, from careers, employability and enterprise activities and experiences</li> </ul>	1, 2(U-explore)

						<ul style="list-style-type: none"> <li>I can state and describe my employability rights in terms of equality, diversity and inclusions and health and safety</li> <li>I can recognise and challenge discrimination (in employment)</li> </ul>	
<b>PSHCE Y11</b>						<ul style="list-style-type: none"> <li>I able to identify suitable courses and colleges to apply to for FE.</li> <li>I can use relevant resources to create my personal statement and complete my online application for my chosen courses.</li> </ul>	1, 2(U-explore)
<b>NCOP funded Fitness Testing</b>						<ul style="list-style-type: none"> <li>I can see how STEM is used in sport to monitor and improve athlete's performances.</li> <li>I am aware of sport based STEM careers.</li> </ul>	4, 5
<b>NCOP funded Medical Mavericks</b>						<ul style="list-style-type: none"> <li>I can name a number of different job roles / career routes in the medical employment sector</li> <li>I can review my career options / interests</li> </ul>	1, 2, 4, 5

<b>CDI Area of learning</b>	<b>Coverage KS3</b>	<b>Coverage KS4</b>
<b>1. Self-awareness</b>	Year 7, 8 and 9 lessons 1 and 2 in PSHCE Into University	Year 10 lesson 1 and 2 in PSHCE. Year 11 PSHCE Into University
<b>2. Self-determination</b>	Year 8 lesson 1 and 2 in PSHCE	Year 10 lesson 1 and 2 in PSHCE
<b>3. Self-improvement as a learner</b>	Year 8 lesson 1 and 2 in PSHCE	Year 10 lesson 4/5 in PSHCE
<b>4. Exploring careers and career development</b>	Year 8 lesson 3 and 4 in PSHCE Year 8 Routes to Careers Burberry project	Year 10 lesson 3 in PSHCE Careers fair
<b>5. Investigating work and working life</b>	Year 8 lesson 3 and 4 in PSHCE	Careers fair
<b>6. Understanding business and industry</b>	Burberry Project and ESH Year 9 BMS Programme	Coaching curriculum
<b>7. Investigating jobs and labour market information</b>	Year 7 and 8 lesson 1 and 2 in PSHCE Year 9 BMS Programme	Year 10 lesson 1 and 2 in PSHCE
<b>8. Valuing equality, diversity and inclusion</b>	Coaching curriculum	Year 10 lesson 4/5 in PSHCE
<b>9. Learning about safe working practices and environments</b>	Coaching curriculum	Year 10 lesson 4/5 in PSHCE
<b>10. Making the most of careers information advice and guidance</b>	Year 8 lesson 3 and 4 in PSHCE Personal guidance interviews Personal guidance plans saved in locker room for future use	Personal guidance interviews including work with Y10 coaching groups Personal guidance plans saved in locker room for future use
<b>11. Preparing for employability</b>	Year 7 and 8 lesson 1 and 2 in PSHCE Year 9 BMS Programme	Year 10 lesson 1 and 2 in PSHCE
<b>12. Showing initiative and enterprise</b>	Coaching curriculum	Coaching curriculum
<b>13. Developing personal financial capability</b>	Coaching curriculum	Coaching curriculum
<b>14. Identifying choices and opportunities</b>	Personal guidance interviews Options evening Year 8 routes to careers	Year 10 lesson 1 and 2 and Year 11 PSHCE Careers fair
<b>15. Planning and deciding</b>	Year 9 1-2-1 interviews with Shine	Year 10 Personal Guidance Project (Aspire Igen)

<b>16. Handling applications and selection</b>	Burberry Recruitment	Year 10 Mock interviews Year 11 Personal statement and CV work
<b>17. Managing changes and transitions</b>	Coaching curriculum	Year 11 PSHCE Coaching curriculum

<b>Gatsby Bench Mark</b>	<b>Coverage KS3</b>	<b>Coverage KS4</b>
<b>1</b>	PSHCE SOW, CEIAG Plan, Ahead Partnership, ESH, Burberry Project, Aspire-Igen, U-explore	PSHCE SOW, CEIAG Plan, Ahead Partnership, ESH, Aspire-Igen, U-explore
<b>2</b>	Burberry project, PSHCE lesson (U-explore), Girl Tech, Medical mavericks, Fitness Testing, Routes to Careers, ESH,	Careers fair, PSHCE lesson (U-explore), Medical mavericks, Fitness Testing.
<b>3</b>	1 to 1 advice, personal guidance project, SEN work place visit	1 to 1 advice, personal guidance project, SEN work place visit
<b>4</b>	Employability skills in lessons. Disciplinary literacy – ‘write like a scientist’	Employability skills in lessons. Disciplinary literacy – ‘write like a scientist’
<b>5</b>	Year 7: Burberry Project Year 8: Route to Careers, Burberry Project Year 9: ESH, Burberry Project	Year 10: (Business mentoring, Into University – not all students) Year 11: Careers Fairs (Work experience - not all students)
<b>6</b>	Co-op work experience, SEN work place visit, business mentoring, tracking of	
<b>7</b>	Into University, one-to-one advice	Into University, College visits to in school assemblies, one-to-one advice
<b>8</b>	One-to one advice	One-to one advice