



Academies Trust

Co-op Academy [Leeds](#) CEIAG Programme

2020-21

Approved by: Date :	Last reviewed on:	Next review due by:
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Careers Leader : Ms. Nisha Desai

Rationale and Vision

Our academy is committed to ensuring all of our students have access to highly impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for careers (January 2018) and aligns to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997.

The 8 Gatsby benchmarks are outlined below:

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

The vision for the development of CEIAG across our academy is to provide the very best opportunities to enable our students to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework of best practice we have a CEIAG programme that meets the needs of our ever changing cohort of students, providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work. We are always guided by our Coop values:

Do what matters most

What matters most is ensuring that our students achieve the best possible outcomes.



Be yourself, always

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

Show you care

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

Succeed together

Co-operating is what makes us different; we are better and stronger when we work together.

Incorporate co-op values

Intent

Our CEIAG programme is both bespoke and unique to our academy and is reviewed on an annual basis to meet our students needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academies context and core values. Our programme is designed to entitle all learners to develop their knowledge, skills, understanding and cultural capital they need to go on to destinations that meet their aspirations and interests. With this in mind, we aim: -

- To sustain Gold in the Quality in Careers award in recognition of all that our academy offers **(Gatsby 1)**
- To provide impartial and independent advice for all pupils **(Gatsby Benchmark 1 - 8)**
- To prevent pupils leaving and becoming NEET **(Gatsby 1 - 8)**
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance **(Gatsby 3)**
- To support inclusion, challenge stereotyping and promote equality of opportunity **(Gatsby Benchmark 3,4)**



- To encourage participation in continued learning including higher education, further education and apprenticeships **(Gatsby Benchmark 7,8)**
- To develop enterprise and employment skills **(Gatsby 2,3)**
- To reduce drop out from and course switching in education and training **(Gatsby 3,5,6,7,8)**
- To contribute to the economic prosperity of individuals and communities **(Gatsby 2,5,7)**
- To meet the needs of all our pupils through appropriate differentiation **(Gatsby 3)**
- To focus students on their future aspirations and opportunities **(Gatsby 3,4,8)**
- To involve parents and carers **(Gatsby 1,2,5,6,7)**
- To support the raising of the participation age and assist with positive destinations for all pupils post 16, 17 and 18 **(Gatsby 1,4,8)**
- To meet the needs of our current cohort of students across each year group **(Gatsby 1,3)**
- To use current LMI to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. **(Gatsby 1,2,3)**
- To use student's parents, staff feedback to reflect on our current provision in order to develop our future CEIAG programme **(Gatsby 1,2,3)**
- To provide additional support to specific vulnerable groups such as SEND and pupil premium **(Gatsby 1-8)**
- All stakeholders have a clear understanding of CEIAG and rationale and vision **(Gatsby 1)**
- To monitor and evaluate current provision in order to ensure our programme is quality assured in line with other curriculum areas **(Gatsby 1)**
- To share best practice with other Co-op academies at network events to ensure reflection and development of own programme **(Gatsby 1)**
- To ensure all students actively engage with an CEIAG tracking platform to support them in making informed choices about their Career development plan **(Gatsby 1,2,3)**

Implementation



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Our programme is taught via bespoke activities, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

Throughout KS4, CEIAG is accessed by all at Co-op Academy Leeds. CEIAG is delivered by a wide range of providers such as our internal Careers Advisor, teachers and support staff, FE Colleges, Universities, visiting speakers, employers, and employees. This delivery includes bespoke workshops, assemblies, work visits, work experience, mock interviews, careers fairs, drop down days and via subject curriculum. Our students are supported and encouraged to explore possible pathways they may take in the future, to ensure they have the very best start in life. Our staff receive regular CPD to support them in embedding employability skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CEIAG related events and information about local market information (LMI) to UCAS applications to Apprenticeships. Parents are also encouraged to attend our CEIAG information evenings and parents' evenings.



	Year 7	Year 8	Year 9	Year 10	Year 11
Generic support	<ul style="list-style-type: none"> ● Introduction to START profile in tutoring? (JJ/ND) <ul style="list-style-type: none"> ➢ Opening your eyes. Which jobs suit my interests and work preferences ● PSHCE: Spring term <ul style="list-style-type: none"> ➢ Careers vocabulary ➢ Stereotyping in the world of work ➢ Decision making on your career journey ● Up to 3 work place visits over Y7 and 8 ● Burberry in the curriculum in partnership with the Northern Ballet ● In subject areas, activities will be designed to introduce/develop the understanding of related careers and career routes. ● Tutoring – introduction to a different career/job 	<ul style="list-style-type: none"> ● START profile (JJ/ND). <ul style="list-style-type: none"> ➢ How have you changed in terms of your strengths, weaknesses, progress and preferences and how this links to careers choices ● PSHCE: <ul style="list-style-type: none"> ➢ Careers vocabulary continued ➢ Labour market information -in the Leeds City Region ● Up to 3 work place visits over Y7 and 8 ● Burberry in the curriculum with the Northern Ballet ● In subject areas, activities will be designed to introduce/develop the understanding of related careers and career routes. ● Tutoring – introduction to a different career/job 	<ul style="list-style-type: none"> ● PSHCE: <ul style="list-style-type: none"> ➢ Introduction to University ➢ Introduction to Apprenticeships and T levels ➢ Communication and team building ● Careers assembly followed by tutor time activities. <ul style="list-style-type: none"> ➢ My Pathway ➢ Online appearance ➢ CV/online applications ➢ Preparing for interview ● Burberry in the curriculum with the Northern Ballet ● In subject areas, activities will be designed to introduce/develop the understanding of related careers and career routes. ● Tutoring: <ul style="list-style-type: none"> ➢ Follow up to assembly ➢ Introduction to GCSEs ➢ Choosing my options 	<ul style="list-style-type: none"> ● PSHCE: <ul style="list-style-type: none"> ➢ CV writing ➢ Interview techniques (prior to mock interviews) ➢ Becoming an entrepreneur and what can we learn from successful entrepreneurs? ● Mock Interviews ● In subject areas, activities will be designed to introduce/develop the understanding of related careers and career routes. ● Tutoring – link with personal guidance project. Refreshing your START profile followed by a 121 with personal guidance ● How have you changed in terms of your strengths, weaknesses, progress and preferences and how this links to careers choices 	<ul style="list-style-type: none"> ● PSHCE <ul style="list-style-type: none"> ➢ Discrimination and protected characteristics, the law / unions ➢ Payslips, NI, Tax - how do we pay tax and what is it used for? ➢ Managing work/life balance ➢ Online profile e.g., LinkedIn. ➢ CV writing ● Careers mock interviews, this will be a virtual experience in term 1 ● Tutors: ● Update opening your eyes. How have you changed in terms of your strengths, weaknesses, progress and preferences and how this links to careers choices ● Myth busting post-16 ● Post-16 what is right for me ● Writing a personal statement.



Semi-personalised support	<ul style="list-style-type: none"> Inspire University visit Into University for selected cohort SEN – life skills 	<ul style="list-style-type: none"> Inspire University visit Into University Trades- work place visits and virtual tours SEN out of your comfort zone e.g. Trip to be arranged 	<ul style="list-style-type: none"> University visit for all but semi-personalised e.g., Arts University, FE College, Russell group Apprenticeship Mock Assessment day 	<ul style="list-style-type: none"> Apprenticeship hub sessions LYF Film club University visit for all but semi-personalised e.g., Arts University, FE College, Russell group 	<ul style="list-style-type: none"> LYF Film club Virtual university visit for all but semi-personalised e.g., Arts University, FE College, Russell group
Highly personalised support	<ul style="list-style-type: none"> Targeted workplace visits SEN/CLA/AP/Other 	<ul style="list-style-type: none"> Targeted workplace visits SEN/CLA/AP/Other 	<ul style="list-style-type: none"> Targeted workplace visits SEN/CLA/AP/Other 	<ul style="list-style-type: none"> Personal guidance project – 1-to-1 personal guidance which is external Taster visits to LCC 	<ul style="list-style-type: none"> 1-to-1 application meeting with JJ Potential NEET taster visits which include visit to Leeds City College Potential NEET referrals and specific personal support given.

Events include:

- Visits to Universities **(Gatsby 1,3,7)**
- Visits to FE College **(Gatsby 1,3,7)**
- PSHCE CEIAG element of SoL **(Gatsby 1,2,3,4)**
- Career sector assemblies **(Gatsby 1,2,3,5)**
- Access to Start / Unifrog / Xello to support students creating in individual Career Development Plan **(Gatsby 1, 2, 3)**
- Enrichment activities **(Gatsby 1, 2, 3 ,5,7)**
- Aspiration audit **(Gatsby 1,3,8)**
- Careers fair (Virtual and real) **(Gatsby 1,2,3,5,7,8)**
- FE / HE fairs (Virtual and real) **(Gatsby 1,3,7,8)**



- External providers i.e. Enterprise **(Gatsby 1,2,3,5)**
- Career panels (Virtual and real) **(Gatsby 1,2,3,5)**
- Career insight visits (Virtual and real) **(Gatsby 1,2,3,5)**
- Subject related “Do Nows / Starters/STEM activities/Hot seating/quizzes and competitions” **(Gatsby 1,2,3,4)**
- Y9 Career events preparation for options i.e. Career information evening **(Gatsby 1,3,7)**
- Apprenticeship assembly / workshops **(Gatsby 1,2,3,5)**
- LMI assembly / PSHCE / workshops **(Gatsby 1,2,4)**
- Workplace visits (Virtual and real) (all years) **(Gatsby 1,2,3,5,6)**
- Y10 work place visit / experience **(Gatsby 1,2,3,5,6)**
- 1 - 1 interviews with Careers Advisor **(Gatsby 1,3,8)**
- Curriculum links to employers **(Gatsby 1,2,3,4,5,6)**
- Motivational speakers **(Gatsby 1,2,3,5)**
- Targeted motivational speakers ie challenging stereotypes / SEND **(Gatsby 1,2,3,4,5)**
- STEM activities **(Gatsby 1,2,3,4,5,6)**
- SEND / vulnerable groups additional support / projects **(Gatsby 1,2,3,4,5,6)**
- Mock interviews **(Gatsby 1,3,5)**
- CV / job application preparation **(Gatsby 1,2, 3,4,5)**
- Staff LMI / Apprenticeship CPD **(Gatsby 1,2,3)**
- CEIAG subject ambassadors meetings **(Gatsby 1,2,3,4)**
- Curriculum mapping **(Gatsby 1,2,3,4)**

Y12/13

Many of the above plus:-

- College application support **(Gatsby 1,2,3,4,5,8)**
- Job application support **(Gatsby 1,2,3,4,5,8)**
- Meaningful work experience linked to career plan **(Gatsby 1,2,3,5,6)**

SEND and other vulnerable groups



All CEIAG opportunities are fully inclusive and are designed to engage with all students. However embedded within our programme are additional events / activities to support our students with SEND such :

- A series of 1 - 1 interviews, parents invited, support assistant available **(Gatsby 1,3)**
- Preparing for the world of work workshops **(Gatsby 1,2,3)**
- Structured KS4 transition programme in post 16 ie taster sessions / days, mentoring **(Gatsby 1,2,3)**
- Focused enterprise activity sessions **(Gatsby 1,2,3,4)**
- Structured mock interviews **(Gatsby 1,2,3, 5,7)**
- Supported work experience **(Gatsby 1,2,3,5,6)**
- Access to inspirational role models **(Gatsby 1,3)**
- Appropriate KS4 pathways available in curriculum **(Gatsby 1,3,4)**
- Partnerships with employers with a diverse workforce **(Gatsby 1,3, 5)**
- Careers Advisor present at EHCP annual review in KS4 **(Gatsby 1,3,8)**

Staff

- Annual update on LMI **(Gatsby 1,3,4,5)**
- Annual feedback on Compass **(Gatsby 1)**
- Directed time to develop CEIAG in the curriculum **(Gatsby 1,2,3,4,5,7)**
- PSHCE curriculum review **(Gatsby 1,2,3,4)**
- External CEIAG CPD ie visiting a local subject related business **(Gatsby 1,2,3,4)**

Impact

Measuring the impact of our CEIAG programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all
- Tracking of Compass over time
- Reduced NEET figures over time
- Feedback and evaluation for all events, both quantitative and qualitative



- Increase in attendance / reduction in PA over time
- Reduction in behavior incidents including Ftex / P ex over time
- Increase in A2L data
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups i.e. SEND
- Reviewing progression data over time i.e. take up of Apprenticeships, entry into FE with reference to vulnerable groups i.e. SEND
- Development of employability skills after key events
- Employer engagement increasing

Useful websites

Links to various FE colleges

Universities

<https://www.ucas.com/corporate/news-and-key-documents/news/new-ucas-hub-encourages-students-shoot-stars> (New Hub that has replaced UCAS progress)

www.russellgroup.ac.uk (represents 24 leading universities, source of careers information & advice including 'informed choices' a downloadable guide to making post 16 choices)



<https://www.gov.uk/student-finance> (Student finance)

<https://universitycompare.com/> (comparing different universities)

<https://universitycompare.com/rankings/> (University rankings)

Apprenticeships

<https://www.gov.uk/apply-apprenticeship>

<https://www.ucas.com/apprenticeships-in-the-uk>

<https://www.apprenticeships.gov.uk/>

<https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships>

<https://allaboutapprenticeships.co.uk/>

Online platforms



www.startprofile.com

www.unifrog.org

www.cascaid.co.uk/xello/

www.grofar.com

Labour Market Information (LMI)

<https://www.lmiforall.org.uk/>

Leeds

<https://www.the-lep.com/research-and-publications/research-publications-archive/leeds-city-region-labour-market-information-report-20182019/>

Other

<https://nationalcareers.service.gov.uk/> (provides information, advice and guidance to help you make decisions on learning, training and work)

<https://www.careersbox.co.uk/> (A great source of up to the minute job profile films)

<https://icould.com/> (Career videos to find out about a wide range of careers and opportunities. Take the Buzz Quiz – it's great fun!)



<https://www.gov.uk/government/publications/careers-of-the-future> (what does the future hold!)

<https://successatschool.org/> (gives clear and comprehensive information about a range of Career Zones (sectors))

<https://www.notgoingtouni.co.uk/> (opportunities if you decide university is not for you)

<https://uk.job-applications.com/> (has useful videos, demonstrating how to complete the online applications for many top companies in the UK, as well as providing detailed information on salaries and interviews. Applications forms can be printed off directly from this site.)

<http://www.talkingjobs.net/> (An online video player that delivers a series of career case studies)

Parents

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>



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