



Co-op Academy
Walkden

CEIAG Programme

2022-23

Approved by Date: November 2022 - pending

Next review due by: November 2023

Careers Leader : Mathew Hemmings

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're better and stronger when we work together.

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 academy's context and core values. Our programme is designed to entitle all learners to develop their knowledge, skills, understanding and the cultural capital they need to go on to destinations that meet their aspirations and interests. With this in mind we aim:

- To provide impartial and independent advice for all pupils (Gatsby Benchmark 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 provide relevant information and understanding of the wide range of pathways and qualifications available to ensure students make the right choices regarding their post 16/18 options and hence 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 students' parents and 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 the CEIAG 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 a CEIAG tracking platform to support them in making informed choices about their Career Development Plan (Gatsby 1,2,3)
- To achieve / work towards a Quality in Careers award in recognition of all that our academy offers (Gatsby 1)

Implementation

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

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, immersion days, careers fairs, 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 Group	Autumn Term 2022 (linked to BM)	Intended learning outcomes
7	<ul style="list-style-type: none"> ● Extracurricular sessions ● Curriculum links supportive of careers via PSHE (Gatsby 1,2,3,4,5,6) 	Engage students in thinking about future possibilities. Develop in students transferable employability skills
8	<ul style="list-style-type: none"> ● Enrichment sessions ● Curriculum links supportive of careers via PSHE (Gatsby 1,2,3,4,5,6) 	Engage students in thinking about future possibilities. Develop in students transferable employability skills
9	<ul style="list-style-type: none"> ● Reach Project ● Enrichment sessions ● Curriculum links supportive of careers via PSHE (Gatsby 1,2,3,4,5,6) 	Engage students in thinking about future possibilities. Develop in students transferable employability skills Engage a select number of students in a discrete qualificatory employability programme.
10	<ul style="list-style-type: none"> ● Visits to Universities (Gatsby 1,3,7) ● Enrichment sessions 	Engage students with thinking about post 16 pathways.

	<ul style="list-style-type: none"> Curriculum links supportive of careers via PSHE (Gatsby 1,2,3,4,5,6) 	
11	<ul style="list-style-type: none"> Visits to Universities (Gatsby 1,3,7) Careers fair (Gatsby 1,2,3,5,7,8) FE / HE fairs (Gatsby 1,3,7,8) Apprenticeship assembly / workshops (Gatsby 1,2,3,5) 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) Enrichment sessions Curriculum links supportive of careers via PSHE (Gatsby 1,2,3,4,5,6) 	Immerse students in a high quality and purposeful
Additional provision		
Staff	<ul style="list-style-type: none"> Curriculum mapping (Gatsby 1,2,3,4) Staff Audit - Careers in the Curriculum 	Ascertain a clear and precise overview of the quality of CEIAG provision, front loaded through curriculum areas

Year Group	Spring Term 2022 (linked to BM)	Intended learning outcomes
7	<ul style="list-style-type: none"> Career sector assemblies (Gatsby 1,2,3,5) Curriculum links to employers (Gatsby 1,2,3,4,5,6) Access to Xello to support students creating in individual Career Development Plan (Gatsby 1, 2, 3) 	<p>Highlight academic themes transferable to careers and higher education.</p> <p>Allow for students to broaden their understanding of their personal qualities and attributes and explores possible complementary career channels</p>

8	<ul style="list-style-type: none"> ● Career sector assemblies (Gatsby 1,2,3,5) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Access to Xello to support students creating in individual Career Development Plan (Gatsby 1, 2, 3) ● Enrichment sessions 	<p>Highlight academic themes transferable to careers and higher education.</p> <p>Allow for students to broaden their understanding of their personal qualities and attributes and explores possible complementary career channels</p>
9	<ul style="list-style-type: none"> ● Visits to Universities (Gatsby 1,3,7) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Career sector assemblies (Gatsby 1,2,3,5) ● Employer mentoring (Gatsby 1,3,5) ● 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) ● Enrichment sessions ● Motivational speakers (Gatsby 1,2,3,5) 	<p>Introduce students to FE pathways and post 16 vocational options.</p>
10	<ul style="list-style-type: none"> ● Visits to Universities (Gatsby 1,3,7) ● Career sector assemblies (Gatsby 1,2,3,5) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	<p>Strengthen understanding of the academic and vocational post 16 career pathways.</p>
11	<ul style="list-style-type: none"> ● 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	<p>Ensure for individual action plans, outlining proposed routes to careers post 16 and signpost students towards future destinations.</p>
Additional provision		

Staff	<ul style="list-style-type: none"> ● Staff LMI / Apprenticeship CPD (Gatsby 1,2,3) 	Upskill staff with an accurate and precise understanding of the LMI/Apprentice in relation to their curriculum areas in order to introduce students to discrete career routes.
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Year Group	Summer Term 2023 (linked to BM)	Intended learning outcomes
7	<ul style="list-style-type: none"> ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	Highlight academic themes transferable to careers and higher education.
8	<ul style="list-style-type: none"> ● Enterprise / Dragon Den drop down days (Gatsby 1,2,3,5) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	Students are able to develop transferable employability skills through an engaging and practical platform.
9	<ul style="list-style-type: none"> ● All year 9 students are taking part in virtual work experience. (Gatsby 1,2,3,5,6) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	Immerse students in an interactive learning experience, allowing for question and answer sessions in relation to the practicalities of specific expectations of chosen career routes.
10	<ul style="list-style-type: none"> ● Visits to FE College (Gatsby 1,3,7) ● Aspiration audit (Gatsby 1,3,8) ● Apprenticeship assembly / workshops (Gatsby 1,2,3,5) ● Y10 work place visit / experience (Gatsby 1,2,3,5,6) 	Strengthen an aspirational culture amongst students to identify in themselves appropriate routes that will ensure they are able to achieve their chosen career. Allow students to model the practicalities of working life.

	<ul style="list-style-type: none"> ● 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	
11	<ul style="list-style-type: none"> ● 1 - 1 interviews with Careers Advisor (Gatsby 1,3,8) ● Curriculum links to employers (Gatsby 1,2,3,4,5,6) ● Enrichment sessions 	Ensure for individual action plans, outlining proposed routes to careers post 16 and signpost students towards future destinations.
Additional provision		
Staff		

Events

- PSHE CEIAG element of SoL (Gatsby 1,2,3,4)
- STEM activities (Gatsby 1,2,3,4,5,6)
- Mock interviews (Gatsby 1,3,5)

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, for example the pre vocational qualification delivered through the HIVE provision (Gatsby 1,2,3)

- Structured KS4 transition programme in post 16 i.e. taster sessions / days, mentoring. For example Trips to college take place in the summer term and SEND students access college visits and mentoring prior to enrolment. This provision ensures for a smooth transition to post 16 pathways for vulnerable students. (Gatsby 1,2,3) For example
- Focused enterprise activity sessions such as the prevocational qualification, delivered to students in the HIVE or the Enterprise extra curricular session, offered to KS4 students at lunchtime. (Gatsby 1,2,3,4)
- Structured mock interviews (Gatsby 1,2,3, 5,7)
- Supported work experience (Gatsby 1,2,3,5,6)
- Appropriate KS4 pathways available in curriculum (Gatsby 1,3,4)
- Work shadowing over recent years has taken place through virtual work experience in year 9 and actual work placement in year 10 (Gatsby 1,2,3,5,6)
- Work placement over recent years has taken place through virtual work experience in year 9 and actual work placement in year 10 (Gatsby 1,2,3,5,6)
- 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)
- PSHE curriculum review (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 is updated termly.

- Reduced NEET figures over time (Include your 3 year trend for NEETs)
- - i.e NEET Figures (Not in Education, Employment or Training)

School	Cohort	2021 Performance		2020 Performance		2019 Performance		2018 Performance	
	209	3	1.4%	3	1.4%	2	1.0%	3	1.0%
Co Op Academy Walkden	273	4	1.5%	2	0.7%	6	2.7%	7	2.8%

- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Reduction in behaviour incidents including Ftex / Pex over time
- Increase in attitude to learning data
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups ie SEND
- Reviewing progression data over time ie take up of Apprenticeships, entry into FE with reference to vulnerable groups ie SEND
- Development of employability skills after key events
- Employer engagement increasing

Useful websites

Links to various FE colleges

[Salford City College](#)

[Winstanley College](#)

[Bolton College](#)

[Bolton Sixth Form](#)

[Wigan and Leigh College](#)

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)

<https://www.unitasterdays.com/> (A directory of university events for school groups and individual students.)

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/>

<https://amazingapprenticeships.com/>

<https://careerfinder.ucas.com/jobs/apprenticeship/>

Careers Games

<https://panjango.com/pages/panjango-online>

<https://icould.com/buzz-quiz/>

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal

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/>

[Futuregoals.co.uk](https://futuregoals.co.uk)

Provide career inspiration to help you make those important next steps to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region.

<https://futuregoals.co.uk/careerstarters/> Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

www.futuregoals.co.uk/remote

FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!" -

Greater Manchester

<https://bridgegm.co.uk/labour-market-information>

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/>

Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice. Get career smart and Register today! Success at school have highlighted some of the different careers that are helping us through the current crisis.

<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)

<https://www.skillsbuilder.org/homelearning>

Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

<https://www.thewowshow.org/students/>

The WOW Show (World of Work) - The WOW Show is a live online channel creating real-life encounters with the world of work to inspire young people about their futures. Have a look at some of the recordings and find out about any careers you are considering for your future.

<https://fledglink.com/>

This free app for students aged 13+ allows students to complete a digital CV and matches them with jobs, apprenticeships and other suitable opportunities.

<https://www.speakersforschools.org/experience-2/vwex/>

Speakers for schools - virtual work experiences Working with over 50 leading employers across industries, this offers students the chance to apply for interactive, high impact placements, through a safeguarded application portal and platform. During placements, students interact with employers, complete real work projects and work together to gain industry insights and skills.

<https://www.healthcareers.nhs.uk/>

Careers in Health Professions – Make a difference with a career in health. Get all the information you need to take the next step in your career. Health professions have been highlighted during the Coronavirus pandemic and demand is expected to increase. There are hundreds of types of careers in health available so it is definitely worth consideration. The NHS employs around 1.5 million people and there are over 350 roles to choose from, not just a doctor or a nurse! You can see a list of the careers available here: stepintothens.nhs.uk/careers and you can compare the many varied careers available here: healthcareers.nhs.uk/explore-roles/compare-roles

Parents

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

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

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

