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# Careers Plan 2019/20

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Axe Valley Academy



## Careers Plan 2019-2020

The Academy has a statutory duty to secure independent careers guidance for all year 8 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at Axe Valley Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. Careers education does not just mean informing students about their options post 16 but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices 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 the world of work whichever pathway they choose. There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance. The Academy Careers Plan sets out how the Academy provides a fit for purpose careers programme 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. The Academy provides in-school guidance and independent advice to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn. The Academy's careers provision is based on the CDI Framework for Careers, Employability and Enterprise Education 7-19 (2018). A formal Careers Programme is in place indicating the importance of employability, careers & enterprise education as part of overall Academy policy and a clear understanding of national and regional drivers. The careers programme is clearly linked to the Academy Development Plan and there is a clear vision for employability and enterprise education. The school Careers Plan is based on the DfE document Careers guidance and access for education and training providers (Jan 2018) and the Gatsby Benchmarks.



Our Careers Education, Information, Advice and Guidance (CEIAG) will:

- provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
- provide advice and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
- provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills including skills for self-employment
- support inclusion, challenge stereotyping and promote equality of opportunity
- encourage students to see career development as a life-long process
- support students at key transition points

CEIAG at Axe Valley has four elements:

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, labour market information (LMI), pathways and progression routes.
- 3) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance provided by a L6 qualified careers advisor.
- 4) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise.



## The Gatsby Benchmarks

The Academy careers plan supports the achievement of the eight Gatsby benchmarks:

### **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 careers 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.*



## Student Entitlements

### Year 7

- 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.
- 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 a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students have optional access to independent and impartial advisers via a referral system.
- Students are introduced to LMI.

### Year 8

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options.
- Students begin to consider how they can use LMI.



## Year 9

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are 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 are encouraged to challenge stereotypes within the world of work and traditional job roles.
- 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 have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to access LMI independently.

## Year 10

- Students explore post 16 pathways.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students complete the Building My Skills programme; learning about career pathways, online appearance, workplace behaviour/expectations, preparing a CV, preparing for interview.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students begin CV and cover letter writing (as part of the BMS programme).
- Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience.
- Students develop interview technique and complete a mock interview with a local employer.
- Students are encouraged to access LMI independently.



## Year 11

- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
- Students are encouraged to consider how LMI is relevant to their post 16 options.
- All students have a one to one guidance interview with an independent careers advisor (L6 qualified).
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students have optional access to additional independent and impartial advice 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 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, open evenings and appropriate internal and external careers events.



## Careers Programme

The Academy is committed to providing a planned CEIAG programme with clear student outcomes for all students (based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, 2018).

The careers programme is based around three areas:

### Self-Development

Developing through careers, employability and enterprise education.



Students understand themselves and influences on them.

### Careers Exploration

Learning about careers and the world of work.



Students investigate opportunities in learning and work.

### Career Management

Developing your career management and employability skills.



Students make and adjust plans to manage change and transition.



## Years 7, 8 and 9 Careers Programme

### Developing through careers, employability and enterprise education (Self-Development)

Outcome	Learning Element	Year 7, 8 and 9 Learning Outcome	Activity
Self-Awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being.	Describe yourself, your strengths and your preferences.	LifeSkills Year 7– Dreams and Aspirations. Tutor programme Year 8 – Your chance of success. Lifeksills Year 8 - Business in the Classroom. Kudos – Online careers development
Self-determination (2)	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Be able to focus on the positive aspects of your well-being, progress and achievements.	LifeSkills Year 7– Dreams and Aspirations. Tutor programme Year 8 – Your chance of success. Lifeksills Year 8 - Business in the Classroom. Kudos – Online careers development
Self-improvement as a learner (3)	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefitted as a learner from career, employability and enterprise learning activities and experiences.	LifeSkills Year 7– Dreams and Aspirations. Tutor programme Year 9 – What can't you do in Devon? Students review their experience of interviewing a visitor (careers talk / careers fair / Barclays Life skills) and what they learnt from the answers to their questions. Kudos – Online careers development



**Learning about careers and the world of work (Career Exploration)**

<b>Outcome</b>	<b>Learning Element</b>	<b>Year 7/8/9 Learning Outcome</b>	<b>Activity</b>
Exploring careers and career development (4)	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.	Describe different explanations of what careers are and how they can be developed.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Tutor programme Year 9 – What can't you do in Devon?</p> <p>STEM workshops – Year 8.</p> <p>Students find out how the careers of different members of guests/staff / members of their family have developed and then reflect on the diversity of career patterns and structures</p> <p>Students produce career timelines for a positive role model.</p> <p>Employees support the teacher in delivering traditional career learning activities including assemblies, careers talks, use of</p> <p>Start 3 minute video case studies in Lifeksills and tutorial programme.</p>
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	<p>LifeSkills Year 7– Dreams and Aspirations.</p> <p>Tutor programme Year 8 – Your chance of success.</p> <p>Lifeksills Year 8 - Business in the Classroom.</p> <p>Students explore the purpose of work; reading case studies about work and working life, careers talks, assemblies, careers fairs, workplace visits.</p> <p>Students use video clips (including Start, Careerbox, icould) to support a teacher/employer led discussion.</p>



<p>Understanding business and industry (6)</p>	<p>Understanding sizes and types of business and business, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.</p>	<p>Give examples of different business organisational structures.</p>	<p>Lifekills Year 8 - Business in the Classroom. Students investigate the types of businesses involved in bringing everyday items to the consumer. Students produce a thought shower of the businesses linked to the Academy and jobs / careers linked to each business. DWP LMI Assembly.</p>
<p>Investigating jobs and labour market information (LMI) (7)</p>	<p>Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.</p>	<p>Be aware of what job and labour market information (LMI) is and how it can be useful to you.</p>	<p>Year 7 Lifekills – Dreams and aspirations Year 8 tutor programme – Your chance of success Year 8 Lifekills – Business in the classroom. Year 9 – Tutor programme - What can't you do in Devon? Year 9 – Tutor programme – Your route to success Year 8 – STEM Kudos online careers development.</p>
<p>Valuing equality, diversity and inclusion (8)</p>	<p>Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.</p>	<p>Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you.</p>	<p>Year 7 – Lifekills – Dreams and aspirations Year 8 – Your chance of success Year 9 – What can't you do in Devon? Year 9 – Your route to success Challenging stereotypes in the workplace – reading and discussion of case studies/news story clips.</p>



<p>Learning about safe working practices and environments (9)</p>	<p>Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.</p>	<p>Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you.</p>	<p>Business led assembly; importance of the law and as an employer what their responsibilities to their employee is.</p> <p>Year 9 - Your route to success.</p>
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### Developing your career management and employability skills (Careers Management)

Outcome	Learning Element	Year 7/8/9 Learning Outcome	Activity
<p>Making the most of careers information, advice and guidance (10)</p>	<p>Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.</p>	<p>Identify your personal networks of support, including how to access and make the most of impartial face to face and digital careers information, advice and guidance.</p>	<p>Year 7 Lifeskills – Dreams and aspirations</p> <p>Year 8 tutor programme – Your chance of success</p> <p>Year 8 Lifeskills – Business in the classroom.</p> <p>Year 9 – Tutor programme - What can't you do in Devon?</p> <p>Kudos online careers development.</p> <p>Delivery of career learning activities by employers including year 8 STEM inspiration, careers fairs, careers talks.</p>
<p>Preparing for employability (11)</p>	<p>Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiations, self-advocacy and staying healthy.</p>	<p>Recognise the qualities and skills you have demonstrated both in and out of the school that will help to make you employable.</p>	<p>Year 7 Lifeskills – Dreams and aspirations</p> <p>Year 8 tutor programme – Your chance of success</p> <p>Year 8 Lifeskills – Business in the classroom.</p> <p>Year 9 – Tutor programme - What can't you do in Devon?</p> <p>Kudos online careers development.</p> <p>Leadership roles at school</p> <p>Employer led sessions – importance of employability skills; careers talks.</p> <p>Work place visits</p>



<p>Showing initiative and enterprise (12)</p>	<p>Showing initiative and enterprise is about helping individuals to make the most out of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.</p>	<p>Recognise when you are using the qualities and skills that entrepreneurs demonstrate.</p>	<p>Year 8 Lifeskills – Business in the classroom. Year 9 – Your route to success</p>
<p>Developing personal financial capability (13)</p>	<p>Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic wellbeing now and in the future.</p>	<p>Show that you can manage a personal budget and contribute to household and school budgets.</p>	<p>Year 7 – Lifeskills- financial capability Year 9 – Your route to success  Budgeting – Producing a personal budget, importance of saving, implications of borrowing.  Charity fundraising – each year group to complete charity based work.</p>
<p>Identifying choices and opportunities (14)</p>	<p>Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen and unplanned</p>	<p>Know how to identify and systematically explore the options open to you at a decision point.</p>	<p>Year 7 Lifeskills – Dreams and aspirations Year 8 tutor programme – Your chance of success Year 8 Lifeskills – Business in the classroom. Year 9 – Tutor programme - What can't you do in Devon?  Kudos online careers development.  Students produce subject posters displaying facts about the qualifications, skills and jobs that you can gain by studying particular subjects.  Employer led career learning including STEM ambassadors, business led workshops.</p>



<p>Planning and deciding (15)</p>	<p>Individuals need to know how to make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond to unforeseen or unplanned choices and opportunities.</p>	<p>Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need.</p>	<p>Year 7 Lifeskills – Dreams and aspirations            Year 8 tutor programme – Your chance of success            Year 8 Lifeskills – Business in the classroom.            Year 9 – Tutor programme - What can't you do in Devon            Year 9 – Your route to success            Students to attend parents evenings to discuss progress in lessons reviewing their education with parents and teachers.</p>
<p>Handling applications and interviews (16)</p>	<p>Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set backs and disappointments</p>	<p>Know how to prepare and present yourself when going through a selection process.</p>	<p>Year 7 Lifeskills – Dreams and aspirations            Year 8 tutor programme – Your chance of success            Students apply for leadership roles within the Academy.            Employer led career learning on presentation skills.</p>
<p>Managing changes and transitions (17)</p>	<p>Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university/college or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p>	<p>Show that you can be positive, flexible and well prepared at transition points in your life.</p>	<p>Year 7 Lifeskills – Dreams and aspirations            Year 8 tutor programme – Your chance of success            Year 8 options evening/process.            Students to write a guide/bog for year 6 students on how to make a successful transition from primary to secondary school.</p>



## Years 10 and 11 Careers Programme

### Developing through careers, employability and enterprise education (Self-Development)

Outcome	Learning Element	Year 10 and 11 Learning Outcome	Activity
Self-Awareness (1)	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity and mental well-being.	Recognise how you are changing what you now have to offer and what is important to you	Year 10 – Skills builder. Year 11 – Pathways to success One to one and small groups careers guidance interviews. Careers action plans developed. Kudos online careers development. Year 11 mentoring to discuss strengths and areas for development
Self-determination (2)	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.	Year 10 – Skills builder. Year 11 – Pathways to success Kudos – Online careers development Mock interviews Post 16 applications and interviews. Year 11 mentoring to discuss strengths and areas for development
Self-improvement as a learner (3)	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Review and reflect upon how you have benefitted as a learner from career, employability and enterprise activities and experiences.	Year 10 – Skills builder. Year 11 – Pathways to success Kudos – Online careers development Mock interviews Post 16 applications and interviews. Year 11 mentoring to discuss strengths and areas for development



**Learning about careers and the world of work (Career Exploration)**

<b>Outcome</b>	<b>Learning Element</b>	<b>Year 10 and 11 Learning Outcome</b>	<b>Activity</b>
Exploring careers and career development (4)	Career exploration expands individuals' horizons for actions and opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the careers experiences of others and contribute in important ways to the career wellbeing of others.	Discuss the skills involved in managing your own career.	Students investigate career development through employer encounters including careers talks, work place visits, work experience.  Year 10 – Skills builder.  Year 11 – Pathways to success  Students weigh up the pros and cons of several career types e.g. single track careers, serial careers, portfolio careers and lifestyle careers.  Year 11 mentoring to discuss strengths and areas for development
Investigating work and working life (5)	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in peoples' lives. They learn what constitutes good or decent work and how to find it for themselves.	Explain how work and working life is changing and how this might impact on your own and other people's career satisfaction.	Year 10 – Skills builder.  Year 11 – Pathways to success  Students to research news stories to consider the impact of work on mental and physical health.  Students use video clips (including Start, Careerbox, icould) to support a teacher/employer led discussion.  Students to meet a range of people including alumni, business representatives, AVA staff to consider how jobs are likely to change over the next 5 – 10 years.  Year 11 mentoring to discuss strengths and areas for development
Understanding business and industry (6)	Understanding sizes and types of business and business, why they are organised as they area and how they view success enables individuals to prepare for employment and to appraise the	Explain different types of business organisational structures, how they operate and how they measure success.	Year 10 – Skills builder.  Year 11 – Pathways to success  Students to research a range of business types including sole traders, partnerships, franchises, SMEs and multinationals.



	contribution of business and industry to community, social and economic life.		
Investigating jobs and labour market information (LMI) (7)	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when the thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.	Be able to find relevant job and labour market information (LMI) and know how to use it in your career planning.	Year 10 – Skills builder. Year 11 – Pathways to success ASK assembly STEM information provided to students. Kudos online careers development.
Valuing equality, diversity and inclusion (8)	Individuals need to share the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues.	Year 10 – Skills builder. Year 11 – Pathways to success Challenging stereotypes in the workplace – discussion of case studies, news stories including the tackling of the ‘glass ceiling’ in key professions (medicine, law, engineering and architecture). Employability workshops. Employability talks designed to challenge stereotypes.
Learning about safe working practices and environments (9)	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of your responsibilities and rights as a student, trainee or employee for staying safe and following safe working practice.	Preparing for work experience – year 10. Health and safety in the work place. HR assembly to discuss the rights and responsibilities in the work place.



**Developing your career management and employability skills (Careers Management)**

<b>Outcome</b>	<b>Learning Element</b>	<b>Year 10 and 11 Learning Outcome</b>	<b>Activity</b>
Making the most of careers information, advice and guidance (10)	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one to one basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.	Build your personal networks of support including how to access and make the most of a wide range of impartial face to face and digital careers information advice and guidance.	<p>Year 10 – Skills builder.</p> <p>Year 11 – Pathways to success</p> <p>Students to discuss their options with family, friends, school staff and careers specialists and carefully weigh up the advice given.</p> <p>Year 11 mentoring to discuss strengths and areas for development</p> <p>Mock interviews</p> <p>Work experience.</p> <p>One to one and small group careers guidance.</p> <p>Employer led career assemblies and sessions.</p>
Preparing for employability (11)	Preparing for employability is about enabling individuals to gain the skills and experiences they need to get, maintain and make progress in employment or self-employment including networking, negotiations, self-advocacy and staying healthy.	Show how you are developing qualities and skills which will help to improve your employability.	<p>Year 10 – Skills builder.</p> <p>Year 11 – Pathways to success</p> <p>Applying for leadership roles at the Academy</p> <p>Mock interviews and work experience.</p> <p>Students develop their CVs, letters of application and how to complete an application form. Employer led sessions on these things.</p> <p>Year 11 mentoring to discuss strengths and areas for development</p>
Showing initiative and enterprise (12)	Showing initiative and enterprise is about helping individuals to make the most out of their opportunities, manage risk-	Show that you can be enterprising in the way that you learn, work and manage your career.	<p>Year 10 – Skills builder.</p> <p>Year 11 – Pathways to success</p> <p>Year 11 mentoring to discuss strengths and areas for development</p>



	taking and demonstrate drive and determination, especially in a business sense.		Work discovery week and sector days to explore qualities and skills for employment and enterprise.  Local entrepreneurs' assembly
Developing personal financial capability (13)	Being able to calculate and compare costs and benefits of living, education, training and employment options, considering any financial support that might be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic wellbeing now and in the future.	Show that you can manage financial issues relating to your education, training and employment choices including knowing how to access sources of financial support that might be open to you.	Year 10 – Skills builder.  Year 11 – Pathways to success Financial implications of careers pathways workshops. Financial implications between apprenticeships and non-apprenticeship courses.
Identifying choices and opportunities (14)	Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen and unplanned	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals.	Year 10 – Skills builder.  Year 11 – Pathways to success  One to one and small group careers advice.  Attending FE open days/evenings and transition events.
Planning and deciding (15)	Individuals need to know how to make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond to unforeseen or unplanned	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you.	Year 10 – Skills builder.  Year 11 – Pathways to success  One to one and small group careers advice.  Students to explore the different styles of communication and conflict



	choices and opportunities.		resolution. Students to weigh up different factors affecting their decisions.
Handling applications and interviews (16)	Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with setbacks and disappointments	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of success.	Year 10 – Skills builder. Year 11 – Pathways to success Mock interviews CV and job application development.
Managing changes and transitions (17)	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university/college or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment.	Year 10 – Skills builder. Year 11 – Pathways to success Students attend FE open days and transition events. Students to reflect on the experiences of choosing options at the end of key stage 3; students to consider how the lessons learnt can impact on the choices they make at the end of Key stage 4. Students say what should be in the induction programme for young people going into 6 <sup>th</sup> form, college, work based learning or apprenticeships.



**Year 11**

Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. All students have a one to one guidance interviews. Additional support available through staff referral, parental request.	Careers information, advice and guidance. One to one guidance. Sally Trump (Impartial advisor)	Sally Trump (Impartial advisor) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities, videos shown in tutor groups. Panel interviews – guests brought in to be questioned during an assembly by groups of students, about their world of work.	Engagement with employers	Various (see careers talk programme / IAG calendar) Ex students Young employers ASK	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	College, Sixth Form, Training Providers, Apprenticeship Open Evenings / Events Promoted during assembly, Careers board, website.	Information	Exeter University Exeter College (Gareth Jones/Emily Skinner) Bicton College Woodroffe Sixth form Holyrood Sixth Form (DMc) Colyton Grammar Sixth Form Various training providers ASK	CDI 4,5,10,11,14,15,17 Gatsby Benchmark 1,2,3,5,6,7
September - December	Tutorial programme – Pathway To Success Programme covers: 1. Self-development 2. Career exploration 3. Career management It will also include the key skills to success (skill builder) – listening, presenting, problem solving, creativity, staying positive, aiming high,	Careers education	Tutors Employer links Skills builder Career pilot	CDI 1,2,3,4,5,7,10,11,13,14,15,16,17 Gatsby Benchmarks 1,2,4,5,6,7



	leadership and teamwork. Careers portfolio updates – CVs, letters of application, interview preparation, personal development file.			
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors Various employers National Citizenship Service	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
January	Year 11 Mock Results Day and Pathway to Success (collapsed timetable day). Year 11 Parents Evening.	Information and guidance Careers education Careers advice	Year Leader SLT National Citizenship Service	CDI 1,2,3,4,10,11,14,15,16, 17 Gatsby Benchmarks 1,2,3,5,7,8
January	Assembly – apprenticeships. Apprenticeship information sessions – lunchtime drop in sessions. Information on the apprenticeship pathway (degree apprenticeships) / application procedures.	Careers information Employer engagement	Powertools (Jane Bolton) Exeter College (Gareth Jones) ASK Young Ambassadors	Career Management 4,5,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,5
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors Powertools (Jane Bolton) Anne Blackburn	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
March	Careers Day All curriculum areas link their subject areas to the world of work, employability skills.	Careers educations Careers information	Subject teachers	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
August	Results Day Personal guidance and support.	Careers information and advice	Year Leader Career Leader SLT	CDI 1,2,3,10, 14,15,17 Gatsby Benchmarks 1,2,3,8



**Year 10**

<b>Date</b>	<b>CEAIG Activity</b>	<b>Services</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Sally Trump (Impartial advisor) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities, videos shown in tutor groups. Panel interviews – guests brought in to be questioned during an assembly by groups of students, about their world of work.	Engagement with employers	Various (see careers talk programme / IAG calendar) Ex students Young employers ASK	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Job Role Days Including IT, health, retail, construction, creative industries, digital.	Employer engagement Careers information	Powertools (Jane Bolton) Anne Blackburn	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7
September to April	Tutorial programme – Pathway To Success Programme covers: 1. Self-development 2. Career exploration 3. Career management It will also include the key skills to success (skill builder) – listening, presenting, problem solving, creativity, staying positive, aiming high, leadership and teamwork. Careers portfolio updates – CVs, letters of application, interview preparation, personal development file.	Careers education	5 employer assemblies Tutors Employer links Employers Job Centre Plus. Skills builder	CDI 1,2,3,4,5,6,7,8,9,10,11,13,14,16,17 Gatsby Benchmarks 1,2,4,5,6,7
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors Various employers National Citizenship Service	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
September	Launch of Work Experience	Careers information	Year Leader	CDI



	Assembly / tutor programme.		SLT Tutors	1,2,3,4,5,6,7,8,9,10,11,12,14,15,16 Gatsby Benchmark 1,2,3,5,6
September to April	Work Experience Support Sessions	Careers information and advice	Year Leader SLT Tutors	CDI 1,2,3,4,5,6,7,8,9,10,11,12,14,15,16 Gatsby Benchmark 1,2,3,5,6
March	Labour Market Information	Careers information	Career pilot Skills builder	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors Powertools (Jane Bolton) Anne Blackburn	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
March	Careers Day – interactive event All curriculum areas link their subject areas to the world of work, employability skills. What’s my job? – speed networking Obscure jobs identified and presented.	Careers education Careers information Employer engagement	Powertools (Jane Bolton) Exeter College Employers Anne Blackburn	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
June	Mock interview day – External venue – all year 10s to be interviewed for a job.	Employer Engagement Careers information	Employers Apprenticeship providers	CDI 1,2,3,10,11,16 Gatsby Benchmarks 1,2,5,7
June	Destination University	Careers information	University of Exeter	CDI 1,2,3,10,11,12,14,15,17
July	Work Experience – week long Follow up work (diary, reflection and letter)	Employer Engagement	Various (see work experience log)	CDI 1,2,3,4,5,6,7,8,9,10,11,12,14,16,17 Gatsby Benchmarks 1,2,3,5,6



### Year 9

Date	CEAIG Activity	Services	Partners	CDI Framework Gatsby Benchmarks
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Sally Trump (Impartial advisor) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities, videos shown in tutor groups. Panel interviews – guests brought in to be questioned during an assembly by groups of students, about their world of work.	Engagement with employers	Various (see careers talk programme / IAG calendar) Ex students Young employers ASK	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Sector Days Including IT, health, retail, construction, creative industries.	Employer engagement Careers information	Powertools (Jane Bolton) Anne Blackburn	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7
September to April	Tutorial programme. Programme covers: 1. Self-development 2. Career exploration 3. Career management It will also include the key skills to success (skill builder) – listening, presenting, problem solving, creativity, staying positive, aiming high, leadership and teamwork.	Careers education	Tutors Employer links Employers Job Centre Plus. Skills builder	CDI 1,2,3,4,5,6,7,10,11,14 Gatsby Benchmarks 1,2,4,5
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors Various employers National Citizenship Service	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
March	Labour Market Information	Careers information	Skills builder	CDI 4,5,6,7,14,15,17



			Careers pilot	Gatsby Benchmark 1,2,5
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors Powertools (Jane Bolton) Anne Blackburn	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
March	Careers Day – interactive event All curriculum areas link their subject areas to the world of work, employability skills. What’s my job? – speed networking Obscure jobs identified and presented.	Careers educations Careers information Employer engagement	Powertools (Jane Bolton) Exeter College Employers Anne Blackburn	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
June/July	Work Discovery Week. Range of activities including: Workplace visit to Powertools Guest speakers	Careers information Employer engagement	Various employers Powertools (visits)	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,4,5,6,7



**Year 8**

<b>Date</b>	<b>CEAIG Activity</b>	<b>Services</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Sally Trump (Impartial advisor) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar)	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	Work Discovery Sector Days Including IT, health, retail, construction, creative industries.	Employer engagement Careers information	Anita Whipp Various employers	CDI 3,4,5,6,7,8,9,12,14 Gatsby Benchmarks 1,2,4,5,6,7
September to July	KS3 LifeSkills programme (Business in the Classroom) 6/7 careers lessons Programme covers: 1. Self-development 2. Career exploration 3. Career management Barclay's Bank Visit	Careers education	Tutors Barclay's Bank	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14 Gatsby Benchmarks 1,2,4,5,6
September to April	Tutorial programme. Programme covers: 1. Self-development 2. Career exploration 3. Career management	Careers education	Tutors	CDI 1,2,3,4,5,6,7,10,11,14 Gatsby Benchmarks 1,2,4,5
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors Various employers National Citizenship Service	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7



November	STEM Day	Employer engagement Careers information Careers education	Various employers (see plan for day)	CDI 4,5,6,7,8,9,10,11,12,14 Gatsby 1,2,4,5
March	Assembly – Labour Market Information	Careers information	Skills builder Careers pilot	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	Powertools (Jane Bolton) Exeter College Employers Anne Blackburn	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
June	Work Discovery Week. Range of activities including: Careers fair Workplace visits Guest speakers	Careers information Employer engagement	Various employers	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,4,5,6,7
July	Destination University	Careers information	University of Exeter	CDI 1,2,3,10,11,12,14,15,17



**Year 7**

<b>Date</b>	<b>CEAIG Activity</b>	<b>Services</b>	<b>Partners</b>	<b>CDI Framework Gatsby Benchmarks</b>
September - July	Access to independent and impartial careers advice and guidance. Addition support available through staff referral, parental request.	Careers information, advice and guidance.	Sally Trump (Impartial advisor) Careers advisor (internal)	CDI 1,2,3,4,7,10,11,14,15,17 Gatsby Benchmarks 1,2,3,8
September to July	Careers Talks (weekly): guest speakers (employees and employers) from local businesses, training providers, apprenticeships, FE, HE, charities.	Engagement with employers	Various (see careers talk programme / IAG calendar) Ex Students	CDI 4,5,6,7,8,10,11,14 Gatsby Benchmarks 1,2,3,4,5,6,7
September to July	KS3 LifeSkills programme 6/7 careers lessons Programme covers: 1. Self-development 2. Career exploration 3. Career management	Careers education	Tutors	Self-Development 1,2,3 Careers Exploration 4,5,7 Career Management 11,13,17 Gatsby Benchmarks 1,2,4
September to April	Tutorial programme. Programme covers: 1. Self-development 2. Career exploration 3. Career management  Careers portfolio updates – CVs, letters of application, interview preparation.	Careers education	Tutors	CDI 1,2,3,4,5,6,7,10,11,14 Gatsby Benchmarks 1,2,4,5
September to April	CEIAG assemblies provide CEIAG and support, LMI.	Careers education Careers information	Tutors Various employers National Citizenship Service	CDI 1,2,3,4,5,6,7,10,11,13,17 Gatsby Benchmarks 1,2,4,5,7
November	STEM Day	Employer engagement Careers information	Various employers (see plan for day)	CDI 4,5,6,7,8,9,10,11,12,14 Gatsby 1,2,4,5



		Careers education		
March	Assembly – Labour Market Information	Careers information	Various employers	CDI 4,5,6,7,14,15,17 Gatsby Benchmark 1,2,5
March	Careers Day. All curriculum areas link their subject areas to the world of work, employability skills. Careers fair.	Careers education Careers information Employer engagement	Subject leaders	CDI 4,5,6,7,10,11,12,14 Gatsby Benchmark 1,2,4,5,6,7
March	National Careers Week – tutorial activities, tutor group assemblies. All curriculum areas link their subject areas to the world of work, employability skills. National Apprenticeship Week – tutorial activities.	Careers information Employer engagement	Various employer links (see IAG calendar) Tutors	CDI 4,5,6,7,8,9,10, 14 Gatsby Benchmarks 1,2,4,5
June	Work Discovery Week. Range of activities including: Careers fair Workplace visits Guest speakers	Careers information Employer engagement	Various employers	CDI 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17 Gatsby Benchmarks 1,2,3,4,5,6,7
July	Destination University	Careers information	University of Exeter	CDI 1,2,3,10,11,12,14,15,17



## CEIAG Overview

Career related activity	Year 7	Year 8	Year 9	Year 10	Year 11
Assembly	√	√	√	√	√
Tutor programme	√	√	√	√	√
Careers lesson	√	√			
Curriculum crash days	√	√	√	√	√
Visits from employers	√	√	√	√	√
Visits to employers	√	√	√	√	√
Work experience				√	
FE taster days				√	√
HE taster sessions	√	√	√	√	√
Visits from FE/HE	√	√	√	√	√
Employee mentoring (targeted students)		√	√	√	√
Mock interviews				√	
Careers talks	√	√	√	√	√
Careers fair	√	√	√	√	√
One to one guidance interviews	On request	On request	On request	√	√
National Citizenship Service				√	√
Web based activities/careers website	√	√	√	√	√
Employability workshops	√	√	√	√	√
Work discovery week			√	√	√

Additional activities/events to be added for each year group when opportunities arise.