



Provider Access Policy into Practice (CEIAG)

PROGRAMME OF STUDY

2020/21

V1 published October 2020

KS3 CEIAG CAREERS PROGRAMME OF STUDY 2020/21

| | Autumn Term | Spring Term | Summer Term |
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| Year 7 | <p>Year 7 Mentoring Programme – Recognising job roles/Career of the Week</p> <p>Virtual encounters with College – New College Durham, Newcastle College, Gateshead College, Derwentside College, East Durham/Houghall College</p> <p>Careers Assembly led by Careers Lead - R Graham</p> <p>Parent survey - NDA CEIAG Provision</p> | <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave</p> <p><i>SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</i></p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede’s Lanchester</p> <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate</p> | <p>Lifeskills for Year 7 Understanding Work</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave</p> <p><i>SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</i></p> <p>Student/Parent/Staff Survey – Evaluating Careers Programme</p> |
| Year 8 | <p>Year 8 Mentoring Programme – Recognising job roles/Career of the Week</p> <p>Virtual encounters with College – New College Durham, Newcastle College, Gateshead College,</p> | <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave <i>SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</i></p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form,</p> | <p>Lifeskills for Year 8 Understanding Work</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave <i>SEND/EHCP and EAL students will be</i></p> |

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| | <p>Derwentside College, East Durham/Houghall College</p> <p>Careers Assembly led by Careers Lead - R Graham</p> <p>Parent survey - NDA CEIAG Provision</p> | <p>Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede's Lanchester</p> <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate</p> | <p>supported within the Harbour and by CEIAG Lead to access careers advice</p> <p>Student/Parent/Staff Survey – Evaluating Careers Programme</p> |
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KS4 CEIAG CAREERS PROGRAMME OF STUDY 2020/21

| | Autumn Term | Spring Term | Summer Term |
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| Year 9 | <p>Year 9 Mentor Programme – Recognising Job Roles/Career of the Week</p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede's Lanchester</p> <p>Virtual encounters with College – New College Durham, Newcastle College, Gateshead College, Derwentside College, East Durham/Houghall College</p> | <p>Year 9 Mentor Programme – Let's Talk Careers</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</p> <p>Future Me – HE Talks - Year 9 - Intro to FM and HE - Discovering FutureMe</p> | <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</p> <p>Virtual Work Experience Project – REED WEXP</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate</p> <p>Future Me – HE Talks - Year 9 - Intro to FM and HE - Discovering FutureMe</p> |

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| | <p>LIFE Lessons – What is Work?</p> <p>Careers Assembly led by Careers Lead</p> <p>Parent survey - What is CEIAG?</p> | | <p>Enact Theatre Performance - Y9 assembly/theatre performance covering Destination Success</p> |
| Year 10 | <p>KS4 Mentor Programme – Career of the Week – What is careers information advice and guidance?</p> <p>Careers Assembly led by Careers Lead</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate</p> <p>Parent survey - What is CEIAG?</p> | <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede’s Lanchester</p> <p>FutureMe Activities - Year 10 What If? Student Finance, and Revision Techniques</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</p> <p>LIFE Lessons - Lifeskills for KS4– 21st century work-based skills including CV Writing, Career Options, Destinations and Pathways, Why HE?</p> | <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede’s Lanchester</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</p> <p>Virtual Work Experience Project – REED WEXP</p> |

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| <p>Year 11</p> | <p>LIFE Lessons - Lifeskills for KS4– 21st century work-based skills including CV Writing, FE/HE Application Forms, World of Work, Career Options, Pathways</p> <p>Careers Assembly led by Careers Lead</p> <p>FutureMe Activities - Create a Future Me –Getting Finance Ready – The Basics - Revision Techniques</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate</p> <p>Parent Survey – Barriers to HE</p> <p>Parent survey - What is CEIAG?</p> <p>Collection of initial destination data - 1</p> | <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede’s Lanchester</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave <i>SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</i></p> <p>LIFE Lessons - Lifeskills for KS4– 21st century work-based skills including CV Writing, Career Options, Destinations and Pathways, Why HE?</p> <p>Mock Interviews – Provided through New College Durham</p> <p>Durham Works support scheme for identified students (NEETs)</p> <p>Collection of destination data - 2</p> | <p>Virtual encounters with Universities/HE providers – Durham, Newcastle, Teesside, Sunderland + 3 other</p> <p>Virtual encounters with Sixth Form – Consett Academy, Durham Sixth Form, Parkview Academy, New College Durham Sixth Form, Newcastle College Sixth Form, St Bede’s Lanchester</p> <p>Virtual encounters with employers, training provider – Ask Apprenticeships, Apprenticeship Hub</p> <p>CEIAG Interviews – with Internal Careers Lead and Careers Advisor from Career Wave <i>SEND/EHCP and EAL students will be supported within the Harbour and by CEIAG Lead to access careers advice</i></p> <p>Mock Interviews – Provided through New College Durham</p> <p>Collection of destination data - 3</p> |
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| Focus for the Year 7 | Element of Learning | Skills and Knowledge |
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| <p>Recognising your skills and abilities – current and areas to develop linked to aspirations</p> | <p>Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.</p> <p>Students will make informed choices and will develop their self-esteem.</p> <p>Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.</p> <p>Students will be encouraged to have a positive attitude, learn to plan, review and reflect and how to develop their own potential.</p> <p>Students will gain an understanding of careers experiences of others.</p> <p>Students will investigate how people’s changing experiences of work enables individuals to understand the meaning and purpose of work in people’s lives.</p> <p>Students will gain an understanding of labour market information and how to use it when thinking about careers and enterprise.</p> <p>Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.</p> <p>Students will learn to show initiative and the importance of taking risks.</p> <p>Students will know how to save and why debt is not a good financial situation to be in.</p> | <ul style="list-style-type: none"> • Self-Awareness • Self-Determination • Self-Improvement • Exploring Careers and Career Development • Investigating work and working life • Investigating jobs and LMI • Valuing equality diversity and inclusion • Preparing for employability • Developing personal financial capability • Identifying choices and opportunities |

| Focus for the Year 8 | Element of Learning | Skills and Knowledge |
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| <p>How we decide – finding information and making decisions (linked to Options 13+)</p> | <p>Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.</p> <p>Students will make informed choices and will develop their self-esteem.</p> <p>Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.</p> <p>Students will explore their career horizons for actions and opportunities.</p> <p>Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.</p> <p>Students will learn what constitutes good or decent work and how to find it for themselves.</p> <p>Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise.</p> <p>Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.</p> <p>Students will need to learn how to recognise, access and make effective use of trustworthy information.</p> <p>Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.</p> | <ul style="list-style-type: none"> • Self-Awareness • Self-Determination • Self-Improvement • Exploring Careers and Career Development • Investigating work and working life • Investigating jobs and LMI • Valuing equality diversity and inclusion • Preparing for employability • Developing personal financial capability • Identifying choices and opportunities |

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| | <p>Students will know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.</p> <p>Students need to be able to research and recognise suitable progression pathways and qualifications.</p> <p>Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment.</p> <p>Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.</p> | |
| Focus for the Year 9 | Element of Learning | Skills and Knowledge |
| Developing your Career Self and Finance for Teens | <p>Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.</p> <p>Students will make informed choices and will develop their self-esteem.</p> <p>Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.</p> <p>Students will explore their career horizons for actions and opportunities.</p> <p>Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.</p> <p>Students will learn what constitutes good or decent work and how to find it for themselves.</p> | <ul style="list-style-type: none"> • Self-Awareness • Self-Determination • Self-Improvement • Exploring Careers and Career Development • Investigating work and working life • Investigating jobs and LMI • Valuing equality diversity and inclusion • Preparing for employability • Developing personal financial capability • Identifying choices and opportunities |

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| | <p>Students will understand the different types of sizes of businesses – how they are organised and how their success enables them to employ people.</p> <p>Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise, and will know how to protect themselves from subjective and biased information.</p> <p>Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.</p> <p>Students will learn about safe-working practices and environments and how this helps individuals to keep themselves and others healthy and safe at work.</p> <p>Students will need to learn how to recognise, access and make effective use of trustworthy information.</p> <p>Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.</p> <p>Students will know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.</p> <p>Students need to be able to research and recognise suitable progression pathways and qualifications.</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 effectively to unforeseen or unplanned choices and opportunities.</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</p> | |
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| | of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments. | |
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KS4 CEIAG CAREERS PROGRAMME OF STUDY

| | Element of Learning | Skills and Knowledge |
|---|--|---|
| The World of Work and Options 16+; Future Planning, Implementation and Evaluation | <p>Students will be able to realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves.</p> <p>Students should learn how to make informed choices and relate well to others in order to nurture their self-esteem, identity and mental well-being.</p> <p>Students will be taught self-determinations and self-regulation and how to boost their own hope, optimism, adaptability and resilience.</p> <p>Students will develop their self-determination, empowering them to aspire and achieve.</p> <p>Students will learn how to plan, review and reflect in order to understand what they have learned and what they need to learn next and understand how they learn best enables them to develop their potential.</p> <p>Students will explore careers which expand individual's horizons for actions and opportunities. They will gain an understanding of careers processes and structures and how they enable them to make sense of their own careers, understand careers experiences of others and contribute in important ways to the career wellbeing of others.</p> <p>Students will investigate people's changing experience of work and how it enables them to understand the meaning and purpose of work in people's lives.</p> | <ul style="list-style-type: none"> • Self-Awareness • Self-Determination • Self-Improvement • Exploring Careers and Career Development • Investigating work and working life • Investigating jobs and LMI • Valuing equality diversity and inclusion • Preparing for employability • Developing personal financial capability • Identifying choices and opportunities |

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| | <p>Students will find out what constitutes good and decent work and how to find it for themselves.</p> <p>Students will need to understand and know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about career, employability and enterprise.</p> <p>Students need to understand how to counteract stereotyping, discrimination and prejudice, so that they are able to realise their own ambitions and help others to do so.</p> <p>Students will be prepared for employment, and will be given the opportunity to gain the skills and experiences which they need to get, maintain and make progress in employment or self-employment including networking, negotiation self-advocacy and staying healthy.</p> <p>Students will be able to calculate and compare costs and benefits of living, education, training, and employment options, considering any financial support that might be available. Students will learn how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.</p> <p>Students need to be able to research and recognise suitable progression pathways and qualifications. They will use networking, negotiation, information and evaluation skills to enable them to maximise their choices and opportunities, including those that are unforeseen or unplanned.</p> <p>Students need to learn how to promote themselves in a way that attracts the attention of selector's ad recruiters as well as managing the applications process requiring them to develop a range of self-presentation and marketing skills including the use of digital and social media. This also includes teaching them how to cope with set-backs and disappointments.</p> <p>Students will be guided towards 16+ transition confidence and should be helped to make successful moves. They will review and reflect on previous transitions</p> | |
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| | and how they can develop psychological resources to cope with future transitions. | |
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16+ CEIAG Programme of Study

16+ CEIAG takes place differently to the rest of the Academy. Students have 1 hour per week in their tutorial period to cover a range of activities like CEIAG, PSCHE and Destinations

| | Autumn Term | Spring Term | Summer Term |
|---------|---|--|--|
| Year 13 | <p>Building Self-Belief – External Agency Delivery Various team building activities</p> <p>Building bridges</p> <p>Dodgeball</p> <p>UCAS Applications – creating a UCAS account</p> <p>Students will design a CV to support their future aspirations for employment</p> <p>Destinations – what is available – pathways to HE and Higher Apprenticeships</p> <p>Positively MAD workshops – Bridging the Gap and Goal Mapping</p> <p>PUSH Talk – HE linked talk by Durham University Students</p> <p>Apprenticeship Talk – External visitor virtual – Ask Apprenticeships</p> | <p>Discover HE – making final decisions for applications to HE/Higher Apprenticeships</p> <p>Personal Statements – how to write the perfect statement, including collecting references</p> <p>UCAS Applications – finalising and submitting applications</p> <p>Referencing and Plagiarism – how to do this and the importance moving forward to HE</p> <p>Applying for and finding Higher Apprenticeships – Ask Apprenticeships</p> | <p>Applying for and finding Higher Apprenticeships – Ask Apprenticeships</p> |

| Activity | Skills and Knowledge |
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| Teambuilding | Students will be given activities as tutor groups to build up their team working skills and become a more cohesive unit. |
| CV Builder | Self-Esteem Self-Promotion |
| FutureMe Workshop | Self-Study Independent Learning/Study Skills Independent Research Raising Aspirations for HE Note-Taking |
| 12-Week Programme with Stanley AAP Oct HT – Nov HT | Self-esteem Confidence Wider employability skills |
| FutureMe Workshop | Organisation Goal/Target Setting Creative Techniques |

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| Work Experience | Organisation Team Work Employability Skills Raising Aspirations Independence |
| HE Visits | Raising Aspirations Independence |
| Referencing/Plagiarism/Study Skills | Self-Study Independent Learning/Study Skills Independent Research Raising Aspirations for HE Note-Taking |

Overview of Careers Activities 2020-2021

| Career Related Activity | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 13 |
|--|---------------|---------------|---------------|----------------|----------------|----------------|
| Virtual Assembly | | | | | | |
| Mentor Programme – Career of Week | | | | | | |
| Secret Employer Visits | | | | | | |
| Virtual Visits from Employers | | | | | | |
| Virtual Work Based Learning Experiences | | | | | | |
| Virtual FE Taster Days | | | | | | |
| Virtual HE Taster Days | | | | | | |
| Virtual Talks from FE/HE | | | | | | |
| FutureMe Activities (KS4 and 16+ Only NECOP) | | | | | | |
| Enterprise Activities (KS3 Only) | | | | | | |
| Barclays Life Skills | | | | | | |
| Virtual and Live Mock Interviews | | | | | | |
| Virtual Careers Talks | | | | | | |
| Educational Visits – CEIAG Linked | | | | | | |
| Virtual/Face to Face 1-1 guidance interviews | | | | | | |
| National Citizenship Service | | | | | | |
| Active Citizenship Award – On hold | | | | | | |

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| Duke of Edinburgh Award – On Hold | | | | | | |
| Web Based Activities/Careers Websites | | | | | | |
| Destination Workshops | | | | | | |
| Employability Workshops | | | | | | |
| National Careers Week – Virtual for 2021 | | | | | | |

All activities will now be tracked through the Compass+ system

MEASURING THE IMPACT

Education bodies recognise that a successful careers programme as one which:

“will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment.”

“there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications¹⁵ or apprenticeships”

The CEIAG Lead, Rachel Graham will be monitoring and evaluating the impact of the CEIAG Programme of Study through outcomes of an Action Plan, which will in turn be monitored by the SLT Link, George Dawson. Any Gatsby Benchmarks not achieved within the Academic Year 2020-2021, will be addressed and informed to SLT termly via a report, and actions will be put in place to ensure that they will be met by the statutory guideline date provided by the Gatsby Foundation of December 2020 (this date is being reviewed following COVID-19 pandemic.)

The tracking and monitoring of student activities, careers guidance and KS4/5 destinations will be done, for the first time in 2020, through our Compass+ system. Destination data will also inform the impact of the programme, in particular our NEET figures.

As part of a North East Local Enterprise Network Careers Hub, we are also monitored in our progression through the Gatsby Benchmarks and are required to submit a Compass Report/Evaluation to the Hub lead, half termly.

This document will be reviewed annually by the CEIAG Lead

Reviewed: September 2020

Next Review: September 2021