



CEIAG PROGRAMME OF STUDY 2021/22

This document should be read in conjunction with the Provider Access Policy and Careers Action Plan.

All students in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers and is interleaved throughout the programmes of study.

Curriculum Intent

The main intent of the CEIAG curriculum is to find out about technical education qualifications and apprenticeships opportunities as part of a career's programme which provides information on the full range of education and training options available at each transition point; to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events; to understand how to make applications for the full range of academic and technical courses

Stanley has a high level of deprivation, the residents have low aspirations, children have low self-esteem and are not encouraged to pursue education, rather enter into the world of work in low paid and low skilled jobs. The number of students leaving education at 18 and attending higher education has historically been quite low. On average, each academic year, 70% of our students attend a College, 20% a Sixth Form and 10% go into Apprenticeships or Training (See *NEETS Document attached*). The number moving onto Higher Education from college is less than 10%*. By opening up students to new experiences and opportunities, introducing them to people from new and existing industries which they may not have previously experienced and then giving them a wider knowledge of job gaps in the local labour market which are waiting for them when they leave education, the hope is that they will have higher aspirations and a better grasp of where their education could take them.

**Of historical students who left NDA 16+ provision and sustained an HE placement*

Implementation

The CEIAG Curriculum at North Durham Academy is based upon 4 key aspects of effective CEIAG provision:

Careers education curriculum content

- Work Experience & Work-Related Learning
- Careers Information
- Guidance
- Action Planning and Review

These key aspects will be delivered in the following ways:

Half-termly modules of work – LIFE LESSONS/MENTORING

The timing of these units for each year-group will be linked to the key CEIAG events in the year for that year group.

External visits, speakers and events

These events will take place either within the Inspire curriculum for specific year groups, or as whole-school events inside or outside the Academy premises.

External IAG Advisors – Career Wave

The Academy will commission external IAG from professional careers advisors to provide all students.

The programme of study is monitored and RAG rated by R Graham on a Termly basis, via the Action Plan, then evaluated annually by students, staff, employers and parents, to assess its effectiveness.

CEIAG Programme Aims:

- Manage virtual and live CEIAG opportunities for students
- Provide good quality independent and impartial careers advice, virtual and live, 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, virtually and live, and others to provide opportunities to inspire students
- Through real-life contact with the world of work in a virtual manner
- Develop enterprise and employability skills including skills for self-employment, virtually and via academy staff in house
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Encourage students to see career development as a life-long process
- To ensure that students, their parents and carers, receive appropriate information and guidance, especially at key decision and transition points.
- To develop in our students the knowledge, skills, attitudes and abilities that will enable them to be effective in a variety of adult roles throughout their working lives.
- To enable students to recognise their personal strengths and abilities and relate them to career choices as they transfer between Key Stages, further education or employment.
- To make students aware of the opportunities, demands and challenges of employment, training and education, especially with regard to post-16 choices.
- To encourage students to record their personal achievements, successes and aspirations.

CEAIG CAREERS PROGRAMME OF STUDY 2021/22

Gatsby Benchmarks Covered:

As per Compass Evaluation November 2021

Gatsby Benchmark 1 – Having a POS and Policies in Place

Gatsby Benchmark 2: Learning from Career and LMI – Years 7 – 11 – 100% Achieved

Gatsby Benchmark 3: Addressing the needs of each pupil – Years 7 – 11 – 63% Achieved

Gatsby Benchmark 4: Linking Curriculum Learning to Careers – Years 7 – 11 – 75% Achieved

Gatsby Benchmark 5: Encounters with Employers and Employees – Years 7 – 11 100% Achieved

Gatsby Benchmark 6: Experience of Workplaces – Year 10 – 100% Achieved

Gatsby Benchmark 7: Encounters with Further and Higher Education – Years 7 – 11 – 100% Achieved

Gatsby Benchmark 8: Personal Guidance – Years 7 -9 (some students with Level 6 Advisor) Years 10- 11 (All students with Level 6 Advisor) – 100% Achieved

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
Year 7	<p>TUTOR PROGRAMME</p> <p>Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Will follow Tutor Program Initially (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>TUTOR PROGRAMME</p> <p>Theme is ‘What?’</p> <p>The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Careers Assembly led by Careers Lead - R Graham – KS3 theme Dream Jobs (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 –</p>	<p>TUTOR PROGRAMME Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>Enrichment - £10 challenge Young Enterprise to begin – Tuesday nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Newcastle College Enterprise Day – students will take part in a raising aspirations day (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
		<p><i>Addressing the needs of each pupil)</i></p> <p>‘Big Careers Survey’ – students to complete yearly to find out what they are thinking of doing in order to target activities to groups of students (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 – Personal Guidance)</p> <p>HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>LIFE LESSONS DEVELOPING CHARACTER- PERSONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Individual liberty • Money and managing finances • Banking and the role of banks • The importance of work • Roles played by public institutions • Community support • The role of the police • Courts/tribunals and a recap of the • rule of law <p>(GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino</p>	<p>Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>Enrichment - £10 challenge Young Enterprise - Tuesday nights</p> <p>(GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and</p>	<p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>Enrichment - £10 challenge Young Enterprise - Tuesday nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin (GATSBY BENCHMARK 3 – Addressing the</p>

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			<p>Careers (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>		<p>careers interests (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Enrichment - £10 challenge Young Enterprise - Tuesday nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>HARBOUR Students will follow a CEIAG program led by R Graham – Careers Education –</p>	<p>needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and careers interests (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>HARBOUR Students will follow a CEIAG program led by R</p>

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					Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)	Graham – Careers Education – Students will be taking part in a Pilot scheme of SEND Careers Pack designed by Talentino Careers (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)
Year 8	TUTOR PROGRAMME Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets (GATSBY BENCHMARK 4 –Linking	TUTOR PROGRAMME Theme is ‘What?’ The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets (GATSBY BENCHMARK 4 –	TUTOR PROGRAMME Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets (GATSBY	TUTOR PROGRAMME Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression (GATSBY BENCHMARK 4	TUTOR PROGRAMME Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees Theme is ‘How?’ – Students will focus on HOW businesses work	TUTOR PROGRAMME Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees Theme is ‘WHO?’ – Students will focus on WHO they are, what

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	<p>Curriculum Learning to Careers)</p>	<p>Linking Curriculum Learning to Careers)</p> <p>Careers Assembly led by Careers Lead - R Graham – KS3 theme Dream Jobs (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>‘Big Careers Survey’ – students to complete yearly to find out what they are thinking of doing in order to target activities to groups of students (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY</p>	<p>BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>Future Business Magnates Competition to Begin – Enrichment Thursday Nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p>	<p>–Linking Curriculum Learning to Careers)</p> <p>Newcastle College Enterprise Day – students will take part in a raising aspirations day (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LM + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>Future Business Magnates Competition to – Enrichment Thursday Nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p>	<p>and the roles available within them, as well as organisation structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to</p>	<p>skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham (GATSBY BENCHMARK 3 –</p>

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		<p><i>BENCHMARK 8 – Personal Guidance</i></p> <p>Students will be invited to apply to take part in Future Business Magnates competition in association with Durham County Council – 8 students to take part (<i>GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI</i>)</p>			<p>begin (<i>GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance</i>)</p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and careers interests (<i>GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education</i>)</p>	<p><i>Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance</i></p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and careers interest (<i>GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education</i>)</p> <p>Future Business Magnates Competition to –</p>

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					Future Business Magnates Competition to – Enrichment Thursday Nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)	Enrichment Thursday Nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)
Year 9	<p>TUTOR PROGRAMME</p> <p>Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>TUTOR PROGRAMME</p> <p>Theme is ‘What?’</p> <p>The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Careers Assembly led by Careers Lead - R</p>	<p>TUTOR PROGRAMME Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and</p>

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		<p>Graham – Assembly will be led by FutureMe to introduce the program for the year to students – 08.12.21 (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p> <p>Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>'Big Careers Survey' – students to complete yearly to find out what they are thinking of doing in order to target activities to groups of students (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 – Personal Guidance)</p>	<p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>FutureMe Mentoring program to begin – students must fall into NECOP Postcode areas – they will be selected by Mrs R Graham and Mrs A. Graham (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>	<p>Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>New College Durham Assembly and Curriculum Tour @NDA – 27/04/22 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>LIFE LESSONS CULTURAL CAPITAL, MANAGING MONEY AND PREVENT</p> <ul style="list-style-type: none"> • Money and how to manage money • Recognising coins, how to use an ATM, saving money • Looking after our finances 	<p>structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin (GATSBY BENCHMARK 3 – Addressing the needs of each</p>	<p>knowledge – link into pledges and preparation for life after NDA (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to begin (GATSBY BENCHMARK 3 –</p>

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		<p>Enact Theatre Performance - Y9 assembly/theatre performance covering Destination Success 24/11/21 (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI)</p>		<ul style="list-style-type: none"> • Addiction-what does it mean? • What does economy stand for? • How can I be successful in society? • Achieving my goals • Different cultural groups-why do people dress differently? • Prevent-indoctrination, independent speakers <p>(GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Visit to Derwentside College – Experience Day 1st April 2022</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7</p>	<p>pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and careers interests (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>FutureMe Enterprise Challenge for Boys – in association with</p>	<p>Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Newcastle College Enterprise Day – students will take part in a raising aspirations day 23/6/22 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Visit to University – Further information TBC. Students to be grouped and targeted based on interests and careers interests (GATSBY</p>

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				<i>Encounters with Further and Higher Education)</i>	Beacon of Light and Sunderland University + links to a local Football Cub (<i>GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</i>	<i>BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</i> LIFE LESSONS Virtual Work Experience Project – REED WEXP – More information to follow (<i>GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</i>)
Year 10	TUTOR PROGRAMME Labour Market Information Theme linked	TUTOR PROGRAMME Theme is ‘What?’	TUTOR PROGRAMME Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future	TUTOR PROGRAMME Tutor Mentoring – each tutor to discuss future	TUTOR PROGRAMME Tutor Mentoring – each tutor to	TUTOR PROGRAMME Tutor Mentoring – each tutor to

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	<p>to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p>	<p>The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>New College Durham – T-Level Talk 23/11/21 (am) (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Assembly Led by Derwentside College - 02.12.21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Careers Assembly led by Careers Lead - R</p>	<p>plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)</p> <p>FutureMe Mentoring program to begin – students must fall into NECOP Postcode areas – they will be selected by Mrs R Graham and Mrs D. Nelson (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7)</p>	<p>plans and aspirations with their tutees</p> <p>Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>Assembly led by Houghall College 10.3.21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>STEM Day @ New College Durham WB 28/3/22 (TBC) (GATSBY</p>	<p>discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with</p>	<p>discuss future plans and aspirations with their tutees</p> <p>Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY</p>

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		<p>Graham – Assembly will be led by Ask Apprenticeships to introduce the program for the year to students – 9/12/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>‘Big Careers Survey’ – students to complete yearly to find out what they are thinking of doing in order to target activities to groups of students (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY)</p>	<p>Encounters with Further and Higher Education)</p>	<p>BENCHMARK 4 Linking curriculum to careers + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to Derwentside College – Experience Day 4th March 2022</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7</p>	<p>employers and employees)</p> <p>College Visits to begin – Students will select 1 college or Sixth Form to visit – Led by Mrs R Graham (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY</p>	<p>BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to New College Durham – All students – College Taster Day – June 2022 (TBC)</p> <p>(GATSBY BENCHMARK 7 Encounters with Further and</p>

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		BENCHMARK 8 – Personal Guidance)		Encounters with Further and Higher Education)	BENCHMARK 8 Personal Guidance)	<p>Higher Education)</p> <p>Visit to SETA (Sunderland Engineering Training Academy) – Selected students – June 2022 (TBC)</p> <p>(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Work Experience Week – either WB 25.06.22 OR 04.07.22 (GATSBY BENCHMARK 6 Experiences of Workplace)</p> <p>FutureMe Residential – student to apply to take part – will happen in July</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
						2022 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)
Year 11	<p>TUTOR PROGRAMME</p> <p>Labour Market Information Theme linked to the Career of the Week – Students will look at the jobs in the North East which have a shortage of employees – students working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>LIFE LESSONS CAREERS-THE WORLD OF WORK</p> <ul style="list-style-type: none"> • The World of work: • The benefits of work and work experience 	<p>TUTOR PROGRAMME</p> <p>Theme is ‘What?’</p> <p>The focus will be on what you need in terms of qualifications, progression routes and subjects for popular careers within NDA – working towards CDI targets (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>New College Durham – T-Level Talk 23/11/21 (pm) (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>	<p>TUTOR PROGRAMME Start Careers Registration and Tutor Mentoring to begin – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on financial information and guidance on HOW to make budgeting decisions – working towards CDI targets (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘Where?’ – Students will focus on WHERE they can go for advice and guidance and who they can speak to at each level of progression (GATSBY BENCHMARK 4 –Linking Curriculum Learning to Careers)</p> <p>Student Voice of students’ thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 –</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘How?’ – Students will focus on HOW businesses work and the roles available within them, as well as organisation structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum</p>	<p>TUTOR PROGRAMME</p> <p>Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees</p> <p>Theme is ‘WHO?’ – Students will focus on WHO they are, what skills they have and how well they know their own abilities and knowledge – link into pledges and preparation for life after NDA (GATSBY</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
	<ul style="list-style-type: none"> • Career development • Understanding Job adverts • Applying for jobs • CV writing • Rights at work • Pay and tax • College and transition • Apprenticeships • Application forms <p>(GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY</p>	<p>Virtual Assembly – Houghall College – 4/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Consett Academy Live Assembly 05/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Newcastle College Virtual Assembly 11/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>New College Durham Virtual Assembly 25/11/21 (GATSBY BENCHMARK 7 Encounters with</p>	<p>with employers and employees)</p> <p>NEETS students Session 1 – 25.01.22 Work, Why Bother? (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to Derwentside College – Experience Day 4th February 2022</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK</p>	<p>Addressing the needs of each pupil)</p> <p>Assembly led by Houghall College 10.3.21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>IAG Interviews with Career Wave to begin – 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/ HAR/PLC students to be prioritised first (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Assembly New College Durham Live 11/3/22 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>	<p>Learning to Careers)</p> <p>College Visits to begin – Students will select 1 college or Sixth Form to visit – Led by Mrs R Graham (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to New College Durham – All students – College Taster Day – June 2022 (TBC) (GATSBY BENCHMARK 7 Encounters with Further and</p>	<p>BENCHMARK 4 – Linking Curriculum Learning to Careers)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to continue (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p> <p>Visit to New College Durham – All students – College Taster Day – June 2022 (TBC) (GATSBY BENCHMARK 7 Encounters with Further and</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
	BENCHMARK 8 Personal Guidance)	<p>Further and Higher Education)</p> <p>Assembly Led by Derwentside College - 09.12.21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Careers Assembly led by Careers Lead - R Graham – Assembly will be led by FutureMe to introduce the program for the year to students – 10/12/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Durham Sixth Form Virtual Assembly 16/12/21 (GATSBY BENCHMARK 7 Encounters with</p>	<p>7 Encounters with Further and Higher Education)</p> <p>Visit to Derwentside College – Apprenticeship Fair – 11th February 2022</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p> <p>Visit to Consett Academy Sixth Form – Experience Day 10th February 2022</p> <p>(GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>	<p>NEETS students Session 1 – 09.03.22 Speed Networking (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p>	<p>Houghall College Live Assembly 29.04.22 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>	<p>Higher Education)</p> <p>Visit to SETA (Sunderland Engineering Training Academy) – Selected students – June 2022 (TBC)</p> <p>(GATSBY BENCHMARK 7 Encounters with Further and Higher Education)</p>

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
		<p>Further and Higher Education)</p> <p>Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil)</p> <p>IAG Interviews with Career Wave– 45-minute 1-1 guidance interview to take place and action plans to be produced – LAC/PP/SEND/HAR/PLC students to be prioritised first (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance)</p>				

Specific skills and knowledge required to support learning throughout the 5 year plan:

- 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

Year 7 Element of Learning

Recognising your skills and abilities – current and areas to develop linked to aspirations

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.

Students will make informed choices and will develop their self-esteem.

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.

Students will be encouraged to have a positive attitude, learn to plan, review and reflect and how to develop their own potential.

Students will gain an understanding of careers experiences of others.

Students will investigate how people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives.

Students will gain an understanding of labour market information and how to use it when thinking about careers and enterprise.

Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.

Students will learn to show initiative and the importance of taking risks.

Students will know how to save and why debt is not a good financial situation to be in.

Focus for the Year 8 Element of Learning

How we decide – finding information and making decisions (linked to Options 13+)

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.

Students will make informed choices and will develop their self-esteem.

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.

Students will explore their career horizons for actions and opportunities.

Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.

Students will learn what constitutes good or decent work and how to find it for themselves.

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.

Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.

Students will need to learn how to recognise, access and make effective use of trustworthy information.

Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.

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.

Students need to be able to research and recognise suitable progression pathways and qualifications.

Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university 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.

Focus for the Year 9 Element of Learning

Developing your Career Self and Finance for Teens

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.

Students will make informed choices and will develop their self-esteem.

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.

Students will explore their career horizons for actions and opportunities.

Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.

Students will learn what constitutes good or decent work and how to find it for themselves.

Students will understand the different types of sizes of businesses – how they are organised and how their success enables them to employ people.

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.

Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.

Students will learn about safe-working practices and environments and how this helps individuals to keep themselves and others healthy and safe at work.

Students will need to learn how to recognise, access and make effective use of trustworthy information.

Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense.

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.

Students need to be able to research and recognise suitable progression pathways and qualifications.

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.

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.

KS4 CEIAG CAREERS PROGRAMME OF STUDY

Element of Learning

The World of Work and Options 16+; Future Planning, Implementation and Evaluation

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.

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.

Students will be taught self-determinations and self-regulation and how to boost their own hope, optimism, adaptability and resilience.

Students will develop their self-determination, empowering them to aspire and achieve.

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.

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.

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. Students will find out what constitutes good and decent work and how to find it for themselves.

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.

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.

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.

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.

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.

Students need to learn how to promote themselves in a way that attracts the attention of selector's and 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.

Students will be guided towards 16+ transition confidence and should be helped to make successful moves. They will review and reflect on previous transitions and how they can develop psychological resources to cope with future transitions.

Overview of Careers Activities 2021-2022

Career Related Activity	Year 7	Year 8	Year 9	Year 10	Year 11
Virtual and In Person Assemblies					
Tutor Programme – Career of Week Task Link					
Secret Employer Visits					
Visits from Employers					
Work Based Learning Experiences					
FE Taster Days					
HE Taster Days					
FutureMe Activities (Years 9 – 11 Only; NECOP students)					
Enterprise Activities (KS3 Only)					
Live Mock Interviews					
Educational Visits – CEIAG Linked					
Face to Face 1-1 guidance interviews					
National Citizenship Service					

Duke of Edinburgh Award			
Web Based Activities/Careers Websites			
Destination Workshops			
Employability Workshops			
National Careers Week			
National Apprenticeship Week			

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 students 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 students 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 2021-2022, 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 destinations will be done, for the first time in 2021, 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: July 2021

Next Review: September 2022