

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 gualifications 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	TUTOR PROGRAMME	TUTOR PROGRAMME	TUTOR PROGRAMME Start	TUTOR PROGRAMME	TUTOR	TUTOR
Year 7	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 2 – LEARNING FROM CAREER AND LMI) 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)	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 – Linking Curriculum Learning to Careers) Careers Assembly led by Careers Lead - R Graham – KS3 theme Dream Jobs (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI) Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 –	TUTOR PROGRAMME StartCareers Registration andTutor Mentoring to begin –each tutor to discuss futureplans and aspirations withtheir tuteesTheme is 'How?' – Studentswill focus on financialinformation and guidance onHOW to make budgetingdecisions – working towardsCDI targets (GATSBYBENCHMARK 4 –LinkingCurriculum Learning toCareers)Secret Employer Scheme –Classrooms, Corridors andLate Gate (GATSBYBENCHMARK 5 Encounterswith employers andemployees)Enrichment - £10 challengeYoung Enterprise to begin –Tuesday nights (GATSBYBENCHMARK 2 – LEARNING	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 –Linking Curriculum Learning to Careers) 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) Student Voice of	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 and the roles available within them, as well as organisation structures and laws (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers) Secret Employer Scheme – Classrooms,	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 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)

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	Addressing the needs	LIFE LESSONS	Tasks (GATSBY	Late Gate	Student Voice of
	of each pupil)'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)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	DEVELOPING CHARACTER- PERSONAL DEVELOPMENT 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 (GATSBY BENCHMARK 4 - Linking Curriculum Learning to Careers) HARBOUR Students will follow a CEIAG program led by R Graham - Careers Education - Students will be	Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil) Enrichment - £10 challenge Young Enterprise - Tuesday nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI) 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)	(GATSBY BENCHMARK 5 Encounters with employers and employees) 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) Visit to University – Further information TBC.	students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 – Addressing the needs of each pupil) Enrichment - £10 challenge Young Enterprise - Tuesday nights (GATSBY BENCHMARK 2 – LEARNING FROM CAREER AND LMI) Target 25% of potential NEETS to be identified and 1-1 interviews with Mrs R Graham to
	4 –Linking Curriculum Learning to Careers)	taking part in a Pilot scheme of SEND Careers Pack		grouped and targeted based	begin (GATSBY BENCHMARK 3 –
		designed by Talentino		on interests and	Addressing the

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
		Careers (GATSBY		careers interests	needs of each
		BENCHMARK 4 Linking		(GATSBY	pupil + GATSBY
		Curriculum Learning to		BENCHMARK 3 –	BENCHMARK 8
		Careers)		Addressing the	Personal
				needs of each	Guidance)
				pupil + GATSBY	
				BENCHMARK 7	Visit to Universit
				Encounters with	– Further
				Further and	information TBC
				Higher	Students to be
				Education)	grouped and
					targeted based
				Enrichment - £10	on interests and
				challenge Young	careers interest
				Enterprise -	(GATSBY
				Tuesday nights	BENCHMARK 3
				(GATSBY	Addressing the
				BENCHMARK 2 –	needs of each
				LEARNING FROM	pupil + GATSBY
				CAREER AND	BENCHMARK 7
				LMI)	Encounters with
					Further and
				HARBOUR	Higher
				Students will	Education)
				follow a CEIAG	
				program led by R	HARBOUR
				Graham –	Students will
				Careers	follow a CEIAG
				Education –	program led by

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
					Term 5	Term 6
					Students will be	Graham –
					taking part in a	Careers
					Pilot scheme of	Education –
					SEND Careers	Students will be
					Pack designed by	taking part in a
					Talentino Careers	Pilot scheme of
					(GATSBY	SEND Careers
					BENCHMARK 4 –	Pack designed by
					Linking	Talentino Careers
					Curriculum	(GATSBY
					Learning to	BENCHMARK 4 –
					Careers)	Linking
						Curriculum
						Learning to
						Careers)
Year 8	TUTOR PROGRAMME	TUTOR PROGRAMME	TUTOR PROGRAMME Start	TUTOR PROGRAMME	TUTOR	TUTOR
		Theme is 'What?'	Careers Registration and	Tutor Mentoring – each	PROGRAMME	PROGRAMME
	Labour Market		Tutor Mentoring to begin –	tutor to discuss future	Tutor Mentoring	Tutor Mentoring
	Information Theme linked	The focus will be on	each tutor to discuss future	plans and aspirations	 – each tutor to 	– each tutor to
	to the Career of the Week	what you need in terms	plans and aspirations with	with their tutees	discuss future	discuss future
	- Students will look at the	of qualifications,	their tutees		plans and	plans and
	jobs in the North East	progression routes and		Theme is 'Where?' –	aspirations with	aspirations with
	which have a shortage of	subjects for popular	Theme is 'How?' – Students	Students will focus on	their tutees	their tutees
	employees – students	careers within NDA –	will focus on financial	WHERE they can go for		
	working towards CDI	working towards CDI	information and guidance on	advice and guidance and	Theme is 'How?'	Theme is 'WHO?'
	targets (GATSBY	targets (GATSBY	HOW to make budgeting	who they can speak to at	– Students will	– Students will
		BENCHMARK 4 –	decisions – working towards	each level of progression	focus on HOW	focus on WHO
	BENCHMARK 4 –Linking	DEINCHWARK 4 -	CDI targets (GATSBY	(GATSBY BENCHMARK 4	businesses work	they are, what

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
Curriculum Learning to	Linking Curriculum	BENCHMARK 4 -Linking	-Linking Curriculum	and the roles	skills they have
Careers)	Learning to Careers)	Curriculum Learning to	Learning to Careers)	available within	and how well
		Careers)		them, as well as	they know their
	Careers Assembly led		Newcastle College	organisation	own abilities and
	by Careers Lead - R	Secret Employer Scheme –	Enterprise Day –	structures and	knowledge – linl
	Graham – KS3 theme	Classrooms, Corridors and	students will take part in	laws (GATSBY	into pledges and
	Dream Jobs (GATSBY	Late Gate (GATSBY	a raising aspirations day	BENCHMARK 4 –	preparation for
	BENCHMARK 2 –	BENCHMARK 5 Encounters	(GATSBY BENCHMARK 2	Linking	life after NDA
	LEARNING FROM	with employers and	– LEARNING FROM	Curriculum	(GATSBY
	CAREER AND LMI)	employees)	CAREER AND LM +	Learning to	BENCHMARK 4
	Student Voice of	Future Business Magnates	GATSBY BENCHMARK 7	Careers)	Linking
	students' thoughts on	<u> </u>	Encounters with Further		Curriculum
	•	Competition to Begin –	and Higher Education)	Secret Employer	Learning to
	Tutor Program Careers	Enrichment Thursday Nights	Student Voice of	Scheme –	Careers)
	Tasks (GATSBY BENCHMARK 3 –	(GATSBY BENCHMARK 2 – LEARNING FROM CAREER		Classrooms,	
			students' thoughts on	Corridors and	Student Voice of
	Addressing the needs	AND LMI)	Tutor Program Careers	Late Gate	students'
	of each pupil)		Tasks (GATSBY	(GATSBY	thoughts on Tut
	'Big Careers Survey' –		BENCHMARK 3 –	BENCHMARK 5	Program Career
	students to complete		Addressing the needs of	Encounters with	Tasks
	yearly to find out what		each pupil)	employers and	-
	they are thinking of		Future Business	employees)	Target 25% of
	doing in order to target		Magnates Competition		potential NEETS
	activities to groups of		to – Enrichment	Target 25% of	to be identified
	students (GATSBY		Thursday Nights	potential NEETS	and 1-1
	BENCHMARK 3 –		(GATSBY BENCHMARK 2	to be identified	interviews with
	Addressing the needs		- LEARNING FROM	and 1-1	Mrs R Graham
	of each pupil + GATSBY		CAREER AND LMI)	interviews with	(GATSBY
	oj eucli pupil + GAISBI		CANCER AIND LIVIIJ	Mrs R Graham to	BENCHMARK 3

 Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	BENCHMARK 8 –			begin (GATSBY	Addressing the
	Personal Guidance)			BENCHMARK 3 –	needs of each
				Addressing the	pupil + GATSBY
	Students will be invited			needs of each	BENCHMARK 8
	to apply to take part in			pupil + GATSBY	Personal
	Future Business			BENCHMARK 8	Guidance)
	Magnates competition			Personal	
	in association with			Guidance)	Visit to Universit
	Durham County Council			· ·	– Further
	 – 8 students to take 			Visit to University	information TBC
	part (GATSBY			– Further	Students to be
	BENCHMARK 2 -			information TBC.	grouped and
	LEARNING FROM			Students to be	targeted based
	CAREER AND LMI)			grouped and	on interests and
				targeted based	careers interest
				on interests and	(GATSBY
				careers interests	BENCHMARK 3 -
				(GATSBY	Addressing the
				BENCHMARK 3 –	needs of each
				Addressing the	pupil + GATSBY
				needs of each	BENCHMARK 7
				pupil + GATSBY	Encounters with
				BENCHMARK 7	Further and
				Encounters with	Higher
				Further and	Education)
				Higher	,
				Education)	Future Business
				Lucationy	Magnates
					Competition to –

Autu	umn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
					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)
Labo Info to th – Stu jobs whice emp worl targ BEN Curr	OR PROGRAMME bur Market rmation Theme linked he Career of the Week udents will look at the in the North East ch have a shortage of bloyees – students king towards CDI ets (GATSBY CHMARK 4 –Linking riculum Learning to eers)	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 – Linking Curriculum Learning to Careers) Careers Assembly led by Careers Lead - R	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 BENCHMARK 4 –Linking Curriculum Learning to Careers)	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 –Linking Curriculum Learning to Careers)	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 and the roles available within them, as well as	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 skills they have and how well they know their

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	Graham – Assembly will	Secret Employer Scheme –	Student Voice of	structures and	knowledge – link
	be led by FutureMe to	Classrooms, Corridors and	students' thoughts on	laws (GATSBY	into pledges and
	introduce the program	Late Gate (GATSBY	Tutor Program Careers	BENCHMARK 4 –	preparation for
	for the year to students	BENCHMARK 5 Encounters	Tasks (GATSBY	Linking	life after NDA
	– 08.12.21 (GATSBY	with employers and	BENCHMARK 3 –	Curriculum	(GATSBY
	BENCHMARK 2 -	employees)	Addressing the needs of	Learning to	BENCHMARK 4 -
	LEARNING FROM		each pupil)	Careers)	Linking
	CAREER AND LMI)	FutureMe Mentoring			Curriculum
		program to begin – students	New College Durham	Secret Employer	Learning to
	Student Voice of	must fall into NECOP	Assembly and	Scheme –	Careers)
	students' thoughts on	Postcode areas – they will be	Curriculum Tour @NDA	Classrooms,	
	Tutor Program Careers	selected my Mrs R Graham	– 27/04/22 (GATSBY	Corridors and	Student Voice of
	Tasks (GATSBY	and Mrs A. Graham (GATSBY	BENCHMARK 7	Late Gate	students'
	BENCHMARK 3 –	BENCHMARK 3 – Addressing	Encounters with Further	(GATSBY	thoughts on Tute
	Addressing the needs	the needs of each pupil +	and Higher Education)	BENCHMARK 5	Program Careers
	of each pupil)	GATSBY BENCHMARK 7		Encounters with	Tasks (GATSBY
		Encounters with Further and	LIFE LESSONS	employers and	BENCHMARK 3 -
	'Big Careers Survey' –	Higher Education)	CULTURAL CAPITAL, MANAGING	employees)	Addressing the
	students to complete		MONEY AND PREVENT		needs of each
	yearly to find out what			Target 25% of	pupil)
	they are thinking of		Money and	potential NEETS	
	doing in order to target		how to manage	to be identified	Target 25% of
	activities to groups of		money	and 1-1	potential NEETS
	students (GATSBY		Recognising	interviews with	to be identified
	BENCHMARK 3 –		coins, how to use	Mrs R Graham to	and 1-1
	Addressing the needs		an ATM, saving	begin (GATSBY	interviews with
	of each pupil + GATSBY		moneyLooking after	BENCHMARK 3 –	Mrs R Graham to
	BENCHMARK 8 –		our finances	Addressing the	begin (GATSBY
	Personal Guidance)			needs of each	BENCHMARK 3 -

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	Enact Theatre		Addiction-what	pupil + GATSBY	Addressing the
	Performance - Y9		does it mean?	BENCHMARK 8	needs of each
	assembly/theatre		What does	Personal	pupil + GATSBY
	performance covering		economy stand	Guidance)	BENCHMARK 8
	Destination Success		for?		Personal
	24/11/21 (GATSBY		How can I be successful in	Visit to University	Guidance)
	BENCHMARK 2 –		society?	– Further	
	LEARNING FROM		Achieving my	information TBC.	Newcastle
	CAREER AND LMI)		goals	Students to be	College Enterpr
			Different	grouped and	Day – students
			cultural groups-	targeted based	will take part in
			why do people	on interests and	raising aspiration
			dress differently?	careers interests	day 23/6/22
			 Prevent- indoctrination, 	(GATSBY	(GATSBY
			independent	BENCHMARK 3 –	BENCHMARK 7
			speakers	Addressing the	Encounters with
			(GATSBY BENCHMARK 4	needs of each	Further and
			-Linking Curriculum	pupil + GATSBY	Higher
			Learning to Careers)	BENCHMARK 7	Education)
				Encounters with	
			Visit to Derwentside	Further and	Visit to Universi
			College – Experience Day	Higher	– Further
			1 st April 2022	Education)	information TBO
					Students to be
			(GATSBY BENCHMARK 3	FutureMe	grouped and
			- Addressing the needs	Enterprise	targeted based
			of each pupil + GATSBY	Challenge for	on interests and
			BENCHMARK 7	Boys – in	careers interest
				association with	(GATSBY

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
				Encounters with Further and Higher Education)	Beacon of Light and Sunderland University + links to a local Football Cub (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education)	BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7 Encounters with Further and Higher Education) LIFE LESSONS Virtual Work Experience Project – REED WEXP – More information to follow (GATSBY BENCHMARK 4 – Linking Curriculum Learning to Careers)
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

Autumn Half Term	1 Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
to the Career of the - Students will look jobs in the North Ea which have a short employees – stude working towards Cl targets (GATSBY BENCHMARK 4 –Lin Curriculum Learnin Careers)	at thewhat you need in termsastof qualifications,age ofprogression routes andsubjects for popularDIcareers within NDA –working towards CDItargets (GATSBY	plans and aspirations with their tuteesTheme 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)Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with employers and employees)FutureMe Mentoring program to begin – students must fall into NECOP Postcode areas – they will be selected my Mrs R Graham and Mrs D. Nelson (GATSBY BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 7	plans and aspirations with their tuteesTheme 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)Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY BENCHMARK 3 - Addressing the needs of each pupil)Assembly led by Houghall College 10.3.21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education)STEM Day @ New College Durham WB	discuss future plans and aspirations with their tutees 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) Secret Employer Scheme – Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters with	discuss future plans and aspirations with their tutees 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) Student Voice of students' thoughts on Tutor Program Careers Tasks (GATSBY

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	Graham – Assembly will	Encounters with Further and	BENCHMARK 4 Linking	employers and	BENCHMARK 3 -
	be led by Ask	Higher Education)	curriculum to careers +	employees)	Addressing the
	Apprenticeships to		GATSBY BENCHMARK 7		needs of each
	introduce the program		Encounters with Further		pupil)
	for the year to students		and Higher Education)	College Visits to	
	– 9/12/21 (GATSBY			begin – Students	IAG Interviews
	BENCHMARK 7		IAG Interviews with	will select 1	with Career
	Encounters with		Career Wave to begin –	college or Sixth	Wave–45-minu
	Further and Higher		45-minute 1-1 guidance	Form to visit –	1-1 guidance
	Education)		interview to take place	Led by Mrs R	interview to
			and action plans to be	Graham (GATSBY	continue (GATS
	Student Voice of		produced –	BENCHMARK 7	BENCHMARK 3
	students' thoughts on		LAC/PP/SEND/ HAR/PLC		Addressing the
	Tutor Program Careers		students to be	Encounters with	needs of each
	Tasks (GATSBY		prioritised first (GATSBY	Further and	pupil + GATSBY
	BENCHMARK 3 –		BENCHMARK 3 –	Higher	BENCHMARK 8
	Addressing the needs		Addressing the needs of	Education)	Personal
	of each pupil)		each pupil + GATSBY	IAG Interviews	Guidance)
			BENCHMARK 8 Personal	with Career	N
	'Big Careers Survey' –		Guidance)	Wave– 45-minute	Visit to New
	students to complete			1-1 guidance	College Durham
	yearly to find out what		Visit to Derwentside	interview to	All students –
	they are thinking of		College – Experience Day	continue	College Taster
	doing in order to target		4 th March 2022		Day – June 2022
	activities to groups of		(GATSBY BENCHMARK 3	(GATSBY	(TBC)
	students (GATSBY		- Addressing the needs	BENCHMARK 3 –	(GATSBY
	BENCHMARK 3 –		of each pupil + GATSBY	Addressing the	BENCHMARK 7
	Addressing the needs		BENCHMARK 7	needs of each	Encounters with
	of each pupil + GATSBY			pupil + GATSBY	Further and

 Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
	BENCHMARK 8 –		Encounters with Further	BENCHMARK 8	Higher
	Personal Guidance)		and Higher Education)	Personal	Education)
				Guidance)	
					Visit to SETA
					(Sunderland
					Engineering
					Training
					Academy) –
					Selected student
					– June 2022 (TBC
					(GATSBY
					BENCHMARK 7
					Encounters with
					Further and
					Higher
					Education)
					Work Experience
					Week – either W
					25.06.22 OR
					04.07.22 (GATSB
					BENCHMARK 6
					Experiences of
					Workplace)
					FutureMe
					Residential –
					student to apply
					to take part – wi
					happen in July

	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	TUTOR PROGRAMME	TUTOR PROGRAMME Theme is 'What?'	TUTOR PROGRAMME Start Careers Registration and	TUTOR PROGRAMME Tutor Mentoring – each	TUTOR PROGRAMME	TUTOR PROGRAMME
	to the Career of the Weekwhat- Students will look at theof qjobs in the North Eastprogwhich have a shortage ofsubjemployees - studentscareworking towards CDIwortargets (GATSBYtarg	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	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	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	Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees Theme is 'How?' – Students will facure on HOW/	Tutor Mentoring – each tutor to discuss future plans and aspirations with their tutees
						Theme is 'WHO?' – Students will
	BENCHMARK 4 –Linking Curriculum Learning to Careers)	BENCHMARK 4 – Linking Curriculum Learning to Careers)	decisions – working towards CDI targets (GATSBY BENCHMARK 4 –Linking	each level of progression (GATSBY BENCHMARK 4 -Linking Curriculum	focus on HOW businesses work and the roles	focus on WHO they are, what skills they have
	LIFE LESSONS CAREERS-THE WORLD OF WORK	New College Durham – T-Level Talk 23/11/21 (pm) (GATSBY	Curriculum Learning to Careers) Secret Employer Scheme –	<i>Learning to Careers)</i> Student Voice of students' thoughts on	available within them, as well as organisation structures and	and how well they know their own abilities and knowledge – link
	 The World of work: The benefits of work and work experience 	BENCHMARK 7 Encounters with Further and Higher Education)	Classrooms, Corridors and Late Gate (GATSBY BENCHMARK 5 Encounters	Tutor Program Careers Tasks (GATSBY BENCHMARK 3 –	laws (GATSBY BENCHMARK 4 – Linking Curriculum	into pledges and preparation for life after NDA (GATSBY

Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half	Summer Half
				Term 5	Term 6
 Career development Understanding Job adverts Applying for jobs CV writing 	Virtual Assembly – Houghall College – 4/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher	with employers and employees) NEETS students Session 1 – 25.01.22 Work, Why Bother? (GATSBY BENCHMARK 3 –	Addressing the needs of each pupil) Assembly led by Houghall College 10.3.21 (GATSBY BENCHMARK 7	Learning to Careers) College Visits to begin – Students will select 1	BENCHMARK 4 – Linking Curriculum Learning to Careers)
Rights at work	Education)	Addressing the needs of each pupil)	Encounters with Further and Higher Education)	college or Sixth Form to visit –	IAG Interviews with Career
 Pay and tax College and transition Apprenticeships Application forms (GATSBY BENCHMARK 4 Linking Curriculum Learning to Careers) 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 	Consett Academy Live Assembly 05/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education) Newcastle College Virtual Assembly 11/11/21 (GATSBY BENCHMARK 7 Encounters with Further and Higher Education) New College Durham Virtual Assembly 25/11/21 (GATSBY BENCHMARK 7 Encounters with	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) Visit to Derwentside College – Experience Day 4 th February 2022 (GATSBY BENCHMARK 3 – Addressing the needs of each	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) Assembly New College Durham Live 11/3/22 (GATSBY BENCHMARK 7 Encounters with Further	Led by Mrs R Graham (GATSBY BENCHMARK 7 Encounters with Further and Higher Education) 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	Wave– 45-minut 1-1 guidance interview to continue (GATSB BENCHMARK 3 – Addressing the needs of each pupil + GATSBY BENCHMARK 8 Personal Guidance) Visit to New College Durham All students – College Taster Day – June 2022 (TBC) (GATSBY BENCHMARK 7 Encounters with

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

Autumn Ha	lf Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
		Further and Higher				
		Education)				
		Student Voice of				
		students' thoughts on				
		Tutor Program Careers				
		Tasks (GATSBY				
		BENCHMARK 3 –				
		Addressing the needs				
		of each pupil)				
		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)				

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 they 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 based 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 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 heir 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 learned 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 send 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 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.

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 qualifications 15 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