

TADCASTER GRAMMAR SCHOOL



Whole School Careers Education, Information, Advice & Guidance Programme

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Careers Education, Information, Advice and Guidance - Whole School Programme

Our CEIAG Programme intent is to deliver a progressive student centric programme aimed to inform, support and raise aspirations aligned with school values. The “Future Me” branding of the CEIAG programme aims to promote self-efficacy, to support every student to become their “Best Self” and reach their full potential.

For each year group their annual learning focus is concentrically linked to their key stage of development and mapped against Gatsby Benchmarks and CDI Framework Learning Areas commencing in Year 7 until their school leaving year.

Gatsby Benchmarks

GB1– A stable careers programme
GB2– Learning from career and labour market information
GB3– Addressing the needs of each pupil
GB4– Linking curriculum learning to careers
GB5– Encounters with employers and employees
GB6– Experiences of workplaces
GB7– Encounters with further and higher education
GB8– Personal guidance

CDI Framework Learning Areas

Grow throughout life
Explore possibilities
Manage career
Create opportunities
Balance life and work
See the big picture

The provision of careers education is embedded into timetabled Lifeskills lessons for year groups 7 to 11, delivered through the ‘Living in the Wider World’ themes, as part of our PSHE curriculum. Students learn topics linked to skills, choices and pathways, work and career, employment rights and responsibilities, financial choices, media literacy and digital resilience.

The delivery and engagement of careers education in the Sixth Form is via tutorial presentations in lesson 1, and a programme of Higher Education and Employer outreach events around student timetabled lessons, along with bespoke individual student support.

Every year group is additionally supported with events such as Careers Fairs, Tutor Time Activities, Careers in Curriculum, in the classroom, School Visits, FE/HE providers and Technical College Assemblies, Employer Engagement and Alumni Talks. In addition CEIAG information is shared weekly through Student Weekly Bulletins, Key Stage Careers Newsletters and Awareness/Discovery Days throughout the academic calendar.

The target outcomes of our careers programme for all our students is to:

- Provide comprehensive Career Education information advice and guidance.
- Raise aspirations and support every student to achieve their full potential.
- Promote inclusion, diversity and equality of opportunity and challenge stereotypes.
- Develop student self awareness and skills required for the world of work.
- Respond to the needs of each student.
- Deliver guidance and information so that students can make informed decisions on their future education and employment pathways.
- Present careers and labour market information to highlight current and forecast future trends in the world of work.
- Support transitions into KS4, post-16 and post-18.

Key Stage 3

Year 7 -Cohort Focus: Future Self

Introduction to careers. Exploring interests and skills linked to hobbies and future career aspirations. To be able to recognise skills, interests and achievements to date to support future career choices. To have an understanding of career terminology.

Career Basics - Your future starts now. Your subjects and jobs (GB 2, 3, 4 CDI Explore)

Explore the Labour Market - What jobs people do near you? LMI - Shape your future (GB 2 CDI Explore, Manage)

Moments of Choice- What choices do I have? (GB 3, 8 CDI Grow, Explore)

Skills - What is a skill? An Introduction to different types of skills. (GB 3 CDI Grow, Explore)

Self awareness - Who I want to be (GB 3 CDI Explore)

Year 8 -Cohort Focus:Be inspired

Exploration of careers and future career planning. Learning about careers and the world of work. The future of the workplace and identifying skill shortages linked with local LMI. To raise aspiration and increase motivation in preparation for choosing options in Year 9.

Career Basics - What is stereotyping? What is the difference between a job and a career?

Academic and vocational pathways. What is university? What is an apprenticeship?(GB 2, 3, 6, 7, 8 CDI - Balance, Grow, Explore, See)

Explore the Labour Market- Careerometer (LMI for all) (GB 2 CDI Explore)

Self Awareness - Your strengths and jobs. Explore jobs based on your interests. Explore jobs based on your strengths. What will jobs be like in the future? (GB 2,3 CDI Explore)

Skills - Developing your skills in everyday life. What skills are needed for different jobs? (GB 2,3 Grow, Explore)

Year 9 - Cohort Focus: Making choices

Understanding why qualifications and skills are important. The range of FE/HE qualification options linking these with GCSE option decisions and future careers pathways. Developing self awareness.

Career Basics - What is the difference between a job and a career? (GB 2, 3, 6 CDI Grow, Explore, See)

Explore the Labour Market (LMI) - Explore some of the key industries in England. Explore local jobs in demand. Explore local employers and what is important to them. (GB 2 CDI Explore,See)

Moments of Choice- GCSEs – an overview of your options. GCSEs – making your choices(GB 2, 3, 4, 8 CDI Manage)

Self awareness - What is your personality type? (GB 2, 3 ,8 CDI Explore, Grow). Managing feelings relating to future employment (GB 3, Grow, Explore, Manage, Create, Balance, See)

Skills - What skills do you have? How can you develop your skills? Create your personal development plan. (GB 2, 3 ,8 CDI Create, Grow, Manage)

Key Stage 4

Year 10 - Cohort Focus: Planning ahead.

Exploring post 16 and 18 options to support independent informed decision making in the future. One to one career guidance appointments. Develop self awareness of post 16 providers and the range of school level options available.

Self awareness - What is resilience? Why is feedback important? Introduction to Careers Guidance Planning and what to expect from a Careers Appointment. (GB 3, 6, 8 CDI Create, Explore, Grow, See)

Skills - Employability Skills - What are they and why are they important? Using your StartProfile to capture evidence of skills. (GB 2, 3, 8 CDI Create, Explore, Grow, Manage)

Moments of Choice - Next move Post 16 (GB 7, 8 CDI Manage) Choosing subjects Post 16 (GB 2, 4, 8 CDI Manage)

Applying for Jobs - What is a CV? What is an interview? How do employers advertise jobs? How to apply? (GB 2, 5, 8 CDI Explore)

Moments of Choice - Review your personal development plan - post 16 & 18 planning. Linked to Year 10 Discovery Day (GB 2, 3, 8 CDI Create, Grow, Manage)

Self Awareness - How can you evidence the skills you have? (GB 2, 3, 8 CDI Create, Explore, Grow, Manage)

Work Experience - Exploring online work experience (GB 2, 3, 8 CDI Create, Explore, Grow, Manage)

Year 11 -Cohort Focus: Next Steps

Post 16 options and application. Proactive planning and research into post 18 options and employment pathways. Developing employability skills and resilience to manage change and transition.

Career Basics - Why do some jobs pay more than others? What is income tax and how will it affect me? (GB 2, 3, 6 CDI Explore See) What is work-life balance? (GB 3, 8 CDI Grow, Balance, See) Finding a job that matches your needs (GB 2, 3 Grow, Explore, Create)

Skills - Employability Skills - Would you employ yourself? (GB 5 CDI Grow, Create, See)

Self Awareness - Review your personal development plan. The importance of extra-curricular and super curriculum activities for supporting employment and university applications. (GB 3, 8 CDI Manage, Grow)

Moments of Choice - Making your Post 16 choice (GB 8, CDI Manage) Preparing for an interview. How to handle setbacks and challenges. Do you need a Plan B? Understanding the post 16 education application process. Apprenticeship applications. (GB 3, 5, 7, 8 CDI Grow, Explore, Manage, Create, Balance, See)

Key Stage 5

Year 12 - Cohort Focus: Future planning

Post 18 explorations into Higher Education and the world of work. Employability skills and self awareness development.

Career Basics- Why do some jobs pay more than others? What is work-life balance? What skills are in demand? (GB 2, 3, 6, 8 CDI Grow, Balance, Explore, Create, See)

Self Awareness - Individual personal development and careers guidance review. What is your personality type? (GB 2, 3, 7, 8 Grow, Explore, Create, Manage)

Skills - Employability Skills - Would you employ yourself? Plugging your skills gap? (GB 3, 6 CDI Grow, Explore, Create, See)

Moments of Choice - Making your Post 18 choice , what will you do next? Is an apprenticeship right for you? University: what's your options? Choosing the right university course
Understanding the UCAS application process. (GB 2, 4, 7, 8 CDI Explore, Manage, See)

Year 13 - Cohort Focus: Transitioning into the wider world

Post 18 applications. Proactive planning and research into post 18 options and employment pathways. Post 18 guidance to manage change and transition.

Career Basics - Finding a job that matches your needs and future career aspirations.
Understanding employee rights and responsibilities. (GB 2, 3, 5 CDI Grow, Explore, Create, Balance ,See)

Self Awareness - Could you start your own business? (GB 2, 3, 6 CDI Explore, Manage)

Applying for Jobs - Fine tuning your CV, job applications and cover letters. How to prepare for an interview. LinkedIn and social media for job hunting. (GB Expert 2, 3, 6, 8 CDI Explore, Manage, See, Create)

Moments of Choice - Making your Post 18 choice. How to handle setbacks and challenges. Do you need a Plan B? Apprenticeship applications. Student Finance. (GB 3, 5, 7, 8 CDI Grow, Explore, Manage, Create, Balance, See)

The CEIAG programme will be reviewed and evaluated annually against destination data to monitor the progression of our students and the impact of the CEIAG provision. Ongoing feedback and evaluations will be gathered post CEIAG activities and events. Annual rollout of CEC questionnaire to every year group; to support the future shaping of the schools intent to provide aspirational, supportive and effective careers programmes for every student.

For reference:

THE CDI LEARNING FRAMEWORK

Grow - Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

Balance - Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community. Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Explore - Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Manage - Manage your career actively, make the most of opportunities and learn from setbacks.

Create - Create opportunities by being proactive and building positive relationships with others.

See - See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

The 8 Gatsby Benchmarks

A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.

Learning from career and labour market information: Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

Linking curriculum learning to careers: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Encounters with employers and employees: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring, and enterprise schemes.

Experiences of workplaces: Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks

Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities, and in the workplace.

Personal guidance: Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.