**Career Plan - Aims**

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

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

CEIAG at Haybrook College has four elements**:**

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

**The CEIAG Team Roles and Responsibilities**

**Niki Papali, Careers Leader and CEIAG Coordinator (L6 Diploma and Careers Guidance and Development and L7 Careers Leadership)**

* Strategic leadership of CEIAG across the College
* Prepare and implement CEIAG development plan
* Provision of a planned CEIAG programme / development of annual careers plan
* Schemes of work for careers education
* Monitor CEIAG provision and take up of careers guidance
* Commission and negotiate SLAs
* Analysis and tracking of destination data
* Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
* Liaise with tutors, Head of Years, SENCO to identify and support students with careers guidance
* Promote careers across the curriculum; liaise with PSHE lead and directors of subject to plan careers education
* Lead in house training / CPD for staff
* Brief and support staff involved with delivery of CEAIG
* Maintain own CPD
* Review and evaluate CEIAG (Quality assure CEIAG)
* Collection of destination data
* Report to SLT and Governors on CEIAG

**George Lock, Transition Mentor (September- February)**

* Transition tracking
* College advocacy
* Mentoring
* Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers

**Careers Adviser, Lisa Goodman, Independent, L6 Diploma and Careers Guidance and Development**

* 1:1 guidance meetings for year 11
* 1:1 guidance meetings for year 9 (SEND, PfA)

**Additional staff responsibilities:**

**Carol Goodridge, Deputy Head Teacher and SENCO**

* Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
* Ensure the careers leader understands the statutory responsibility to students with SEN
* Ensure a broad suite of quality, unbiased resource is available on all pathways

**Sian Rann, Assistant SENCO**

* Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
* Ensure the careers leader understands the statutory responsibility to students with SEN
* Ensure a broad suite of quality, unbiased resource is available on all pathways

**All teaching staff**

* Link curriculum areas to careers
* Support the development of employability skills
* Promote progression routes within their curriculum area
* Develop external links to support CEIAG within curriculum areas
* Feedback specific student needs (or opportunities) to the CEIAG team
* Signpost students to appropriate CEIAG advice and information
* Engage with careers CPD

**All support staff**

* Ensure they are familiar with the career plan and its objectives
* Working with the CEIAG team to provide additional support for the NEET risk group
* Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
* Feedback specific student needs (or opportunities) to the CEIAG team
* Tutors deliver tutorial careers programme
* Support students with careers action planning.

**Haybrook College Careers plan supports the achievement of the eight Gatsby benchmarks**:

**Benchmark 1**: A Stable Careers Programme Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.

**Benchmark 2:** Learning from Career and Labour Market Information Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information

**Benchmark 3:** Addressing the Needs of Each Student Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school’s careers programme should embed equality and diversity considerations throughout.

**Benchmark 4:** Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

**Benchmark 5:** Encounters with Employers and Employees Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

**Benchmark 6:** Experiences of Workplaces Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities and expand their networks.

**Benchmark 7**: Encounters with Further and Higher Education All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

**Benchmark 8**: Personal Guidance Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.

**The Careers Programme**

Haybrook College is committed to providing a planned CEIAG programme with clear student outcomes for all students (**based on the CDI Framework for Careers, Employability and Enterprise Education 7-19, January 2020**).

#### **The Career Development Framework**

The CDI’s Career Development Framework describes the six career development skills that people need to have positive careers.

These six skills are the learning areas that career development programmes and interventions focus on. When supporting our students with their career we should ask; how can I help them to grow throughout life, explore possibilities, manage career, create opportunities, balance life and work and see the big picture. Each career development activity might develop a different skill, but ultimately individuals need to engage with allof these learning areas.



**Student Entitlements**

**Year 7**

* By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
* Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
* Students are introduced to careers resources and informed how to use them.
* Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
* Students have optional access to independent and impartial advisers via a referral system.
* Students are introduced to LMI.

**Year 8**

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

**Year 9**

* Students are encouraged to reassess personal strengths with a focus on transferable skills.
* Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
* Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
* Students have access to independent and impartial careers advice and guidance, though 1:1 meetings.
* They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
* Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
* Students are encouraged to access LMI independently.

**Year 10**

* Students explore post 16 pathways.
* Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
* Economic awareness is developed further, and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
* Students begin CV and cover letter writing
* Students have optional access to independent and impartial advisers via a referral system.
* They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
* Students develop interview technique and complete a mock interview.
* Students are encouraged to access LMI independently.

**Year 11**

* Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships.
* Students are encouraged to consider how LMI is relevant to their post 16 options.
* All students have a one-to-one guidance interview with a Careers Adviser (L6 qualified).
* Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
* Students have optional access to additional independent and impartial advice via drop in sessions.
* They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
* Students are encouraged to think about the kind of behaviour potential employers look for.
* Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
* Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
* Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.
* To understand bursaries and funding available to progress to post 16.

**CEIAG - Year Group**

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| **Year 7**  |
| **Month** | **CEIAG Activity** | **Partners** | **Gatsby Benchmark**  |
| September 24– July 25 | Access to independent and impartial careers advice and guidanceAdditional support available through referral services. | Careers Leader | 1.2.3.8 |
| September 24– July 25 | Careers talks, guest speakers from local businesses | Various  | 1,2,3,4,5,6,7 |
| September 24– July 25 | CEIAG lessons linked to new Scheme of Work | Tutors, teachers, support staff | 1,2,4 |
| September 24– July 25 | CEAIG assemblies to include LMI | NCS Tutors Teaches Careers Adviser/Coach | 1,2,4,5,7 |
| March 2025 | National Careers Week – tutorials activities, curriculum arears to link their subjects to the world of work and employability skillsNational Apprenticeship Week Industry Insight Day  | Various External partners | 1,2,4,5 |

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| **Year 8**  |
| **Month** | **CEIAG Activity** | **Partner** | **Gatsby Benchmarks** |
| September 24– July 25 | Mandatory independent and impartial careers advice and guidanceAdditional support available through referral services  | Careers Leader | 1.2.3.8 |
| September 24– July 25 | Careers talks, guest speakers from local businesses | Various  | 1,2,3,4,5,6,7 |
| September 24– July 25 | CEIAG lessons linked to new Scheme of Work | Tutors, teacher, support staff | 1,2,4 |
| September 24– July 25 | CEAIG assemblies to include LMI | NCS Tutors Teaches Careers Adviser/Coach | 1,2,4,5,7 |
| Summer 2025 | STEM Workshop  | Employer Engagement Business partners (TBC) Haybrook Staff (tap into past careers) | 1,2,4,5,6,7 |
| March 2025 | National Careers Week – tutorials activities, curriculum arears to link their subjects to the world of work and employability skillsNational Apprenticeship Week Industry Insight Day | Various  | 1,2,4,5 |

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| **YEAR 9** |
| **Month** | **CEIAG Activity** | **Partner** | **Gatsby Benchmarks** |
| September 24– July 2 | Access to independent and impartial careers advice and guidanceAdditional support available through referral services  | Careers Leader | 1.2.3.8 |
| September 24– July 2 | Preparation for Adulthood support for students with an EHCP via Annual reviews | Careers Leader | 1.2.3.8 |  |
| September 24– July 25 | Careers talks, guest speakers from local businesses | Various  | 1,2,3,4,5,6,7 |
| September 24– July 25 | Aspiration Workshop | Careers Leader  | 1,2,3,4,5,6,7 |
| September 24– July 25 | CEIAG lessons linked to new Scheme of WorkCareers Portfolio – CV, Letters of application, interview preparation  | Tutors, teacher, support staff | 1,2,4 |
| September 24– July 25 | CEAIG assemblies to include LMI | NCS Tutors Teaches Careers Adviser/Coach | 1,2,4,5,7 |
| March 2025 | National Careers Week – tutorials activities, curriculum arears to link their subjects to the world of work and employability skillsNational Apprenticeship Week Industry Insight Day  | Various  | 1,2,4,5 |
| Summer 2025 | My skills Profile and Preparation for Adulthood (SEND) | Careers Leader  | 1,2,3,8 |

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| **Year 10** |
| **Month** | **CEIAG Activity** | **Partner** | **Gatsby Benchmarks** |
| September 24– July 25 | Access to independent and impartial careers advice and guidanceAdditional support available through referral services  | Careers Leader | 1.2.3.8 |
| September 24– July 25 | Careers talks, guest speakers from local businesses | Various  | 1,2,3,4,5,6,7 |
| September 24– July 25 | CEIAG lessons linked to new Scheme of WorkCareers Portfolio – CV, Letters of application, interview preparation  | Tutors, teacher, support staff | 1,2,4 |
| September 24– July 25 | CEAIG assemblies to include LMI | NCS Tutors Teaches Careers Adviser/Coach | 1,2,4,5,7 |
| September 24– July 25 | FE Colleges visits/Tours (BC/Windsor Forest group, Other TBC) | Local FE provisions  | 1,2,4,5,6,7 |
| March 202 | National Careers Week – tutorials activities, curriculum arears to link their subjects to the world of work and employability skillsNational Apprenticeship Week Industry Insight day | Various  | 1,2,4,5 |
| June 2025 | Mock Interviews  | Employers, Business Partners, school staff and Careers Coach/Engagement Worker  | 1,2,5,7 |
| Spring/Summer 2025 | Your Future, Your choice questionnaire and Transition Action Plan (SEND) | Career Leader  | 1,2,3,8 |

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| **Year 11** |
| **Month** | **CEIAG Activity** | **Partner** | **Gatsby Benchmarks** |
| September 24 – July 25 | Mandatory independent and impartial careers advice and guidance – Adviza Additional support available through referral services – Engagement workers - Risk of NEET  | Careers LeaderCareers Coach Engagement Worker  | 1.2.3.8 |
| September 24 – July 25 | Careers talks, guest speakers from local businesses | Various  | 1,2,3,4,5,6,7 |
| September 24 – July 25 | CEIAG lessons linked to new Scheme of WorkCareers Portfolio – CV, Letters of application, interview preparation  | Tutors, teacher, support staff | 1,2,4 |
| October 2024 | Year 11 and Post 16 Information Evening - Virtual information offered to Parents/Carers and Professionals | BCAWindsor Forest Group SEND NCSASK Youth Services Reading University | 1,2,3,5,6,7 |
| September 24– July 25 | CEAIG assemblies to include LMI | NCS Tutors Teaches Careers Adviser/Coach | 1,2,4,5,7 |
| September 24 – July 25 | ASK – Apprenticeship sessions  | Amazing apprenticeship ASK Employer Engagement  | 1,2,3,5 |
| September 24 – July 25 | Work Experience Preparatory Sessions  | Employer Engagement School staff Careers Leader  | 1,2,3,5,6 |
| September 24 – July 24 | Block and Extended Work Experience Placements  | Employer Engagement School staff  | 1,2,3,5,6 |
| January 2025 | Reading University Question and Answer session TBC  | Outreach Worker Reading University  | 1,2,7 |
| December 24 – January 25 | GCSE Mock ExamsYear 11 Parents Evenings  | School staff  | 1.2.3.4.5,7,8 |
| September 24 – July 25 | FE Colleges visits/Tours (BC/Windsor Forest group, Other TBC) | Local FE provisions  | 1,2,4,5,6,7 |
| March 2025 | National Careers Week – tutorials activities, curriculum arears to link their subjects to the world of work and employability skillsNational Apprenticeship Week Industry Insight Day (Covid dependent) | Various  | 1,2,4,5 |
| August 2025 | GCSE Results Day  | CEIAG – Careers LeaderCareers Coach, Adviza  | 1,2,3,8 |

**CEIAG Overview**

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| **Career related Activity**  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11**  |
| **Assembly** | **P** | **P** | **P** | **P** | **P** |
| **Careers Workshops**  | **P** | **P** | **P** | **P** | **P** |
| **Visits from employers**  | **P** | **P** | **P** | **P** | **P** |
| **Visits to employers**  |  |  | **P** | **P** | **P** |
| **Work Experience**  |  |  |  | **P** | **P** |
| **FE visit/tour/taster** |  |  | **P** | **P** | **P** |
| **HE visit/tour/taster** |  |  |  |  | **P** |
| **Visit form FE/HE** |  |  |  |  | **P** |
| **Enterprise activities**  | **P** | **P** | **P** | **P** | **P** |
| **Mock Interviews** |  |  |  | **P** | **P** |
| **Career Talks**  | **P** | **P** | **P** | **P** | **P** |
| **Careers Fairs / Insight Day** | **P** | **P** | **P** | **P** | **P** |
| **One to One Guidance interviews (qualified L6 adviser)** |  |  | **P** |  | **P** |
| **Optional Guidance interviews (qualified L6 adviser)** | **P** | **P** | **P** | **P** | **P** |
| **ASK –Apprenticeship registration and support**  |  |  |  |  | **P** |

\*Additional activities/events will be added as opportunities become available.