

**Subject: CEIAG (Careers Education, Information, Advice and Guidance) Subject**

**leader: Miss J. Earp (Head of Careers)**

## Curriculum intent

### What is statutory?

We have a statutory duty to provide all of our pupils with careers education, information, advice and guidance. Our careers provision is mapped against the eight Gatsby Benchmarks of:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with future and higher education
8. Personal guidance

Our CEIAG programme meets the Baker Clause, an amendment to the Technical and Further Education Act 2017, which stipulates the schools must allow colleges and training providers access to every pupil to discuss non-academic routes that are available to them.

### What is our intent?

The aim of our CEIAG provision is to develop pupils who:

- Are ambitious and aspirational
- Able to make informed decisions about jobs/careers and next steps which challenge stereotypes
- Have the employability skills and resilience to thrive in an ever-changing labour market and working world.

The School has achieved the Career Mark Platinum Award for 9 years; recognition of commitment to always improving our provision. The Department uses the Compass Tool as an additional way of assessing our programme against the Gatsby Benchmarks.

## Curriculum implementation

Careers lessons are delivered by Form Tutors through the weekly PDC lesson. Lessons are planned by the Head of Department, using a range of resources, and are regularly updated to reflect the current labour market.

The curriculum is supported by bespoke events organised by the Careers Department. Through these events we ensure that our pupils gain knowledge of apprenticeships, T levels, and other Level 3 and Level 4 courses, thus meeting the Baker Clause.

Events include:

- Take Your Child to Work Day (Y8)
- Enterprise Day (Y9)
- Work Experience (Y10)
- Apprenticeship and College assemblies
- What Career/What Uni? Live visit (Y10, Y12)
- Crime scene to court room day (KS4, KS5)
- Post-18 day
- Leadership opportunities (all)

In addition to these events, departments organise events which relate to careers in specific subject areas.

Impartial careers guidance is delivered by an independent Careers Advisor. Personal guidance is provided to Year 9 students to help them make informed next step decisions at 14+, this is through a 1:1 interview with a member of LSO or USO. All Year 11 students have a Progression Mentor, from either USO or SFO, to support them in their 16+ choices. They have 1:1 interviews before and after mock exams with their PM. All guidance puts the needs of the individuals first.

Unifrog is used at each key stage. Students use the platform to explore their interests and record personal skills and attributes; and to learn about apprenticeships, degree courses, etc. The School has a well-stocked careers library which is open to all pupils.

The Careers Department is:

- Miss Joanne Earp – Head of Careers – [jearp@ecclesbourne.derbyshire.sch.uk](mailto:jearp@ecclesbourne.derbyshire.sch.uk)
- Mrs Danielle Parker – Work Experience Coordinator and Careers Advisor - [dparker@ecclesbourne.derbyshire.sch.uk](mailto:dparker@ecclesbourne.derbyshire.sch.uk)
- Ms Heather Adams – independent Careers Advisor – [hadams@ecclesbourne.derbyshire.sch.uk](mailto:hadams@ecclesbourne.derbyshire.sch.uk)

Lesson content

Year 7	Term 5	<p>Who Am I?</p> <ul style="list-style-type: none"> <li>· Describing who I am · Identifying skills · Considering how to develop skills</li> </ul> <p>What is a Career?</p> <ul style="list-style-type: none"> <li>· How do you define a career · What is a career journey path</li> <li>· What careers are you interested in · Adapting to career trends</li> </ul> <p>Dream Jobs</p> <ul style="list-style-type: none"> <li>· A dream job · A dream company · A dream job v exploring other careers</li> </ul> <p>Jobs for the Future</p> <ul style="list-style-type: none"> <li>· The future of careers · Popularity of careers and subjects</li> <li>· Then and now · Exploring a growing career</li> </ul> <p>Work Life Balance</p> <ul style="list-style-type: none"> <li>· Work life balance and wellbeing · What's important to me</li> <li>· Work life imbalance · Creating a better Work Life balance</li> </ul>
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Year 8	Term 2	<p>What Are Your Interests?</p> <ul style="list-style-type: none"> <li>· Exploring interests and creating an interest collage</li> </ul> <p>Challenges and Rewards of Work</p> <ul style="list-style-type: none"> <li>· The challenges and reward of school · The challenges and rewards of work · Features of youth employment · The growth mindset · Overcoming challenges · Rewards of work</li> </ul> <p>What Is Success?</p> <ul style="list-style-type: none"> <li>· What does success mean to me · What is a successful career path · Success outside of work · Recording success</li> </ul> <p>Creating a Vision Board</p> <ul style="list-style-type: none"> <li>· Imagining your future · Creating RAM goals</li> </ul> <p>Recruitment &amp; Retention Process</p> <ul style="list-style-type: none"> <li>· What is the recruitment process · Purpose of a CV</li> <li>· Creating a superhero CV</li> </ul> <p>Careers and the Climate</p> <ul style="list-style-type: none"> <li>· How are careers and the climate linked · What are green jobs and sustainable degrees · Skills for the future · Your green skills</li> </ul>
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Year 9	Term 2	<p><b>My Skills</b></p> <ul style="list-style-type: none"> <li>· Technology and the workplace · Why are my skills important for careers · Your skills · Developing your skills · Recording your skills – the CAR method</li> </ul> <p><b>What Comes After School</b></p> <ul style="list-style-type: none"> <li>· Looking beyond school – options · Looking beyond school – how to find out more · Defining a career · What careers are you interested in</li> </ul> <p><b>Decision Making</b></p> <ul style="list-style-type: none"> <li>· Making decision – accessing support · Subjects, careers and skills · What do you need to find out next</li> </ul> <p><b>Labour Market Information</b></p> <ul style="list-style-type: none"> <li>· What is Labour Market Information · What influences the labour market · The local labour market</li> </ul> <p><b>Working and Managing Your Money</b></p> <ul style="list-style-type: none"> <li>· Key terms in managing your money · Pay and taxes · Employment rights in action · Budgeting</li> </ul> <p><b>Unifrog Launch</b></p> <ul style="list-style-type: none"> <li>· Creating an account · Tools in Unifrog</li> </ul> <p><b>14+ Options: 1 – Self Evaluation</b></p> <ul style="list-style-type: none"> <li>· The 14+ Process · Self-evaluation · Reflecting on skills and competencies · Researching using Unifrog</li> </ul> <p><b>14+ Options: 2 – Making Informed Decisions</b></p> <ul style="list-style-type: none"> <li>· GCSE options · Exploring options · Keeping options open · Researching on unifrog</li> </ul>
	Term 3	<p><b>14+ Options</b></p> <ul style="list-style-type: none"> <li>• Introduction to Unifrog</li> <li>• Self-evaluation; what is aspiration?</li> <li>• Making informed decisions</li> </ul> <p><b>Gambling</b></p> <ul style="list-style-type: none"> <li>• Why do people gamble? An exploration of the risk of gambling; short and long term impacts</li> </ul> <p><b>Consumerism</b></p> <ul style="list-style-type: none"> <li>• How do companies sell? Exploring the strategies used to persuade us to buy; reflecting on how we make decisions with our money</li> </ul>

Year 10	Term 1	<p>Workplace Challenge 1</p> <ul style="list-style-type: none"> <li>· Team building · Exploring different careers</li> <li>· Developing creativity, problem solving, communication and innovation</li> </ul> <p>Workplace Challenge 2</p> <ul style="list-style-type: none"> <li>· Team building · Exploring different careers</li> <li>· Developing creativity, problem solving, communication and innovation</li> </ul> <p>Workplace Challenge 3</p> <ul style="list-style-type: none"> <li>· Presentation and listening skills</li> </ul> <p>Work Experience Preparation, Exploring Skills &amp; Interests</p> <ul style="list-style-type: none"> <li>· Using Unifrog quizzes to explore skills and interests · Using Unifrog to explore careers resulting from quizzes</li> </ul> <p>Work experience preparation – getting a placement</p> <ul style="list-style-type: none"> <li>· How to research placement · How to apply for placements</li> <li>· Being resilient · Recording a placement on Unifrog</li> </ul> <p>Exploring Employer Profiles</p> <ul style="list-style-type: none"> <li>· What type of career is best for me?</li> <li>· The difference between a career and a job</li> <li>· What are different types of careers · What is a ‘positive’ career</li> </ul> <p>Wellbeing in the Workplace</p> <ul style="list-style-type: none"> <li>· Considering work-life balance · What is health and safety in the workplace</li> </ul> <p>Green Careers</p> <ul style="list-style-type: none"> <li>· What are green skills · What are green careers · What are MLI predictions · Why do green careers matter · How can you develop your own green skills</li> </ul> <p>Changes in Technology &amp; Science</p> <ul style="list-style-type: none"> <li>· Opinions on AI · What can AI do · Exploring how AI might affect careers · The future of AI: what the experts predict</li> <li>· What does AI mean for us</li> </ul> <p>Entrepreneurship</p> <ul style="list-style-type: none"> <li>· What is an entrepreneur · Do you have entrepreneurial skills · Recording entrepreneurial skills · What is taking initiative · Being self-employed</li> </ul> <p>Money, Careers, Risk &amp; Reward</p>
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		<ul style="list-style-type: none"> <li>· Apprenticeships v higher education</li> <li>· Considering financial prospects</li> <li>· Deciding on the right pathway</li> </ul>
	Term 3	<p>Unifrog Launch and Careers Library</p> <ul style="list-style-type: none"> <li>· Reminder of Unifrog – access and features</li> <li>· Explore Subject Library with treasure hunt</li> </ul> <p>LMI and Careers Fact Finding</p> <ul style="list-style-type: none"> <li>· LMI for Derbyshire</li> <li>· Using Unifrog Careers Library to explore careers</li> </ul> <p>Apprenticeships</p> <ul style="list-style-type: none"> <li>· Facts about apprenticeships</li> <li>· Is an apprenticeship right for me</li> <li>· Using the Unifrog apprenticeship tool</li> </ul> <p>Work Experience Planning</p> <ul style="list-style-type: none"> <li>· Checking in with the placement</li> <li>· Health and Safety</li> <li>· Visits</li> <li>· Expectations</li> </ul> <p>Work Experience Follow Up</p> <ul style="list-style-type: none"> <li>· Reflections</li> <li>· Thankyous</li> <li>· Transferable skills</li> </ul> <p>Planning for Next Steps</p> <ul style="list-style-type: none"> <li>· Reflecting on progress so far</li> <li>· Identifying skills</li> <li>· Recording Skills on Unifrog</li> </ul>

Year 11	Term 1	<p>Post 16 Options</p> <ul style="list-style-type: none"> <li>· To understand options available Post 16</li> <li>· To consider how to make the best choice</li> </ul> <p>Applications</p> <ul style="list-style-type: none"> <li>· To write a letter of application for a 16+ option</li> </ul> <p>Decision Making</p> <ul style="list-style-type: none"> <li>· What an informed decision means</li> <li>· How to make an informed decision</li> </ul> <p>Employability Skills</p> <ul style="list-style-type: none"> <li>· What are employability skills?</li> <li>· Developing employability skills</li> <li>· Recording employability skills</li> <li>· CAR method</li> </ul> <p>CVs – Part 1</p> <ul style="list-style-type: none"> <li>· Purpose of CV</li> <li>· Creating a good impression</li> <li>· A good CV</li> </ul> <p>CVs – Part 2</p> <ul style="list-style-type: none"> <li>· Using Unifrog to create a CV</li> </ul>
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		<p>Networking – The “elevator pitch”</p> <ul style="list-style-type: none"> <li>· Understanding networking · Understanding enterprising</li> <li>· Planning your won ‘elevator pitch’</li> </ul> <p>Interview Skills</p> <ul style="list-style-type: none"> <li>· Understanding the purpose of an interview · How to prepare for an interview · Time for personal reflection and preparing answers to general questions · Practicing for an interview</li> </ul> <p>Careers case studies - heritage, identity and values</p> <ul style="list-style-type: none"> <li>· Considering diversity and inclusion in the workplace</li> </ul>
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Year 12	Employability Skills - Carousel module	<p>What Makes a Good Employer</p> <ul style="list-style-type: none"> <li>· Finding out about an employer · What makes a company ‘good’ to work for · What are your rights · Global employers</li> <li>· Exploring employer profiles</li> </ul> <p>Employability Skills</p> <ul style="list-style-type: none"> <li>· Making applications · What does an employer want to know about you · How to develop your skills · STAR example</li> <li>· Volunteering</li> </ul> <p>Interviews</p> <ul style="list-style-type: none"> <li>· Interview Skills · Tell me about Yourself · What are your weaknesses? · Role playing interviews</li> </ul> <p>Online Interviews</p> <ul style="list-style-type: none"> <li>· What are online interviews · Why companies use them</li> <li>· Different types of online interviews · Tips for online interviews</li> </ul> <p>Online Assessments</p> <ul style="list-style-type: none"> <li>· Types of online assessment · Personality Tests · Aptitude Tests · Situational Judgement Tests · Gamification · Exploring online assessments</li> </ul> <p>Assessment Centre Activity</p> <ul style="list-style-type: none"> <li>· Opportunity to take part in an assessment day task and get feedback</li> </ul>
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	Term 2	<p>Work Experience Unifrog Launch</p> <ul style="list-style-type: none"> <li>· Reminder of using Unifrog Tools to research careers</li> </ul> <p>Finding a Work Experience Placement x 2 weeks</p> <ul style="list-style-type: none"> <li>· Researching a placement · Applying for a placement</li> <li>· Following up with employers · Adding a placement to Unifrog</li> </ul>
	Term 4	<p>Post 18 Choices</p> <ul style="list-style-type: none"> <li>· Post 18 pathways – making a decision · Case Studies</li> <li>· Finding out more</li> </ul> <p>Apprenticeships</p> <ul style="list-style-type: none"> <li>· Higher Level Apprenticeships · What jobs can you do with an apprenticeship · Exploring opportunities on Unifrog</li> </ul> <p>CVs</p> <ul style="list-style-type: none"> <li>· Purpose of CV · What does a good CV look like</li> <li>· Writing a CV on Unifrog</li> </ul> <p>Work Environments</p> <ul style="list-style-type: none"> <li>· What do we mean by work environments · Exploring the Unifrog profiles tool</li> </ul> <p>Post 18 Day Planning</p> <ul style="list-style-type: none"> <li>· Time to reflect and follow up from Post 18 Day</li> </ul>
Year 13	Term 3	<p>Financial Choices 1: Costs of living / budgeting as a student or earning a salary from a job / Apprenticeship.</p> <ul style="list-style-type: none"> <li>· To consider outgoings when living independently · How much does it cost to live independently · Completing a budget sheet for different areas of the UK</li> </ul> <p>Financial Choices 2: Student finance if you are going to university. How much you may receive, what you may need to earn / receive from parents, in order to live.</p> <ul style="list-style-type: none"> <li>· How much income will you receive as a student or apprentice · Researching current Student Loan information</li> <li>· Researching advertised Degree Apprenticeship Salaries</li> <li>· Comparing income to budgets from lesson 1</li> </ul> <p>Financial Choices 3: Typical salaries; comparing the apprenticeship route to degree then graduate level employment.</p> <ul style="list-style-type: none"> <li>· How much can you expect to earn as a graduate or degree apprentice · Calculating monthly take home pay · Considering whether a high salary is important to you</li> </ul>



		Financial Choices 4: Banking, Saving, Investment · Savings in a bank · ISA · Investments · Premium Bonds
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## Assessment

Due to the nature of Careers Education, students work is not formally marked.

Peer assessment and self-assessment is used regularly in PDC lessons. Self-assessment tools on Unifrog are used regularly. In addition, students have a review sheet in which they write reflections and action points at the end of each sub-topic.

We use Student Voice as a way of gaining feedback on our curriculum and the events that we run.

## Curriculum impact

Through our CEIAG provision, our pupils will:

- Have an excellent understanding of transitions; making informed decisions for now and their future careers
- Be ambitious about what they can achieve and be confident in challenging stereotypes that they might encounter now and in the future
- Be equipped to live balanced, responsible lives and achieve economic and online well-being
- Develop the essential skills for future employability
- Be confident in how to make decisions in a changing labour market
- Reflect on their own attitudes to learning, work, and explore some of the conflicting values and attitudes that they might face now and in the future
- Build resilience and self-esteem; be able to recognise and manage risk, understanding the factors which influence their decision making
- Be able to work with others, demonstrating empathy in forming positive relationships