

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

Subject leader: Miss J Earp

Curriculum intent

What is statutory?

We have a statutory duty to provide all of our pupils with careers 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 Gold Award for 7 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:

- Skills Builder (KS3)
- 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
- Volunteering assembly (KS5)
- 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 a careers advisor from Ideas4Careers. 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
- Mrs Danielle Parker – Work Experience Coordinator and Advisor – dparker@ecclesbourne.derbyshire.sch.uk
- Ms Heather Adams – independent careers advisor – Ideas4Careers

Lesson content

Year 7	Term 1	RSE topic (refer to the RSE curriculum overview and content)
	Term 2	RSE topic (refer to the RSE curriculum overview and content). Including lessons on <ul style="list-style-type: none"> • Communication • Making decisions
	Term 3	RSE topic (refer to the RSE curriculum overview and content)
	Term 4	RSE topic (refer to the RSE curriculum overview and content)

	Term 5	<p>The value of money</p> <ul style="list-style-type: none"> Self-awareness of attitude to money and strengths and weaknesses; understanding the difference between a want and a need; appreciation <p>Making economic decisions</p> <ul style="list-style-type: none"> Reflecting on what influences our decisions regarding money; evaluation of whether the influences are positive or negative <p>Fraud</p> <ul style="list-style-type: none"> Knowledge of what fraud is, including different types; analysis of the impact of fraud; learning how to protect oneself from fraud <p>A fair wage</p> <ul style="list-style-type: none"> Reflecting on the value of money and worth; evaluation of job satisfaction v wages
	Term 6	RSE topic (refer to the RSE curriculum overview and content)

Year 8	Term 2	<p>Networking</p> <ul style="list-style-type: none"> Understanding what a network is; applying it to ourselves; the impact of networks, positive and negative <p>Getting involved</p> <ul style="list-style-type: none"> Identifying the extra-curricular activities you do and the skills that they develop; looking for opportunities in the future; learning what is meant by transferrable skills; the impact of getting involved to your future <p>Having a 'can-do' attitude</p> <ul style="list-style-type: none"> Learning about the importance of attitude in realising your potential; learning what mindset means; reflecting on what your comfort zone is and how to extend beyond that
	Term 2	RSE topic (refer to the RSE curriculum overview and content)
	Term 3	Citizenship topic (refer to the Citizenship curriculum overview and content)
	Term 4	Citizenship topic (refer to the Citizenship curriculum overview and content)

	Term 5	Preparation and follow up for Take Your Child To Work Day <ul style="list-style-type: none"> • Health and safety in the workplace • Transferrable skills
	Term 6	RSE topic (refer to the RSE curriculum overview and content)

Year 9	Term 1	Citizenship topic (refer to the Citizenship curriculum overview and content)
	Term 2	RSE topic (refer to the RSE curriculum overview and content)
	Term 3	14+ Options <ul style="list-style-type: none"> • Introduction to Unifrog • Self-evaluation; what is aspiration? • Making informed decisions Gambling <ul style="list-style-type: none"> • Why do people gamble? An exploration of the risk of gambling; short and long term impacts Consumerism <ul style="list-style-type: none"> • How do companies sell? Exploring the strategies used to persuade us to buy; reflecting on how we make decisions with our money
	Term 4	RSE topic (refer to the RSE curriculum overview and content)
	Term 5	RSE topic (refer to the RSE curriculum overview and content)
	Term 6	RSE topic (refer to the RSE curriculum overview and content)

Year 10	Term 1	New challenges <ul style="list-style-type: none"> • First impressions; GCSEs as part of your career journey; employability skills such as self-organisation, presentation, time management, managing online presence Work experience preparation <ul style="list-style-type: none"> • How to apply for work experience placements; research, application letters
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	Term 2	<p>Core RE topic (refer to the Citizenship/Core RE curriculum overview and content)</p> <p>Debt</p> <ul style="list-style-type: none"> Understanding the difference between credit and debt; knowledge of different types of card; analysis of the impact of a cashless society <p>Wages and payslips</p> <ul style="list-style-type: none"> Understanding of how pay is calculated, including reasons for deductions and what they are used for; learning how to budget
	Term 3	Core RE and Citizenship topic (refer to the Citizenship/Core RE curriculum overview and content)
	Term 4	RSE topic (refer to the RSE curriculum overview and content)
	Term 5	RSE topic (refer to the RSE curriculum overview and content)
	Term 6	<p>LMI</p> <ul style="list-style-type: none"> Understanding what is meant by LMI; applying knowledge to our region <p>Apprenticeships</p> <ul style="list-style-type: none"> Myth busting; knowledge of the different levels of apprenticeships; analysing the strengths and weaknesses of apprenticeships <p>Work experience planning and follow-up</p> <ul style="list-style-type: none"> Health and safety in the workplace Writing letters of thanks; reflecting on the transferrable skills developed and specific job sector skills

Year 11	Term 1	<p>Why work?</p> <ul style="list-style-type: none"> Knowledge of the difference between public and private sector; reflecting on the purpose of work; self-evaluation of own skill set and application to work environments <p>Using Unifrog</p> <ul style="list-style-type: none"> Deeper understanding of how to use Unifrog; researching career profiles, linking to competencies,
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		<p>labour market information; using personality profile to match to job</p> <p>Post-16 options: Sixth Form, college, T Levels, apprenticeships</p> <ul style="list-style-type: none"> Learning about the different options post-16; exploring advantages and disadvantages of these routes <p>Letters of application</p> <ul style="list-style-type: none"> Learning about how to structure a letter of application; how to 'sell yourself'; examining exemplar letters; writing own letter
	Term 2	<p>CV writing</p> <ul style="list-style-type: none"> Examining good and bad CVs and identifying the characteristics of a good CV; examining CVs from different sectors; writing own CV. <p>Interview skills</p> <ul style="list-style-type: none"> Watching examples of interviews; comparing a good interview to a bad one; examining the types of questions that are always asked, and the job specific questions; practising interviews with peers
	Term 3	RSE topic (refer to the RSE curriculum overview and content)
	Term 4	Core RE and Citizenship topic (refer to the Citizenship/Core RE curriculum overview and content)
	Term 5	Core RE and Citizenship topic (refer to the Citizenship/Core RE curriculum overview and content)

Year 12	Term 1	RSE topic (refer to the RSE curriculum overview and content)
	Term 2	<p>RSE topic (refer to the RSE curriculum overview and content). Including lessons on:</p> <p>Money mules</p> <ul style="list-style-type: none"> Understanding and reflecting on the pressures related to money for young people 16-19 Analysis of a case study about a money mule; causes and consequences <p>Gambling</p> <ul style="list-style-type: none"> Examples of gambling in today's world; reasons for gambling; short and long term impacts; signposting
	Term 3	RSE topic (refer to the RSE curriculum overview and content)
	Term 4	<p>Back to Unifrog</p> <ul style="list-style-type: none"> Updating profiles; using destinations platform <p>The Careers Library</p> <ul style="list-style-type: none"> Using the careers library and subject libraries on Unifrog; evaluating the advantages and disadvantages of a selection of jobs; reminder of what we mean by labour market information
	Term 5	<p>Linked In</p> <ul style="list-style-type: none"> A Linked In masterclass; evaluating the benefits of using Linked In and the drawbacks <p>Employability applications</p> <ul style="list-style-type: none"> A reminder of how to make the best applications; the benefits of volunteering; using Unifrog to assist applications <p>Employability interviews</p> <ul style="list-style-type: none"> Self-evaluation of strengths and weaknesses of interview skills; using Unifrog to learn more about how to conduct interviews; dealing with feedback <p>Employability online assessments</p> <ul style="list-style-type: none"> How to ace an online interview; practising online interviews; peer assessment <p>Employability activity day assessments</p> <ul style="list-style-type: none"> Developing teamwork and leadership skills in completing an activity day assessment
	Term 6	<p>Using Money Sense resources</p> <ul style="list-style-type: none"> Borrowing and debt

		<ul style="list-style-type: none"> • Staying secure • Payslips and deductions • Consumer rights <p>Post-18 Day follow-up</p>
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Year 13	Term 1	<p>Post-18 planning</p> <ul style="list-style-type: none"> • Level 3 applications <p>Media literacy</p>
	Term 2	RSE topic (refer to the RSE curriculum overview and content)
	Term 3	RSE topic (refer to the RSE curriculum overview and content)
	Term 4	<p>Financial choices</p> <ul style="list-style-type: none"> • Cost of living, as a student, an apprenticeship or when in work • Student finance • Salaries and earning power • Banking, savings and investment
	Term 5	Study skills

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

The Ecclesbourne School Careers Department has achieved Career Mark Gold Award for 7 years.