

CEIAG Provision, Year 7-11

Lessons and events across a student's five years at Copley Academy, which are benchmarked against the CDI framework and Gatsby Benchmarks, support the students' understanding of

All students are entitled to;

- clear advice and information about ALL the KS4 and Post-16 options available, so that students understand these key transition points and what they look like.
- support and guidance to help students make choices and have clear career planning.
- regular information on how well you are doing in your academic and personal development.
- help with post-16 decision making from Positive Steps and other bespoke external support.
- a specific curriculum of careers education help develop skills and knowledge to make choices and the transition to work and learning, as well as subject-linked careers learning, which is planned for in Medium Term Plans.
- an opportunity to learn about the world of work.

Specifically, in Year 7 students are entitled to;

- Identify their own strengths, interests, skills, and qualities and be able to identify where they can develop these for future employment.
- Understand how certain subjects can link to certain careers
- Access to Xello.
- All CEIAG activities recorded on Compass+.
- All lessons have an EPE Objective to link learning to the world of work.
- Encounters with employers and employees through work Safari trips to workplaces, assemblies, workshops and visitors
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship and Science week year group activities
- Science Crest Award
- Student voice activity to evaluate and improve the CEIAG program.
- Access to Positive Steps Drop In Services.

CEIAG Provision, Year 7-11

Year 8

Specifically, in Year 8 students are entitled to;

- Understand about labour market information.
- Understand how certain subjects can link to certain careers.
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment.
- Access to Xello.
- Have all CEIAG activities recorded on Compass+.]
- Have all lessons have an EPE Objective to link learning to the world of work.
- Encounters with employers and employees through work Safari trips to workplaces, assemblies, workshops and visitors.
- Signposted literature, websites, social media and platforms which will help develop CEIAG.
- Participate in National Careers, Apprenticeship and Science week year group activities.
- Student voice activity to evaluate and improve the CEIAG program.
- Access to Positive Steps' Drop in Services.

Year 9

Specifically, in Year 9 students are entitled to;

- Understand about labour market information, skills and progression routes
- Understand how certain subjects can link to certain careers
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment
- Understand different work roles and career pathways including clarifying their own early aspirations
- Have all CEIAG activities recorded on Compass+.
- Encounters with employers and employees through Work Safari trips, workplaces, assemblies, workshops and visitors
- Development of their enterprise skills through applied learning opportunities
- Signposting to literature, websites, social media and platforms which will help develop CEIAG
- Participate in National Careers, Apprenticeship, and Science week year group activities
- Go Further and employer mentoring schemes for select students

CEIAG Provision, Year 7-11

- Higher Education and University workshops
- Manchester United Leadership Program
- Student voice activity to evaluate and improve the CEIAG at GAA
- An introduction to Higher Education and University
- An introduction to post-16 Pathways
- A Key Stage 4 Awareness Evening for them and their families
- A 1:1 meeting with a key staff member to discuss their Key Stage 4 Option choices.
- An introduction to Positive Steps' services.
- Access Positive Steps' Drop in Clinic.

CEIAG Provision, Year 7-11

The careers provision and opportunities has been cross referenced to ensure that by the end of Key Stage 3 all students are able to meet the 'I can' statements as prescribed by the Career Development Institute;

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing</p> <p>Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects</p> <p>Understand the issues of protected characteristics including, race, religion, gender, age, disability</p> <p>Say which employability skills I have used and how they have been used in some subjects</p>	<p>Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, National Careers Service</p> <p>Identify and plan for making the most of information, advice and guidance in our school to support my thinking and decision making especially at the end of key stage 3.</p> <p>Actively take part in employer led activities to develop my networking skills</p> <p>Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor</p>	<p>Explain what the term 'career' means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p>	<p>Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change</p> <p>Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions</p>

CEIAG Provision, Year 7-11

Year 10

Students should be able to

- Know about the information advice and guidance available to them and how to access appropriate support.
- Attend of 1:1 interview with Positive Steps with targeted students.
- Know how to access the drop-in Positive Steps Clinic.
- Further develop employability skills.
- Use Xello.
- Access CEIAG activities recorded on Compass+ and continue to add to them.
- Research, secure and take full advantage of any opportunities for work experience
- Understand the range of opportunities that are available to them for career . progression, including in education, training and employment.
- Identify their own strengths, interests, skills, and qualities and be able to identify where they can develop these for future employment.
- Participate in post-16 taster days.
- Attend Careers Fairs.
- Participate in mock interviews to provide an opportunity to practise interview technique and receive feedback.
- Understand different work roles and career pathways including clarifying their own early aspirations
- Have encounters with employers and employees through Work Safari, trips to workplaces, assemblies, workshops and visitors
- Develop their enterprise skills through applied learning opportunities
- Access signposted literature, websites, social media and platforms which will help develop CEIAG.
- Participate in National Careers, Apprenticeship, Science and My Money week year group activities.
- Participate in Go Further and employer mentoring schemes for select students.
- Access Higher Education and University workshops.
- Complete student voice activity to evaluate and improve the CEIAG program.

CEIAG Provision, Year 7-11

Year 11

Students should be able to

- Understand about employer rights and responsibilities at work.
- Identify their own strengths, interests, skills and qualities and be able to identify where they can develop these for future employment.
- 1:1 Positive Steps Interviews.
- Apply for post-16 positions at further education, training or employment providers.
- Understand different work roles and career pathways including clarifying their own early aspirations.
- Access CEIAG activities recorded on Compass+, and continue to add to them.
- Develop their employability skills in all lessons.
- Encounter employers and employees through Work Safari, trips to workplaces, assemblies, workshops and visitors.
- Access signposted literature, websites, social media and platforms which will help develop CEIAG.
- Participate in National Careers, Apprenticeship, and Science week year group activities.
- Benefit from Go Further and employer mentoring schemes for select students.
- Apprenticeship application workshops for selected students.
- Attend College application workshops for selected students.
- Attend Higher Education and University workshops for selected students.
- Complete student voice activity to evaluate and improve the CEIAG program.
- Sign up to Copley Academy's Alumni network.

CEIAG Provision, Year 7-11

The careers provision and opportunities at Great Academy Ashton has been cross referenced to ensure that by the end of Key Stage 4 all students are able to meet the 'I can' statements as prescribed by the Career Development Institute;

As a student at GAA, I can...

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete an 'interests'/ 'personality' questionnaire using an online programme such as Kudios, Morrisby, I-could and discuss the job and course suggestions with my peers/tutor/adviser/parents</p> <p>Describe what I like about how I have changed since Year 7</p> <p>Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths</p> <p>Set personal and learning targets to build upon these strengths rather than focus on my weaknesses</p> <p>Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned</p> <p>Record the evidence of my best use of key employability skills</p> <p>Evidence how I apply and develop key employability skills through work-related activities</p> <p>Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<p>Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans</p> <p>Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p> <p>understand what impartiality means and how it is applied to my own personal circumstances</p> <p>Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself</p>	<p>Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to me and why</p> <p>Discuss with your tutor/mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years</p> <p>Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated</p> <p>List the main sections/ headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop</p> <p>Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays</p> <p>Discuss how to handle the consequences of my decision-making with peers and my tutor</p> <p>Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+</p> <p>Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers</p> <p>Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets</p> <p>Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/decisions in my career plan</p> <p>Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate</p>	<p>Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room</p> <p>Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary</p> <p>Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Reflect on attending a careers fairs to research the implications of choosing one pathway over another</p>	<p>Analyse stories in the news about the factors that affect the mental health of workers</p> <p>Talk to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Compare and contrast my experience of two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</p> <p>Reflect on what organisational structure appeals most to me and why</p>