

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
- 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 CEAIG
- 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.

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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.
- 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.
- 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

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- 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.

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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 LEAs, 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>

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Core Theme: Investigate & Explore	
Learning Outcome	Learning Objective
Career Readiness Students have developed essential skills which will support them to transition to the workplace.	Students can evidence the essential workplace skills they have developed, aligned to the Skills Builder Framework.
	Students can demonstrate skills applicable to different workplaces, including skills required when working in a remote environment.
	Students can create, develop or design something based upon a brief set by an employer, and identify the skills they used.
Exploration of roles and responsibilities Students have a deeper level of knowledge and understanding about the role, responsibilities, and pathways of a few potential careers.	Students understand the different routes into employment and understand the differences between pathways.
	Using real life examples, students can describe the roles of different people within an organisation and talk about what they do.
	Students can create, develop or design something based upon a brief set by an employer, and relate the skills they used to a potential career pathway.
Understanding of growth sectors and the changing economy Students understand how the local and national labour market is changing and what this might mean for their career choices.	Students can identify growth sectors within their local area and talk about the types of jobs within these sectors.

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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.
- 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 week year group activities.
- Participate in mentoring schemes for select students.
- Access Higher Education and University workshops.
- Complete student voice activity to evaluate and improve the CEIAG program.

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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.
- 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.
- 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.

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The careers provision and opportunities at Copley Academy 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;

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 Kudos, 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>

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Core Theme: Apply and Demonstrate	
Learning Outcome	Learning Objectives
Applying Knowledge and Skills in the workplace Students can evidence when they have applied their knowledge and skills within the workplace, can articulate this to potential employers, and can use their experiences to make informed career decisions.	Students can evidence when they have applied careers knowledge and skills and behaviour within a workplace environment, and have received employer feedback on their work.
	Students can demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making.
	Students can compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
	Students can critically assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

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Benchmark	Year 7	Year 8	Year 9	Year 10	Year 11
1. A stable careers programme	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input. CEIAG is a feature of the GREAT Lives Curriculum.	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input. CEIAG is a feature of the GREAT Lives Curriculum	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input. CEIAG is a feature of the GREAT Lives Curriculum	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input. CEIAG is a feature of the GREAT Lives Curriculum	Annual timetabled events and careers provider access statement published on website. WRL to feature in curriculum time. Pupil Voice and Consultation Evenings will allow for pupil and parent input. CEIAG is a feature of the GREAT Lives Curriculum
2-. Learning from career and labour market information	GREAT Lives Academic Schema– EPE Objectives Assemblies Introduction to Xello and Xello Training National Apprenticeship Week National Careers Week	GREAT Lives Academic Schema– EPE Objectives Assemblies Access to Xello National Apprenticeship Week National Careers Week	GREAT Lives Academic Schema-EPE Objectives Access to Xello National Apprenticeship Week National Careers Week	GREAT Lives Assemblies Employee Talks Introduction to Xello and Xello Training for Post-16 searches. National Apprenticeship Week National Careers Week	GREAT Lives Assemblies Alumni Talks Access to Xello National Apprenticeship Week National Careers Week

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3.Addressing the needs of each pupil	Access to Positive Step drop in meetings and Xello accounts Xello accounts.	Access to Positive Step drop in meetings Xello accounts.	Access to Positive Step drop in meetings Xello accounts.	Access to Positive Step drop ins and Positive Step interviews Speakers for Schools and Talent Foundry Xello Accounts Careers Fairs Employability skills workshops	Access to Positive Step drop ins and Positive Step interviews Transition support to post-16 choices Speakers for Schools and Talent Foundry Xello Accounts Transition workshops
4. Linking curriculum learning to careers	Academic Schema– EPE Objectives Orderly Exits linked to essential skills. Departmental Displays Career of the Month	Academic Schema– EPE Objectives Orderly Exits linked to essential skills. Departmental Displays Career of the Month	Academic Schema– EPE Objectives Orderly Exits linked to essential skills. Departmental Displays Career of the Month	Academic Schema– EPE Objectives Orderly Exits linked to essential skills. Departmental Displays Career of the Month	Academic Schema– EPE Objectives Orderly Exits linked to essential skills. Departmental Displays Career of the Month
5. Encounters with employers and employees	Career Talks Trips and Visits linked to world of work.	Career Talks Trips and Visits linked to world of work.	Career talks Trips and Visits linked to world of work.	Career Talks GREAT Alumni Talks Speakers for Schools Mock interviews Careers Fairs	GREAT Alumni Talks Speakers for Schools Careers Fairs
6. Experiences of workplaces	Inclusion of WRL in school visits – all must have a career objective	Inclusion of WRL in school visits- all must have a career objective	Inclusion of WRL in school visits-all must have a career objective	Inclusion of WRL in school visits-all must have a career objective	Inclusion of WRL in school visits- all must have a career objective

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7. Encounters with further and higher education	University of Manchester Gateways programme Tameside College Careers Fair	University of Manchester Gateways programme Tameside College Careers Fair	University of Manchester Gateways programme Participation in GM Higher activities. Tameside College Careers Fair Options Carer Fair	University of Manchester Gateways programme Assemblies Participation in GM Higher Activities. FE Taster Days	University of Manchester Gateways programme Aim Higher presentation s and activities FE Presentations and knowledge sessions Apprenticeship guidance workshops
8. Personal guidance	Positive Steps Clinic	Positive Steps Clinic	Positive Steps interviews for targeted students Positive steps Clinic	Positive Steps interviews Positive steps Clinic	Positive Steps interviews Positive steps Clinic
Great Lives Curriculum	HT1: Being GREAT	HT5: Future Planning	HT3: Financial Management and Key Stage 4 Options	HT2: Financial Choices HT6: Post-16 Ready	Ongoing