

ABBHEY COLLEGE, RAMSEY

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) STRATEGY

Vision and Purpose

Abbey College, Ramsey seeks to offer a broad and effective Careers Education Information and Guidance (CEIAG) programme to help our students make a successful transition to the next stage of their development, be this further education, vocational training or employment and to become effective careers managers throughout their lives.

The CEIAG programme provides support for students facing the challenge of choosing their career options and developing their plans for the future. Helping them to make sound judgements based on current Labour Market Information (LMI), their interests and aptitudes. It provides them with opportunities to develop key employability and enterprise skills needed to succeed in the world of work.

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Our programme offers contacts with people from the school, employer networks, FE colleges, higher education institutions, alumni or other high achieving individuals to motivate students to think beyond their immediate experiences and encourage them to consider a broader and more ambitious range of career options.

In accordance with our statutory duties as detailed in Section 42A of the Education Act 1997 we will ensure that all students are provided with independent careers guidance which will:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- include information on the range of education or training options, including apprenticeships and technical education routes;
- be guidance that will promote the best interests of the pupils to whom it is given.

National and local expectations

The CEIAG Programme will be delivered to ensure that the school meets the following expectations and requirements:

- DfE Statutory Guidance - "Careers guidance and access for education and training providers" – October 2018
- Ofsted Framework – May 2019
- Gatsby Outcomes
- Careers strategy: making the most of everyone's skills and talents - December 2017
- Cambridgeshire quality mark
- School Improvement Plan
- The office for National Statistics – NEET

Outcomes

All students in the school from year 7 to year 13 have access to a work-based learning programme that provides opportunities for self-development, knowledge of careers, career management, the world of work and the development of employability skills.

The CEIAG strategy has three broad aims:

1. Students will be able to make informed decisions about their future
2. Every student will fulfil their potential
3. Students will develop skills for success

To do this we expect all students to achieve a number of outcomes by the time they leave school:

- Know how to access and analyse information about local and national job opportunities. Understand the range of opportunities available and the variety of routes into different careers.
- Have had multiple opportunities to meet with employers from a wide range of sectors in order to understand different businesses and the sectors to which they belong, developing a general understanding of the world of work.
- Gain experiences and insight into real life working practices and environments through work experience and encounters with businesses.
- Challenge stereotypical thinking in the workplace.
- Understand and evaluate the full range of learning opportunities that are available to them, including academic and vocational routes and learning in schools, colleges, universities and apprenticeships.
- Recognise their strengths and preferences to help them make informed decisions. Identify areas of development in order to achieve their full potential and overcome barriers to progression.
- Recognise the different entrepreneurial and employability skills that will help them succeed in the world of work. Have the opportunity to develop and build on these skills.
- Identify out of school opportunities to develop career aspirations, such as volunteering or the National Citizenship Service.
- Opportunity to apply classroom learning to real world situations, developing life skills such as resilience, problem solving, decision making and team building in order to overcome real life challenges.
- Opportunities to understand the wide range of career choices that require success in maths and science, STEM (science, technology, engineering and maths) for both girls and boys.
- Have a career development plan tailored to their preferences, interests and needs.

Strategic Approach to Delivery

- Overview of how the careers programme will be delivered:
 - Timetabled – part of Social Studies lessons where a careers programme is delivered for all years.
 - Included within other curriculum areas – Linking curriculum with careers.
 - Entitlement (year groups and amount) – List of entitlement for each group on careers webpage and in school.
- Our link governor supports our careers programme by taking part in various careers events/activities, including carrying out mentoring sessions with identified Year 10 students.
- The Careers Leader is responsible for managing and delivering the school's careers programme ensuring that the Gatsby Benchmarks are met. The role involves: planning, implementing and quality assuring the careers programme; delivery of career guidance; networking with external partners, including employers; coordinating the contributions of careers teachers, subject teachers, form tutors and SENCO.
- The Careers Leader is qualified at L6 in Careers Guidance & Development. The Careers Coordinator, carries out on the job development, external CPD and is a member of the Huntingdonshire Work Experience Group.
- There is an allocated budget for Careers which the Careers Leader manages.
- All school staff and governors are expected to support and contribute towards the delivery of the Careers Programme. Appropriate training and support will be provided.
- We are working towards gaining the Quality in Careers Standard award.
- All students are entitled to an impartial 1:1 careers information and advice interview with the Careers Leader. All students in Year 11 will have had a destination interview by December 2020, starting towards the end of the summer term of Year 10.
- To support decisions about option choices, all Year 8 students update their careers plan in group sessions, with identified students receiving a meeting with the Careers Coordinator to ascertain who would benefit from a mentoring session with our governor.
- The school's website includes information about our careers provision and how this meets the Gatsby Benchmarks, together with our Careers Policy.
- We engage with key stakeholders (employers, FE, HE and training providers, parents/carers, Business in the Community, Skills Service, Governors) to support with our programme by delivering various careers events/activities. There is a copy of our Provider Access Policy on school website.
- Students will be provided with opportunities to experience "meaningful" encounters with the full range of learning providers that are appropriate to their transition point.
- Work experience for one week in March is mandatory for all year 10 students who organise their own placement, with the support of the Careers Department as required. Year 12 students undertake work shadowing for one week in June and organise their own placement.
- The Careers Programme will be subject to an annual review based upon a plan, do and review process which will be informed by data, feedback and evaluation information.
- Data will be obtained from: Intervention requirements, careers interests (from Fast Tomato Careers Plans), intended destinations, September Guarantee statistics, immediate and maintained destinations, NEET figures, Progress 7 and other sources.

- Feedback and evaluation information will be generated from events and activities undertaken by students, employers, teachers, other staff and parents/carers.

Current Priorities

Our careers strategy is informed by the following current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations in order to prevent NEETs.
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities, to support them in overcoming barriers to learning and progressing.
- Developing student's career management skills, especially those associated with career adaptability, resilience, enterprise and employability, to help them understand themselves and the world around them, so they can take control of their career with all its potential opportunities.
- Improving students working lives by helping to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways, carried out in form time activities, work experience, Duke of Edinburgh, lessons in Social Studies.
- Developing the use of digital technologies (eg Fast Tomato, Unifrog, relevant websites) to meet students career development needs in conjunction with face-to-face support.
- Working with parents/carers, alumni, education providers, community and business partners to meet students career development need, through careers programme/events, work experience, guidance interviews, Careers Fair, engagement with local colleges and universities, National Citizenship Service, Business in the Community, Skills Service, student support.

Priority relating to School Improvement Plan:

- Improved compliance with Gatsby Benchmark 8 – Personal Guidance with 100% destinations achieved.

How this will be achieved

We have a comprehensive programme that is at the core of the school curriculum. We aware that this cannot be delivered by the school alone and each of the stakeholders below has a role to play:

- Governors
- Senior Leadership Team
- Teachers
- Support Staff
- Students
- Parents/Careers

- Employers
- Business in the Community
- The Skills Service
- HE and FE providers

Resources have been allocated to ensure the success of the plan and there is a dedicated budget. All year groups are allocated time in the school calendar to take part in careers events/activities.

We ensure all staff are updated regularly about opportunities and changes in curriculum delivery.

Implementation Plan

YEAR GROUP	AIMS	DELIVERY
7	<p>To provide students with a foundation CEIAG knowledge to be built upon as they progress through school and enable them to make informed decisions about their future.</p> <p>To inspire students by helping them to find out about a range of growing sectors and exciting jobs.</p> <p>To develop their self-awareness by identifying the employability skills they already have to help them succeed.</p>	<ul style="list-style-type: none"> • Create a Careers Plan using the Fast Tomato careers program • Self-awareness and skills development lessons in Social Studies • Research careers and present findings • STEM roadshow • Guess the Professional Activity • Interview with Year 12 student • Careers Fair • Linking subjects to careers activity in lessons
8	<p>To widen their aspirations and find out about business sectors and jobs that will inspire and motivate them.</p> <p>To identify their preferences and interests in order to inform their decision making for KS4 options.</p> <p>They will begin to understand the various routes into different careers, including university and apprenticeships</p>	<ul style="list-style-type: none"> • Develop Careers Plan to support with option choices • Meet the Professional • EDGE Careers Fair • Careers Fair • Options Evening • Girls into STEM event • Linking subjects to careers activity in lessons
9	<p>To gain an understanding of career development, self-management and how to take responsibility for their own future.</p>	<ul style="list-style-type: none"> • Employability Event • EDGE Careers Fair

	<p>To deepen their understanding of the business world. This will be achieved through encounters with businesses from a wide range of sectors.</p> <p>To develop employability skills required for the work place.</p>	<ul style="list-style-type: none"> • Update Career Plan to support with Year 10 work experience placement choices • Careers Fair • Linking subjects to careers activity in lessons
10	<p>To take ownership of their personal growth, evidencing their skills development. They will reflect on the subjects they have chosen, their expected grades and how this will impact on their future options.</p> <p>To develop knowledge that will help them market themselves to employers with the ability to write a CV matching their own skills to courses or jobs and skills for interview success.</p> <p>To experience the world of work.</p>	<ul style="list-style-type: none"> • Update Career Plan to support post 16 option choices • Attend a one week work experience placement • Create a CV in Social Studies lessons • Interview Skills workshop • Work experience preparation lessons and assemblies • Careers Fair • Mentoring and Intervention sessions (Disadvantaged)
11	<p>To have a post-16 plan and pathway that is best for them. Their plans will be informed by high-quality, impartial, independent advice and information to support them through the decision making process.</p> <p>To develop skills that will help them market themselves to employers and further education providers with the ability to match their own skills to courses or jobs and skills for interview success.</p>	<ul style="list-style-type: none"> • Individual guidance interview • Mentoring session • Create a personal statement in English Language lessons • Research and compare options for post 18 using Unifrog
12	<p>To be aware of gaps in knowledge and skills for post 18 and develop a plan to address this</p>	<ul style="list-style-type: none"> • Work Shadowing one week placement • Personal Statement workshop • Interview Year 7 • Careers Fair • University visits • Live Hire Event • Further research and compare options using Unifrog • Mentoring sessions
13	<p>To have a plan for post 18 and a provision that is best for them.</p>	<ul style="list-style-type: none"> • Progression UCAS application programme • Live Hire Event • Make choices post 18 using Unifrog • Mentoring sessions • Mock Interview Day

Measuring and Assessing Impact

There is ongoing monitoring of the careers programme and an annual evaluation to:

- Review the destination data as an outcome of the careers programme
- Review the careers programme against the Gatsby Benchmarks to ensure best practice

AIMS	DELIVERY PLAN - LINKED TO BENCHMARKS
1. Students will make informed decisions about their future	<ul style="list-style-type: none"> • Create a detailed careers plan in Year 7 and update until destination - sessions delivered by Careers team • Careers Fair • Yr 7 Interview with Yr 12 • Yr 8 Meet the Professional • Yr 9 Employability Day • Yr 10 Work Experience • Yr 10 Mentoring with governor • Yr 11 1:1 Careers guidance / Academic Mentoring • Yr 12 Work Shadowing • Yr 13 Mock Interview Day • Skanska Live Hire Day Yr 13 and Yr 11 • Yr 11 Academic Mentoring • Curriculum led activities
2. Students will fulfil their potential	<ul style="list-style-type: none"> • Linking curriculum learning to careers • Yr 8 Mentoring with governor • Yr 10 Mentoring with governor • Yr 11 Academic Mentoring
3. Students will develop skills for success	<ul style="list-style-type: none"> • Social Studies lessons • Yr 10 Work Experience • Skanska Live Hire Day Yr 13 and Yr 11 • Yr 9 Employability Day • Yr 8 Meet the Professional Day • Yr 9 Employability Day • Yr 12 Work Shadowing • Yr 13 Mock Interview Day • Yr 7 Interview with Yr 12

