

CEIAG

Strategic Action Plan

Careers Education Information Advice and Guidance

Wilson Stuart School Careers Strategy 2022 – 2025

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Date: December 2022

Approved by:

Date:

Last reviewed on:

Next review due: December 2023

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Vision

Careers Education, Information, Advice and Guidance is an integral part of Wilson Stuarts School's curriculum and fits directly in with the whole school development plan. Learners participate in planned and coordinated activities which allow students and pupils to build confidence, resilience and motivation, whilst enabling them to make choices and manage transitions related to their future education, training, employment and/ or life as an adult.

The intent of our Careers curriculum at Wilson Stuart School is to provide a stable careers programme which works within the eight Gatsby Benchmarks of Good. We recognise it is our statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018. Wilson Stuarts School's Careers Programme aims to raise the aspirations and widen the horizons of all our learners whilst being tailored to individual needs. The Programme informs learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers education, advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on Wilson Stuart School's website.

Strategic Objectives

Objective 1 – To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer

Gatsby Benchmarks: 1, 2, 4, 7 and 8

- All staff to lead CEIAG initiatives across the schools curriculum
- Curriculum leads to source and share subject-specific CEIAG opportunities with staff
- Teachers to incorporate Labour Market Information and workplace/ employer/ employee encounters into medium term planning

Objective 2 – To raise and monitor student and parent engagement with CEIAG

Gatsby Benchmarks: 2, 3, 8

- All students in Key Stage 3 upwards to have an Individual Pupil Career activity and engagement record, with at least two encounters per half term
- All Year 10 and Year 13 pupils to receive impartial CEIAG through Career Action Plan meetings, EHCP reviews.
- All staff to use Compass+ to build and track a portfolio for students that can be

used in support of application to post- 16 and post-19 pathways.

Objective 3 – To build and maintain and network of providers and partners

Gatsby Benchmarks: 3, 4, 5, 6

- To develop an ALUMNI of support, from a range of destinations E.g. FE college/ specialist provisions/ apprenticeship/ employment
- To continue to develop links with community organisations and build upon existing relationships
- To utilise opportunities for collaborative work across the MAT, within the 12-25 Curriculum.

Current State

The Careers Lead for the school is Joanne Bowen (Post-16 and Destinations Lead). The member of the senior leadership team with strategic responsibility for the management of CEIAG is Elizabeth Dean (Assistant Head Teacher). The School's Independent Careers Advisor is Jackie Hopkins (MAT Careers Service). The SLT fully support the development of CEIAG at Wilson Stuarts School to raise the aspirations of all students. We are part of the Birmingham Careers Hub and have an Enterprise Coordinator and an Enterprise Advisor.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with SLT and the Careers Adviser to implement and maintain ~~the~~ CEIAG.
- Liaising with the SED Curriculum Lead and other Curriculum Leads to plan careers education in the curriculum.
- Liaising with SLT, the pastoral team, and teachers to identify ~~pup~~ pupils needing tailored guidance.
- Referring pupils to the impartial Careers Advisor.
- Establishing, maintaining and developing links with Health and Social Care providers, ISP and FE colleges, apprenticeship providers and employers.
- Providing pupils with effective careers education and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring the delivery of careers within teaching and learning
- Advising SLT on policy, strategy and resources for CEIAG
- Preparing and implementing a strategic plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Delivering the training of school staff to promote careers education to their pupils
- Using the [Gatsby Benchmarks](#) to improve the Wilson Stuart School's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all

benchmarks.

- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using [Compass +](#) for self-evaluating the careers provision the school offers
- Publishing details of the Wilson Stuart School's Careers Programme and a provider access statement on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Ensuring that where applicable, pupils understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals

The careers adviser is responsible for:

- Reporting regularly to the Careers Leader regarding pupil progress and the effectiveness of the Wilson Stuart School's Career Programme.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing CEIAG through online and hard copy literature.
- Attending regular meetings with the Careers Leader to discuss Wilson Stuart School's Career Programme
- Arranging meetings and follow-up appointments with pupils.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher(s) to work with the relevant destination to ensure a joined-up approach to identifying and supporting career ambitions is achieved.
- Support parent/ carers through the transition process for post 16 and post 19 pathways.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into lessons and is shown in planning
- Attending any relevant CPD or training to ensure they are up-to-date with Wilson Stuart School's Career Programme
- Promoting careers guidance in the classroom through visual aids
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace and adult life.
- Update Compass+ to reflect pupil progress (from Spring/ Summer term 2023)

Action Plan

Strategic Objective 1:

To develop and maintain a culture of high aspirations through a fully embedded CEIAG offer

Benchmarks 1, 2, 4, 7 and 8

Year	Intent (targets)	Implementation (actions)
Year One (2022-2023)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place, to enable all learners to develop their own personal career pathway Learners can understand the link between their learning in each subject area and their future career pathways, and where applicable, learners can identify career pathways in all aspects of their curriculum learning 	<ul style="list-style-type: none"> Implement the Careers Programme into the curriculum, including a careers pathway in KS3, KS4 and KS5 Ad hoc CPD training for all staff Monitor and evaluate the programme each half term Career Pathways and Gatsby Benchmarks are referenced in medium term planning Update the CEIAG area of school website with latest Careers, Enterprise and Employability links
Year Two (2023-2024)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the school curriculum following the latest CDI framework updates All key stages have at least one Careers Champion who will make relevant links with appropriate local employers Where applicable, learners are able to explain what employability skills are, and they can demonstrate how they can use these skills in their future pathways In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan Compass + is being updated so all careers related activities are linked to all pupils and student who participated. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information Run a termly activity for example an employability day (or similar) to encourage greater local partnerships with employers/businesses
Year Three (2024-2025)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then, where applicable, can demonstrate a knowledge of different routes and careers available for different subjects All learners can make post-16 and post-19 choices within time frame and aspire for options that challenge and support at the appropriate level Each curriculum area has established links with a range of businesses/ employers that they are using on a regular basis to support curriculum delivery 	<ul style="list-style-type: none"> Each curriculum area to show in their schemes of learning where they have included Employability Skills and direct links to future plans Careers and LMI presented to parents on review days, inductions and careers fairs Targeted workshops to focus on key employability skills, including and involving parents Review practice with other school(s) within the MAT to identify next steps planning

Strategic Objective 2:

To raise and monitor student and parent engagement with CEIAG

Benchmarks 3, 8

Year	Intent (targets)	Implementation (actions)
Year One (2022-2023)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 14 having at least 2 appropriate and meaningful interactions with an employer/ employee/ workplace each half term All learners in Years 7 to 14 have Individual Pupil Career activity records of their career pathway experiences All learners in Year 10 and Year 13 have a clear plan for post-16 and post-19, and all learners are in some form of education, employment or training at the end of their time at Wilson Stuart School. There are no learners post-16 and post-19 who are NEET. Year 11/ Year 14 learners to have joined the Wilson Stuart School Alumni network and are invited to relevant events. Former learners are invited into school to inspire next generation 	<ul style="list-style-type: none"> Individual Pupil Career Profiles/ Compass+ to record all individual / group careers engagements to show how to record and access the information LMI is used to update the Careers Programme and that Year 10 and 13 learners have access to the latest information to make decisions at key transition points LMI to be shared via website and Weduc Every Year 10 and 13 learner to have a 1:1 guidance interview with impartial Careers Advisor which is monitored for quality and effectiveness. All 1:1 sessions to be recorded on Individual Pupil Career Action Plans Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days Alumni information to be recorded and regularly updated as required Former learners/parents to be invited to return to careers-related events
Year Two (2023-2024)	<ul style="list-style-type: none"> All careers-related activities will be recorded Compass + for each learner, with staff being able to access these records across the school Most relevant Year 11 and Year 14 students leaving Wilson Stuart School to have joined the School's Alumni network and attend/ contribute to 1 event annually to inspire the next generation All learners have access to career/ Labour Market Information through the school curriculum offer, Personal Development (PD) days, information displays 	<ul style="list-style-type: none"> Staff training/CPD on Gatsby Benchmarks/ Labour Market Information to support staff in embedding LMI into their subject areas and key stages Embed the use of Individual Compass + Pupil Career records and Career Action Plans to support EHCP reviews and transition to new placements Staff to use the Alumni profile in order to invite former learners into school to support with events and in curriculum areas
Year Three (2024-2025)	<ul style="list-style-type: none"> All relevant Year 11/ Year 14 learners to have joined the School Alumni network and attend/ contribute to at least 1 event annually to inspire next generation All Staff on behalf of learners are updating their Individual Compass+ data analysis reflects these updates To continue working with a range of local employers to ensure that for whom it is deemed relevant, all learners in Years 7 to 14 have at least two workplace visits/ employer/ employee encounters per term 	<ul style="list-style-type: none"> Ensure that time is built into the curriculum/ CPD calendar so that appropriate staff have relevant CPD training respectively, in order to access Compass + records to check progress Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on Compass+

Strategic Objective 3:

To build and maintain and network of providers and partners

Benchmarks 3, 4, 5, 6

Year	Intent (targets)	Implementation (actions)
Year One (2022-2023)	<ul style="list-style-type: none"> Each Curriculum Lead to have established a link with a local business/employer Year 10/ Year 13 learners to have visited or engaged with at least one further education provider by the end of the academic year Learners in Year 7-14 and for whom it is deemed relevant to have obtained a meaningful experience of a workplace by the end of each academic year 	<ul style="list-style-type: none"> Where appropriate, Key Stage 4/5 learners to embark on a work experience placement (Internal or externally) during the year and record the experience on Individual Compass+ Annual 'Future Options' event where local business, training providers and further and higher education providers will engage with Year 10-14 learners. The types of employers who attend will reflect LMI Arrange with local FE providers to visit school and/or learners to visit their sites to experience what they have to offer In collaboration with our Enterprise Advisor, curriculum areas to be linked with a local business and to begin collaborative work
Year Two (2023-2024)	<ul style="list-style-type: none"> Each Curriculum Lead to have established a link with a local business/employer and to have developed their own collaborative work to engage learners Each teacher to have invited relevant partners into school and into lessons to engage with learners All Year 10/ Year 13 learners to have engaged with local FE/ apprenticeship and training Providers and explored future pathways linked to their interests 	<ul style="list-style-type: none"> All Key Stage 4/5 learners, and for whom it is deemed appropriate, to embark on a work placement during the year and record the experience, Compass+ Visits and virtual events with further education, apprenticeship and training providers
Year Three (2024-2025)	<ul style="list-style-type: none"> Each Curriculum Lead has established links with a range of businesses that they are working with on a regular basis to support curriculum delivery 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links Survey each curriculum area in order to establish what links have been created already and review how successful these links are

Monitoring and Evaluation

The careers programme at Wilson Stuart is embedded in the School's curriculum offer and through a range of activities including half-termly personal development days, bespoke opportunities and opportunities provided by external businesses and employers.

By having a structured and stable careers programme, monitoring and evaluation allows us to ensure the quality of our provision and thus inform our future decision making.

Monitoring activities adopted by Wilson Stuart School are;

- Learning walks
- Deep Dive observation including planning and work scrutiny
- Questionnaires (students, parents, employers)
- Student council/ student voice
- KS3-5 careers tracking

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Wilson Stuart School are;

- Analysis of KS3-5 careers tracking
- Feedback from personal guidance interviews
- Deep Dive triangulation
- Questionnaire results
- Student voice
- Destination data

Each academic year the Careers Leader will write an action plan, which will be reviewed annually, and the provision on offer to students will be audited using the Compass + tool.

Appendix 1 – Audit Carried out October 2022, summery

Gatsby Bench Marks/ Outcome	Areas for Exploration	Key stage	Linked to OFSTED Framework	Evidence Teaching staff, Careers Lead, Students, Parent/carers, Class observations	Who Makes It Happen?	Areas of development
One: Whole School Careers Programme supported by staff, students, parents and employers.	<ul style="list-style-type: none"> Relevant careers Plan (review annually) and Strategy (3 yearly review) that links clearly to Gatsby Bench mark. Identified Governor/Trustee with responsibility for Careers who has been trained. Show support /links from governor level, through SLT into the Careers team. SLT reports as evidence. Published Provider Access Policy (aka Baker Clause Policy) Feedback Strategy in place to include staff, employers, parents/carers and students Embedded use of Compass +/- tracker (Hive only) Careers embedded into School Development Plan with regular reviews, impact analysis reported to SLT. Identified and trained Careers Leads at each provision. 	3	<ul style="list-style-type: none"> GTL (Growth throughout life) EP (Explore Possibilities) MC (Manage Career) CO (Create Opportunities) WLB (Balance Life and Work) SBP (See the Big Picture) 	<ul style="list-style-type: none"> Governor/ Trustee Antony Orton SLT link Liz Provider access o9n website Feedback from staff involved in projects. Some feedback from employers All teaching staff have been given logins for compass. Plan is for them to add activities and participants. 		<ul style="list-style-type: none"> Parts of website has been frozen while maintenance takes place. Careers plan and policy to be looked at. Current one is available on the web site. Strategy to be worked on JB & JH Feedback strategy to be looked at a priority. Staff training on compass+ JH & JB to arrange JH to meet pathway leaders. Careers staff not currently trained. JH to share CEC free intro until she is able to undertake training.
		4				
		Post 16				
Two: Learning from career		3	<ul style="list-style-type: none"> GTL 			
	4					

and labour market information.	<ul style="list-style-type: none"> Learners and parents/carers have access to good quality, accessible and relevant information about future study options and labour market information. Planned and evidenced CPD for all teaching staff on current and future labour market trends and future study options. 	Post 16	<ul style="list-style-type: none"> EP MC CO SBP 	<ul style="list-style-type: none"> Building links and relationships with local businesses. Access to realist job encounters with local community. 6th for PFA day per week. Encounters to be planned. Market research for enterprise project run in school 		<ul style="list-style-type: none"> JH to share link to LMI App JB to work with Careers Enterprise Adviser. Staff CPD to be organised JH to support with LMI and realist outcomes.
Three: Addressing the needs of each learner.	<ul style="list-style-type: none"> Careers Plan to raise aspirations of all students and to challenge stereotypical thinking. Careers Plan and Personal Guidance interviews to take into account and reflect individual students' EHCPs Support given to ensure successful transitions at all key points and minimising NEETs. Collect, maintain and report destination data on all learners for three years after leaving school (minimum annual phone call or email). Learners have access to accurate records of their careers activities and pathways. 	3 4 Post 16	<ul style="list-style-type: none"> GTL EP MC CO WLB SBP 	<ul style="list-style-type: none"> Some activities on self-awareness. More to be planned Careers Advise to have access to EHCP and career profiles. JH to attend some EHCP reviews. JH to work with transition teams at all key points. No NEETs at the moment. Future NEETS to be referred to JH for support. 		<ul style="list-style-type: none"> More activities to be planned to challenge stereotypical thinking. JB to arrange for JH to have access to EHCPs and career profiles. JH to work with transition teams. Going forward destination to be recorded on Compass + and tracked for three years following student leaving school. Going forward all activities to be recorded on compass + which will allow students to request a copy

						of their careers pathway and activities.
Four: Linking curriculum learning to careers.	<ul style="list-style-type: none"> Evidence of careers embedded in long term, short term and lesson plans teaching plans. Displays that link curriculum to job roles/ Preparing For Adulthood outcomes 	3	<ul style="list-style-type: none"> GTL EP MC CO SBP 	<ul style="list-style-type: none"> New planning records include embedding careers and linking to GBM. EFL includes tags for Gatsby and PFA PFA, Destinations, Careers/ future outcomes, Current student inaction photos on TV screens. Local business and community invited to open day 13th October. Arthur Terry student teacher on site Music guest speakers/ musicians to work every Friday for the academic year Cordwell community service. 		<ul style="list-style-type: none"> Staff to embed careers/PFA in lessons and recording activities on Compass + Displays being developed at the moment. Ready for open day 13th October
		4				
		Post 16				
Five: Encounters with employers and employees.	<ul style="list-style-type: none"> Encounters with employers/ employees ie small group, individual, whole school events, virtual events, assemblies Regular liaison with Enterprise Adviser and local businesses to support the career learning and plan. 	3	<ul style="list-style-type: none"> EP MC CO WLB SBP 	<ul style="list-style-type: none"> Community based activities in the local community. Guest speakers Visits to local businesses. Local business and community invited to 		<ul style="list-style-type: none"> More guest speakers and visits been planned throughout the academic year JB and JH to have regular contact with Enterprise adviser.
		4				
		Post 16				

				<p>open day 13th October.</p> <ul style="list-style-type: none"> • Arthur Terry student teacher on site • Music guest speakers/ musicians to work every Friday for the academic year • Cordwell community service. 					
Six: Experiences of workplaces.	<ul style="list-style-type: none"> • Meaningful experiences of a work place or community based setting • Meaningful work experience/placements • Procedures including robust risk assessments. 	<table border="1"> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>Post 16</td></tr> </table>	3	4	Post 16	<ul style="list-style-type: none"> • EP • MC • CO • WLB • SBP 	<ul style="list-style-type: none"> • Enterprise opportunities setting throughout the school. • Students run their own charity fundraising. • Internal work experience • Risk assessments for visits to community. Saved on drive. • Internal risk assessment per student save on drive. 		<ul style="list-style-type: none"> • JH to meet with Razia Latif, learning director re enterprise • External work experience to be developed.
3									
4									
Post 16									
Seven: Encounters with further and higher education.	<ul style="list-style-type: none"> • Meaningful encounters with sixth form colleges, FE, HE and independent training providers, apprenticeships/ T Levels (where relevant to learner profile) • Provider Access Policy; 2 new encounters per key stage 	<table border="1"> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>Post 16</td></tr> </table>	3	4	Post 16	<ul style="list-style-type: none"> • GTL • EP • MC • CO • SBP 	<ul style="list-style-type: none"> • Parents and pupils invited to future options event 12.10.2022 • Provider access policy is on website. • Internal transition. 		<ul style="list-style-type: none"> • Post covid guest speakers from FE colleges. • Coffee mornings to be planned with guest speaker from providers.
3									
4									
Post 16									

				<ul style="list-style-type: none"> Transition activities for students from 6th form 		<ul style="list-style-type: none"> Pete Keenon DSL planning coffee mornings. Would like to invite past parents. JH to meet with Pete Meaningful transition activities to be set up for secondary to 6th form Visits to providers to be organised Joint actives/ enterprise with the Hive to be planned. 			
Eight: Personal Guidance.	<ul style="list-style-type: none"> Every learner to receive a one to one interview with a Careers Adviser (1 by end of year 11, another by end of year 13) Allocated Careers adviser who is qualified to Level 6 and evidence of regular CPD. 	<table border="1"> <tr> <td>3</td> </tr> <tr> <td>4</td> </tr> <tr> <td>Post 16</td> </tr> </table>	3	4	Post 16	<ul style="list-style-type: none"> GTL EP MC Co WLB SBP 	<ul style="list-style-type: none"> All students where appropriate will receive 1:1 Careers advice. Careers Adviser to work with parents on pathways and options. Careers adviser qualified to level 6 		<ul style="list-style-type: none"> JH to work with JB and transition team on delivering 1:1 advice and parent support
3									
4									
Post 16									

Appendix 2 – Progression Framework

The table below shows careers-related content for each key stage and the corresponding objectives and outcomes.

Key Stage	Content	Objectives	Outcomes
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<p style="text-align: center;">Key Stage 3</p>	<ul style="list-style-type: none"> • Career Planning Activities • SED Curriculum Map • Visits to employers in the local community (at least once a year) • Internal Work Experience Opportunities (minimum of 2 days block per year) • Visits from partners with a career focus (at least once annually) • Post 16 Taster Day (At least one per year) • Personal Development Day with a focus on Careers • EHCP reviews underpinned by Preparation for Adulthood • Assembly Opportunities (i.e. focus on aspirations) 	<ul style="list-style-type: none"> • To discover own skills and qualities • To understand how skills and qualities can assist me when considering job choices • To explore routes and pathways available 	<ul style="list-style-type: none"> • To identify qualities and skills • To complete a basic personal statement (ICP) • To identify different pathways post-16 and post-19
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<p style="text-align: center;">Key Stage 4</p>	<ul style="list-style-type: none"> • Career Planning Activities • Off Site Visits to employers in the local community (at least twice a year) • Visits from partners with a career focus (at least twice a year) • Internal Work Experience Opportunities (minimum of 5 days block per year) • External Work Experience Opportunities (minimum of 2 days block per year depending on individual pupil needs) • Choosing Options • Individual interview and planning with impartial careers advisor (Year 10) • Post 16 Taster Days (at least twice a year) • External Post 16 Provider Taster Day • EHCP reviews underpinned by Preparation for Adulthood • Assembly Opportunities 	<ul style="list-style-type: none"> • To focus research and visits to meet individual needs • To be aware of all routes available • To be prepared to make appropriate option choices • To make informed option choices • To plan my future post-16 	<ul style="list-style-type: none"> • To gain experience before making decisions • To understand all routes available • To know what my choices are • To select options relevant to my needs • To attend an interview with my Careers Advisor • To complete an application to my post-16 setting
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<p style="text-align: center;">Key Stage 5</p>	<ul style="list-style-type: none"> • Career Planning Activities • Offsite Visits to Local employers (at least once a term) • Visits from partners with a career focus (at least once a term) • Internal Work Experience Opportunities (2 Blocks of 5 days per year) • External Work Experience Opportunity (minimum of 1-week block per year as per individual pupil needs) • EHCP reviews underpinned by Preparation for Adulthood • Individual interview and planning with independent careers advisor (Year 13) • Post-19 Taster Days • Employability Day with a focus on Careers • Assembly Opportunities 	<ul style="list-style-type: none"> • To research post-19 options • To prepare for my transition to education or employment 	<ul style="list-style-type: none"> • To research routes available to me • To find out about and develop independence skills • To complete application(s) to post-19 setting(s)
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Appendix 3 – Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and, where possible, employment. Wilson Stuart School will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the pathways suitable for students' individual needs. We are committed to not just fulfilling its statutory requirements in this area but providing for students exceptional support and guidance throughout their time at Wilson Stuart School.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through;

- Contexts that help raise motivation and attainment
- Helping students to follow courses that are appropriate to their needs
- Improving understanding of the world of work
- Ensuring appropriate provision and guidance
- Successful transition to the next stage of education and employment
- Empowering students to plan and manage their own futures
- Offering a responsive service that allows time for face to face guidance
- Providing comprehensive and unbiased advice and guidance
- Actively promoting equality and challenging gender stereotypes

Methods

The methods by which the Careers team will achieve these aims are through the provision of a range of opportunities that enhance the schools curriculum;

- Promoting awareness of the world of work
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement

- Promoting awareness and understanding of work, industry, the economy and community
- Relating skills, attitudes and knowledge learned at Mayfield School to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling students to make informed decisions with regards to future choices
- Maintaining and developing effective links with key partners and work experience providers
- Preparing students for transition to further education, training or employment

Specifically, impartial CEIAG is provided to students through a number of ongoing delivery methods;

- The school website
- Planned delivery of personal development/ transition activities
- FE provider links
- Industry-specific talks and presentations
- Face-to-face guidance with a qualified (min. level 6) Careers Adviser
- Assemblies and group activities for specific pathways
- Display boards

Management

The strategic responsibility for the management of CEIAG is the Assistant Head Teacher Elizabeth Dean. The dedicated Careers Lead is Joanne Bowen (Post-16 and Destinations Lead). The School's impartial Careers Advisor is Jackie Hopkins. The school's Careers Programme is reviewed annually by the above team and can be found on the school's website.

Appendix 4 – Roles and Responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	Antony Orton	Responsible for strategic support and challenge of careers strategy at governor level
Head Teacher	Simon Harris	Responsible for strategic support and challenge of careers leader decisions
Deputy Head Teacher	Elizabeth Dean	SLT with strategic responsibility for careers
Careers Leader	Joanne Bowen	Responsible for planning and setting the strategic direction of careers provision at Mayfield School
Careers Advisors	Jackie Hopkins	Responsible for the, impartial advice and guidance provided to students in one-to-one CEIAG interviews. Responsible for providing support to identified students at risk of becoming NEET
Enterprise Coordinator	Louise Dacre	Responsible for advising the Careers Leader on strategic direction and developing the school's provision to meet all

		Gatsby Benchmarks
Enterprise Advisor	Emma Pinnar	Responsible for supporting careers programme and linking Wilson Stuart School, parents and students with employers. Responsible for the provision of STEM activities for students