

CIP for Careers Education Information Advice and Guidance (CEIAG)

Priorities and Programme 2017-18

- a) Programme of support for all students to help them make decisions about employability and future careers.
- b) To offer opportunities for advice, 1 to 1 sessions, drop in sessions, drop down day bespoke programmes and further support as appropriate.
- c) WEX placements to enable students gain real valuable lifelong experiences.
- d) Provide opportunities for achieving an outstanding in all standards with OFSTED
- e) Ensure we source external CEIAG services where appropriate.
- f) CEIAG to offer home group sessions and drop ins for all students and to offer advice at every parents' evening.
- g) To provide opportunities for applications and interview techniques for KS4 students.
- h) CEIAG to be monitored within MER cycle.

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Actions	Impact	By when?	By whom?	Resources Cost
Evaluate 2016-17 provision. Create Action plan and update policy	Clear priorities for development are identified and fed into CEIAG action plan	Autumn term 1	VBU/SST	2 hours
To develop capacity of provision to support all students-in particular those with barriers to learning and vulnerable students.	Ensuring CEIAG drop-ins and appointments are calendared and supported. Clear strategy in place for improving provision of CEIAG	April 2018	VBU/SST (PP)	5 hours per week
Source further potential external providers	Source potential providers and agree next steps.	April 2018	VBU/SST	4 hours
Utilise findings from completed evaluation to map actions and outcomes.	Ensure CEIAG is woven throughout all aspects of Academy life. Life chances/pathways are provided for all students.	Ongoing	VBU/SST/ PL	Via fortnightly meetings
Student Work Experience	Ensure all Year 10 students have the access to quality and purposeful work experience-appropriate to need.	Ongoing	SST	Admin and p-copying
Develop links with the 'All together'	Develop links and guidance for MHA and ATT via guidance and advisory panels.	Autumn term 2	VBU	Meeting time/admin

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Actions	Impact	By when?	By whom?	Resources Cost
Develop CEIAG through aspects of drop down days and enrichment week.	Aspects of CEIAG in the Academy are brought together to share vision and goals during drop down days and enrichment week.	Oct/Mar/ April 2018	VBU/WCC Team/PL's	Meeting time/admin/p- copy costs
Ensure all members of the Academy have training on CEIAG (in particular statutory elements) and opportunities communicated to all staff for all students.	All staff are aware of nature of CEIAG at MHA, and they are able to signpost students other stakeholders to relevant post holders in the Academy.	Ongoing	VBU/SST/ PL's	n/a
Provide information at staff briefings and through twilight training.	Increased knowledge and understanding of CEIAG provision at the Academy by all.	Ongoing	VBU/SST/ PL's	n/a
Collation of CEIAG intervention	In order to measure impact and evaluation.	Ongoing	SST	admin time
Updating staff handbook	As per policy and protocol.	Sept 2017	VBU/SST	admin time
Increase the knowledge experience and qualification levels of staff involved in delivery of CEIAG	Provide opportunity and signpost relevant information to increase level of understanding, use of external providers and sharing resources.	Ongoing	VBU/BAB	Resources/ Cost

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<p>Level of awareness of CEIAG provision in the Academy to be measured via students, parents and governors</p>	<p>Quality of Career action planning to be MER'd and quality assured. Add to MER cycle 2017/18</p>	<p>Summer term 1</p>	<p>VBU/BAB</p>	<p>Admin time</p>
<p>Increased promotion of CEIAG provision at the Academy through website, text service, information booklet, incorporation into PSHE and direct contact at parents' evenings.</p>	<p>Identification of the priorities for ensuring awareness of CEIAG provision are addressed and put in place.</p>	<p>Ongoing</p>	<p>VBU/SST/ KBA</p>	<p>Incorporated in to CEIAG budget</p>
<p>Clear strategy in place for CEIAG provision over the next three years.</p>	<p>Three year plan for progression and improvements of CEIAG provision. Clear roles and outcomes defined and access to all CEIAG provision is easily accessible</p>	<p>April 2018</p>	<p>VBU/SST</p>	<p>Resources Cost</p>
<p>Ensure destination data is completed and returned in readiness for analysis.</p>	<p>Data for outcomes collated, impact measured and improvements made where required.</p>	<p>Dec 2017</p>	<p>SST/SST/ A</p>	<p>P/copy from CEIAG budget</p>

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A number of events, integrated into the academy careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

Year 7 & 8:

- a) PSHE programme through Home group time.
- b) Library home group sessions with CEIAG advisor.
- c) Through noticeboard/assemblies and awareness of independent advice through pastoral team.
- d) CEIAG advisor made freely available at lunch time in addition to respond to individual requests.
- a) Drop down day availability to support WCC team.

Year 9

- b) Students use KUDOS online resource to inform their Future Pathway choices for KS4 options.
- c) Employability for life framework introduced.
- d) A series of option/career focussed assemblies are run to assist students in making informed choices about available options.
- e) They are offered the opportunity for one to one meetings with an independent CEIAG advisor, a drop in service for parents and students is made available at parent's evenings and Option choice events as well as a pre-option evenings
- f) Drop down day availability to support WCC team.
- g) By the end of the programme students have a clear idea about the various routes available to them, the option process and the support available to them in making knowledgeable choices. Students and parents/carers will have made an informed decision about the best pathway available to them to meet long term goals.

Year 10

- a) Students begin the process of successfully recording their achievements, during PSHE lessons.
- h) Employability for life framework introduced.
- b) Students produce a statement of intent & complete a CV. Guidance provided on successful production of a personal statement. This may be through our Deep learning world of work day or other means.
- c) The Employability for life framework is utilised to record achievements.
- d) One to one meetings with an independent CEIAG advisor are made readily available upon request.
- e) By the end of the year students will have written a statement of aspirational intent and produced a CV.
- f) Every student to have an interview with CEIAG advisor with regards to their post 16 choices.
- g) All possible routes available to them are explored. Follow up, detailed, one to one longer more in depth interviews are offered for those vulnerable students who require more information and/or support in making an informed choice about their next steps.
- h) Mentoring is developed and Assertive mentoring is focussed on the lead up to Careers centred events such as the Careers fair, apprenticeship roadshow and open evenings for post 16 or college courses.
- i) All students secure a work placement either via self-placement or through Academy support.
- j) By the end of the programme students will have a clear progression plan with available routes and outcomes outlined, they will have participated in a work related event.

Year 11

- a) Every student has an interview with an independent CEIAG advisor (post 16 choices).

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- b) All possible routes available to them are explored. Follow up, detailed, one to one longer more in depth interviews are offered for those vulnerable students who require more information and/or support in making an informed choice about their next steps.
- c) A proactive plan exists addressing those students who are unconfirmed choices for the following year. CEIAG advisor meets with these students to develop a clear action plan and avoid them becoming NEETs (Not in Education, Employment or Training).
- d) During Home group time and designated time students actively explore the alternate routes available post 16. This includes being taken through college and sixth form application process, successfully locating and securing an Apprenticeship and understanding the difference between training and employment. A focus is made on career development and pathways and the need for both skill acquisition and ability to clearly identify and demonstrates those skills.
- e) Students are also engage with economic education and developing their personal abilities to secure prospective employment Activities may include; staff taking on Job roles for a day and an Interview day, the latter event takes place over the second part of Spring term. Students are involved in a lengthy process of selecting appropriate jobs to be interviewed for, completing letters of application and CVs; they then under-go an interview with external stake holders from the local community for those positions or to support securing college or post 16 places.

In summary, opportunities for access;

*A number of events, integrated into the Academy careers programme, will offer providers an opportunity to come into the Academy to speak to pupils and/or their parents.

	Autumn Term	Spring Term	Summer Term
Year 7	1:1 sessions focussed on key groups and vulnerable students	Small group sessions on CEIAG via Careers advisor	Life skills – assembly and tutor group opportunities
Year 8	1:1 sessions focussed on key groups and vulnerable students	Small group sessions on CEIAG via Careers advisor	Life skills – assembly and tutor group opportunities
Year 9	1:1 sessions focussed on key groups and vulnerable students	KS4 options event Small group sessions on CEIAG via Careers advisor	Life skills – assembly and tutor group opportunities KUDOS online
Year 10	Small group sessions on CEIAG via Careers advisor	Life Skills – work experience Employability for life programme	Life skills – assembly and tutor group opportunities 1:1 sessions focussed on key groups and vulnerable students
Year 11	Small group sessions on CEIAG via Careers advisor Life skills – assembly and tutor group opportunities	Small group sessions: future education, training and employment options 1:1 sessions focussed on key groups and vulnerable students Personal statement and application process guidance	Small group or individual sessions for future education, training and employment options

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