



Christ the King - overview of CEIAG/Enterprise activities 2022- 2023

The aim of CEIAG programme is to raise our student's aspirations, broaden their horizons, challenge stereotypes and empower them to make well informed realistic decisions at all key transition points in learning and work.

In October 2018 the DfE of published an update to the new statutory guidance for Career Guidance in schools (publication attached). The aim is to make sure that all schools have a Careers Leader and that young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by qualified and experienced individuals. This statutory guidance has been restructured around the 8 Gatsby Benchmarks.*

Good Career Guidance – A report by Professor Sir John Homan, Adviser in Education at the Gatsby Foundation. The report identified eight benchmarks that are the core dimensions of good careers provision in schools. At Christ the King the benchmarks are the foundation for our CEIAG programme.

The school is strong and committed to all 8 Benchmarks

- 1. A stable Careers programme*
- 2. Learning from Career and labour market information*
- 3. Addressing the needs of each pupil*
- 4. Linking curriculum learning to careers*
- 5. Encounters with employers and employees*
- 6. Experience of workplaces*
- 7. Encounters with further and higher education*
- 8. Personal Guidance*

Career Guidance

There is a planned programme of curriculum activities and learning experiences. The purpose is to help young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. The main aims of the programme are:

- **Self-development**
To enable young people to understand themselves and the influences on them, build a track record of their experiences and achievements and develop their capabilities.
- **Career exploration**
Enable young people to identify, investigate and evaluate opportunities in learning and work.
- **Career management**
Support young people to make and adjust plans to manage career choices, changes and transitions.
- **Employer Engagement**
Inspire young people to progress in learning and work through engagement with the local business community

Christ the King has strong links with outside agencies including colleges, universities, training providers and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and work
- Developing skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Developing student's employability skills.

School has a fully qualified to Level 6 Careers Leader / Adviser who provides support for the students and school with the provision of:

- Impartial IAG about careers/education/employment/training/LMI
- Face to face individual Guidance interviews for students in Years 9, 10 and 11
- One to one support/guidance interview to assist in the production of action plans and to support students to achieve their goals
- Recording of Action Plans/meetings onto SIMS/ Staff Shared area
- Group guidance sessions via tutorial
- Lunchtime advice clinics
- Internal workshops
- Educational visits.

Sandra Newton (work Experience/ Enterprise Coordinator) organises the Year 10 work experience programme and enterprise days for all year groups with the focus of engaging with employers to support these days.

All CEIAG/Enterprise activities support and link to 'Living in the Wider World' strand in the new PSHE Association Programme of Study and new PSHE Statutory Guidance (updated February 2019) – see below Some outcomes are delivered on ELD or via Life Skills curriculum

KS3: Living in the Wider World

- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L4. strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
- L8. about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills
- L9. to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them
- L10. different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work
- L11. about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks
- L12. about different work roles and career pathways, including clarifying their own early aspirations
- L13. about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes
- L14. about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process
- L15. the benefits of being ambitious and enterprising in all aspects of life
- L16. the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit

KS4: Living in the Wider World

- L1. to evaluate their own personal strengths and areas for development and to use this to inform goal setting
- L6. how social media can offer opportunities to engage with a wide variety of views on different issues

L9. about harassment and how to manage this (including in the workplace); the legal consequences of harassment

L10. how their strengths, interests, skills and qualities are changing and how these relate to future employability

L11. about the information, advice and guidance available to them and how to access the most appropriate support

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(some activities with external providers to be confirmed)

Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
11	<p>Exploring Careers/ Understanding demand for jobs/LMI/Career Management/Identifying choices/Panning (BM 2,3) Independent research task</p> <p>FE Engagement/ Identifying post 16 choices (BM 2,3,7) College assembly and Presentations – virtually College open events (BM 3, 7)</p> <p>Insight into post 16 options and career opportunities/LMI/ Challenge stereotypes (BM 2,3,4,5,7)</p> <p>Explore post 16 options/pathways</p>	<p>Explore post 16 options/pathways / planning for transition (BM 2,3,8) Guidance one to one Interviews</p> <p>Develop independent research skills / Use of careers Information / planning & deciding (BM 2,3,) IPAD research activity and use on line career tools</p> <p>Employer engagement/meaningful encounter/Explore a wide range of careers and progression routes/Challenge stereotypes) (BM 2,3,5,7) Careers Fair 12th December 2022</p>	<p>Career Management/ Planning and deciding (BM 2,3, 5) Apprenticeship application support Drop in sessions</p> <p>Apprenticeship Assembly with local training provider (BM 3,5)</p> <p>National Careers Week assembly March 2023- All school. Various activities across year groups and subjects areas during this week. (BM 2,3,4,5)</p> <p>Insight into apprenticeships and National apprenticeship service/ LMI/ Explore options (BM 2,3,) Apprenticeship assembly – Lancashire Forum (BM 2,3,5)</p>	<p>Self-management/self-determination/ (BM 3,8) Guidance Centre visits Letters of application / Interview tips for WBL route –</p> <p>HE Engagement/ Raise Aspirations/ Finance (BM 3,7) Extended Learning Day – UCLAN student life and student finance workshop delivered by UCLAN undergraduate ambassadors tbc</p> <p>Student Evaluation Task set on firefly or via Compass+</p>	<p>Study Leave (students have the option of meeting with CEIAG leader for help with apprenticeship applications/ interview preparation) Online support to Year 11 – help with applications, letters.</p>	<p>Study Leave (students have the option of meeting with CEIAG leader for help with apprenticeship applications/ interview preparation) Online support to Year 11 – help with applications, letters.</p> <p>NCS Develop confidence/ build upon transferable skills/self-improvement/ self determination/ valuing diversity/ (BM 3,5)</p>

	<p>/planning for transition (BM 3,8) Guidance one to one Interviews</p> <p>Self-Awareness/Self-determination/Self Improvement/Reflect on strengths (BM 3,8) Personal Statement /CV to update ready for college applications Set task</p>	<p>Linking Curriculum learning to Curriculum/Employer Engagement/Experience of workplace within curriculum subject areas (BM3,4,5,6)</p> <p>(Various subjects)</p> <p>FE Engagement/Curriculum support (BM 3,7)</p> <p>FE Engagement Prestons' and Newman College online application support sessions at lunch time (BM 3,7, 8)</p> <p>FE Engagement/Guidance (BM 3,7,8) Mock Results Day/ College mock interviews.</p>	<p>Self-management/self-determination/ Preparing for employability/ Investigating jobs (BM 2, 3,8) Drop in support for interview preparation preparation/application support</p> <p>CEIAG Leader in attendance at parents evening (BM 3,8) –</p> <p>Develop confidence/ build upon transferable skills/self-improvement/self determination/valuing diversity/ (BM 3,5) NCS Assembly – date tbc</p>			
10		<p>Employer engagement/meaningful encounter/Explore a wide range of careers and progression routes/Challenge stereotypes) (BM 2,3,5,7) Careers Fair 12th December 2022</p>	<p>Preparing for Employability / Learning about safe working environment/ Handling applications & interviews/ Self Awareness – review strengths and skills/ Investing jobs and LMI. Understand how use of internet and social media can impact of their future (Digital Footprint) (BM 2,3,4,5)</p>	<p>One to one Career Guidance meetings (BM 2,3,8) – tbc (SEN and PP)</p>	<p>One to one Guidance Interviews (BM 2,3 8) tbc</p>	<p>College Taster Days – (BM 3,7)</p> <p>Linking Curriculum to careers, self-awareness/ reviewing strengths/career management Personal Statement preparation in English lessons</p>

		<p>3 day business enterprise challenge – tbc</p> <p>ELD - Employability workshops - CV writing/ letter of application/ Interview Skills/Exploring Careers/LMI/Health & Safety – support of local employers to run the workshops</p> <p><i>Employer engagement/meaningful encounter/Mock Interviews (BM 2,3,5,) Student evaluation</i></p> <p>Work Experience (TBC) Use of speakers for schools for possible work experience – tbc (BM3,5,6)</p> <p>Thinking about my future and post 16 choices (think future questionnaire) Pre questionnaire prior to guidance meetings) (BM 3,8)</p> <p>Apprenticeship Assembly with local training provider (BM 3,5)</p> <p><i>National Careers Week assembly March 2022- All school. Various activities across year groups and subjects areas during this week. (BM 2,3 5)</i></p>			(
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			<p>Career Guidance Leader in attendance at parents evening (BM 3,8)</p> <p>ASK – Lancashire Forum Apprenticeship Assembly (BM 2.3,5) –</p> <p>UCLAN visit in school – student life/finance (BM3,7) – tbc</p>			
9		<p><i>Employer engagement virtual with Learn Live across different curriculum areas and year groups (BM 2,3,5,)</i></p> <p>Enterprise Challenge – Cluedo – developing skills teamwork, decision making, problem solving</p> <p>Use of Be Ready platform within Life Skills</p>	<p>Careers Unit of work with PSHE curriculum. (BM 2,3,4)</p> <p>One to one guidance meetings re options with all year 9 and parents at Home Consultation day (BM 3, 8)</p> <p><i>National Careers Week assembly March 2022- All school. Various activities across year groups and subjects areas during this week.</i></p> <p>ELD Employer engagement and insight into a wide range of employment sectors. Followed by Self-Awareness / review skills and qualities and undertake independent job/careers task (BM 2,3,4,5)</p>	<p>Raise Aspirations - University Visit Insight into HE and student finance (BM 3,7) Utilise support from Future U</p> <p>Apprenticeship Assembly with local training provider (BM 3,5)</p>		

			<p>Student evaluation – Compass +</p> <p>Guidance Centre drop in – Guidance Centre – preparation for KS4 Options (BM2,3) – Careers Leader visits subject options presentations –</p>			
8		<p>Enterprise Challenge STEM Roadshow- RAF / BAE Systems (BM 2,3,4,5)</p>	<p>Careers Unit of work with PSHE curriculum. (BM 2,3,4)</p> <p><i>National Careers Week assembly March 2021- All school. Various activities across year groups and subjects areas during this week.</i></p> <p>Employer engagement (stockbroker)/ linking curriculum to learning / Understanding business trade and financial aspect, risk and loss (BM 2, 3, 4, 5) ELD 3 – BP Trading Game</p>	<p><i>Employer engagement/ linking curriculum to learning/ Financial Capability RBS – Money Sense in Maths lessons BM 3, 4, 5)</i></p> <p>Apprenticeship Assembly with local training provider (BM 3,5)</p>		<p>ELD - Real Game</p> <p>Role play as an adult, insight into jobs, salaries and budgeting (BM 2,34) (this activity may be done in the Autumn term tbc</p> <p><i>Raise aspirations/ HE engagement</i></p> <p>Future U programme Visit to UCLAN Insight day (BM 3,7) tbc</p>

7	Compass + careers evaluation	Enterprise Challenge STEM Roadshow- RAF / BAE Systems (BM 2,3,4,5)	<p><i>Employer Engagement (Recycling Lives) / Linking curriculum to learning/ insight into recycling and use of products in manufacturing/ developing enterprising skills (BM 3,4,5)</i></p> <p>ELD 3 Enterprise Recycling Project (BM3,4,5)</p> <p><i>National Careers Week assembly March 2022- All school. Various activities across year groups and subjects areas during this week.</i></p>		Careers Unit of work with PSHE curriculum. (BM 2,3,4)	
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Some activities to be incorporated cross curricular - to liaise with subject leaders and update accordingly