

Lostock Hall Academy's Careers Education, Information and Guidance (CEIAG) programme

Our programme helps young people to learn to make decisions and manage transitions as learners and workers.

As we develop career awareness and broaden horizons, we aim to raise aspirations, build resilience, ensure enjoyment and independence in learning for all students and provide a range of meaningful experiences linked to the labour market, along with encounters with further and higher education to support personalised career paths.

It is essential that the Academy contributes in preparing young people for the opportunities, responsibilities, and experience of adult life, as evidence suggests improved careers education is linked to higher achievement at GCSE and beyond. All students who attend LHA will be supported to learn the knowledge and skills they need to make informed choices and achieve economic wellbeing in later life.

Planning:

The CEIAG programme is aligned to the GATSBY Benchmarks for best practice in careers education. The current programme is delivered through a combination of models including, but not limited to:

- Personal Development lessons
- Cross-curricular: through curriculum lessons, speakers and visits
- Co-curricular: including enrichment and extra-curricular activities
- Tutorial: through tutor-time activities including #FuturesFridays and Ready to Thrive

This approach to delivery ensures that students access the content as it is embedded in multiple aspects of school life. The programme is supported by education and training providers, employers, alumni and others through activities including: assemblies, presentations, workplace visits, work shadowing/take your child to work days, visits, workshops, careers fayres, mock interviews, speed networking, mentoring, small group and one-to-one impartial guidance.

All students can request a one-to-one IAG interview offering support and advice regarding post-16 options and enabling students to recognise their skills, qualities and interests in order that they are able to make well-informed and realistic decisions about their futures. At least one interview is held with every student in Year 11 to ensure that students are applying for an appropriate course of study and an action plan is agreed. Following GCSE results day, the progression of students is carefully monitored.

A comprehensive, progressive careers education programme is in place to meet our strategic priorities:

- To raise aspirations, build resilience, ensure enjoyment and independence in learning for all students; leading to individual aspirations, improved attainment and positive destinations
- meeting the needs of all students, including specific groups such as looked after children, young carers, children from economically-deprived backgrounds and children with SEND
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives, including through the CAP programme, by helping them to identify the values that are important to them now and for their future careers
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

To achieve the priorities, we:

- ensure that the governing body and Senior Leadership Team is actively involved in shaping careers policy and strategy
- have a L6 trained Careers Leader to advise the senior leadership team and governors on CEIAG curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. L6 trained Independent Careers Advisor, SENDCO, Personal Development Curriculum Lead, Pastoral Leaders and other specialist careers staff
- develop and maintain a careers programme for achieving current priorities including programme delivery, staff CPD, and monitoring and evaluating the strategy
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- actively involve learners themselves in the evaluation and delivery of the careers programme
- work with outside agencies, including the Lancashire Careers Hub, CEC and others, to deliver a programme of employer engagement for all students
- work with Alternative Provision providers to ensure all students are supported into post-16 education, employment or training

LHA's 5 year CEIAG programme

Our five-year careers programme aims to meet the eight government-set 'GATSBY Benchmarks'. Additional details of the careers programme can be found in our careers calendar (located on our website and updated annually) and our Personal Development curriculum.

Here's what meeting the GATSBY benchmarks looks like here at LHA:

1: A Stable Careers Programme

Our five-year careers programme is designed to meet all the GATSBY Benchmarks and target key transition periods for our students. This results in informed decisions for our students as they move into further and higher education, training, apprenticeships and beyond. The details of our programme can be found in our careers calendar and Personal Development curriculum.

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME		
<p>What good looks like:</p> <p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents/carers, teachers, governors, employers and other agencies.</p> <ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables students, parents/carers, school staff and 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • A programme, delivered in multiple ways across school, that is reviewed annually by the Careers Leader and Personal Development Curriculum Lead, and is approved by SLT and Governors. • A whole-school approach to careers education. • A link CEIAG Governor. • The programme is progressive, building on previous learning. • The Careers Leader holds a Level 6 in Careers Guidance and Development and has also completed Level 6 Careers Leader training. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • A whole school careers programme that supports the school's ethos and priorities. • Students who are well-prepared for current and future decision making and lifelong career learning and development; they will have an improved understanding of the local LMI and world of work. • A programme that is stable and consistent, with feedback used to improve each stage for students and their families. • Working towards all eight GATSBY Benchmarks and compliance with all statutory duties.

<p>employers to access and understand it.</p> <ul style="list-style-type: none"> • The programme should be regularly evaluated with feedback from students., parents/carers/carers, school staff and employers as part of the evaluation process. • Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents/carers so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points. 	<ul style="list-style-type: none"> • All stakeholders are asked for feedback at key points during the programme, including, but not limited to: students, parents/carers, employers, enterprise adviser, enterprise coordinator, careers hub lead. • Students have access to the full breadth of education providers, including technical options with enhanced provision at key decision-making points. • Website provides accessible information for students, parents/carers, employers and the Careers area in school. • Accessible, visible careers officer and careers leader. • Destination data reviewed as an evaluation tool of the programme. • Log careers activities on Compass+. 	<ul style="list-style-type: none"> • A diverse range of student destinations.
--	--	--

2: Learning from Career and Labour Market Information

It is important that all our pupils understand the world of work and how to research and evaluate information. Key sources of information are: Lancashire Enterprise Partnership, Discover Uni, START Lancashire, CEC & Lancashire Hub, Skillsometer and Careersometer. Other sources of information are the National Careers Service.

GATSBY BENCHMARK 2: LEARNING FROM CAREER & LABOUR MARKET INFORMATION		
<p>What good looks like:</p> <p>Every student and their parents/carers should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</p> <ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options. • During their study programme, all students should access and use information about all career paths and the labour market to inform their own decisions about study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Students access quality local and national LMI in the context of the subject lessons, assemblies led by the Careers Leader • Students are directed to quality LMI resources to support their decision making. These are highlighted on the website and in written communication to students and parents/carers. • Staff make links to the variety of future study and employment options and LMI in lessons. • Careers guidance is led by the Careers Leader and future study and training options are explained to parents/carers at transition points. • Parents/carers are encouraged to support their children at key decision points. • Encounters with education & training providers and employers support LMI and career knowledge and understanding; LMI is used to support 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Students use LMI to provide context to their decision making. This will help social mobility by connecting students to growth areas and will improve the range, level and aspirations seen in destination data. • Students make informed decisions because they understand all available future study and training options. • Students use their skills for lifelong career development and decision making. • Staff knowledge of local LMI and education and training options is improved, including understanding changes to the world of work and training.

	<p>students before employer encounters/workplace visits to provide context to the activity.</p> <ul style="list-style-type: none">• Staff CPD on LMI, recruitment and the changing world of work by the Careers Leader and Enterprise Advisor.• LMI is a focus of IAG appointments: action plans contain useful further links.• The school publishes a bi/tri annual Beyond careers newsletter containing alumni and up to date relevant LMI information.• The school is a Learn Live partner with access to live LMI information.	
--	---	--

3: Addressing the Needs of Each Pupil

The individual aspirations, achievements and needs of all our students are met through our CEIAG activities and our Personal Development curriculum, directly supporting the Academy ethos of 'Educating the Future' by challenging stereotypes and celebrating a diverse range of education and employment paths. CEIAG activities are tracked for each student, aspirations and intended destinations are monitored and post-16 applications and final destinations are tracked to prevent NEET and ensure appropriate and ambitious pathways.

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL		
<p>What good looks like:</p> <p>Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p> <ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. • The records of advice given should be integrated with those given at the previous stage of the student's 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Linking the careers programme to the school Personal Development curriculum, Citizenship Advancement Programme (CAP) as well as the academy's vision to 'provide a range of meaningful experiences linked to the labour market, along with encounters with further and higher education to support personalised career paths'. • Using the destination data to review the school's careers provision and inform development and continuous improvement. • Establishing a data sharing agreement with the LA and other key partners. • Challenging stereotyping. • Promoting positive role models in staff members, inspirational figures, alumni and employers. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Raised aspirations, improvements in level and range of sustained destination data • Students are fully supported through CEIAG decisions and are prepared for lifelong career decision-making; evaluation of Year 11 IAG provision indicates students feel more confident about their decisions. • Destinations are appropriate and aspirational • Intervention is timely and effective • All students receive the support they need to make their best choice • A focus on closing gaps among disadvantaged students

<p>education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <ul style="list-style-type: none"> • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. 	<ul style="list-style-type: none"> • All IAG is delivered by a level 6-qualified practitioner: this includes all Year 11 students plus annual IAG for SEND students (with EHCP as part of their annual review), disadvantaged students, and students at risk of NEET or disengagement. In addition, co-ordination with LCC for supplementary IAG for Looked-After Children. Action Plans are issued after each appointment and shared with relevant staff where appropriate. • Bespoke education and employer visits, talks and experiences for those at risk of NEET. • Year 9 GCSE pathways support. • Detailed destination data procedure with engagement with local authority and providers. • Accurate student-level activity tracking via Compass+. 	
---	--	--

4: Linking Curriculum Learning to Careers

CEIAG is linked to the curriculum through both embedded lessons and discrete activities such as tailored lessons, employer visits, speakers, extra-curricular activities and trips. Examples of these activities can be found in our calendar. The curriculum is enhanced by our work with local employers and our Enterprise Adviser.

GATSBY BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS		
<p>What good looks like:</p> <p>All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers</p> <ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. • Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations. 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Careers learning in all subjects through speakers, visits, FE & HE enhancement, employer enhancement and workplace visits. • All planned lessons (or series of lessons) should incorporate the GATSBY benchmark PPT advising students on the links between their curriculum lesson and the workplace, focusing on subject knowledge and/or workplace skills. • Curriculum Leaders in all subjects to create, embed, track and reflect on careers activities across all curriculum areas. • Use of the extensive resources available through the CEC including the 'My Learning, My Future' resources. • The use of LMI in all subjects to provide context to curriculum learning. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Staff and students appreciate the links between subject learning, skills for employment and progression and the world of work. • Careers learning is a whole-school priority. • Students understand where their subjects could lead and the employability skills they develop; they can communicate these skills and aspirations and their engagement increases. • Staff understand how careers learning can motivate and engage students and are more confident to embed careers learning in their curriculum. • Students' aspirations are raised – they understand the value of qualifications, education and training.

	<ul style="list-style-type: none">• Up-to-date, subject specific careers information is on display in all classrooms, highlighting skills, pathways and future careers.• Links to enrichment activity such as CAP activities as skills development.	<ul style="list-style-type: none">• Students' cultural capital is enhanced by new opportunities.
--	--	--

5: Encounters with Employers and Employees

Each Key Stage has at least two meaningful interactions with an employer or employee, focusing on technical education and apprenticeships; this is in addition to interactions with academic providers. This comes through a variety of subject enhancements, speakers, careers fayre, speed networking, visits and mentoring sessions.

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS & EMPLOYEES		
<p>What good looks like:</p> <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.</p> <ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. • A meaningful encounter is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace. 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Employers attend a range of events as speakers, visitors, exhibitors or curriculum enhancers. • A particular focus at key decision points (in KS3, arriving at school, workplace visits, pre-GCSE options; in KS4, workplace visits, pre-post-16 options) to provide real world context to education/training decisions. • Year 10 employability focus is put into context of next steps with college visits and meeting with employers through speed networking. • Curriculum enhanced by local employers and aspirational speakers • Support and promotion of vocational and technical and apprenticeship routes. • All visitors and speakers are asked to outline their own education/career pathway before their scheduled activity. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Students begin to understand the huge range of employment options and career progression/development. • Increased student and parental awareness of careers provision and different workplaces. • Increased staff awareness of local LMI. • Aspirations are raised; students are motivated to engage more with careers learning. • Students have the confidence to have meaningful encounters. • Students aspire to apprenticeships. • Students sustain a wide range of destinations and go on to a range of careers, embracing lifelong learning and career development.

	<ul style="list-style-type: none">• Curriculum leaders tasked with improving and increasing employer encounters for all students.• The school meets the existing Baker Clause and the proposed provider access legislation.	
--	--	--

6: Experiences of Workplaces

Pupils have at least two opportunities during their time at LHA to visit a workplace and to learn about working life through work shadowing, take your child to work days and meeting employees on-site. The main experiences take place in Year 8 and in Year 10. Students undertake preparation work to ensure that the visits are as meaningful as possible and follow up evaluations.

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES		
<p>What good looks like:</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part time jobs they may have had. 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> Workplace visits and work shadowing/take your child to work for all Year 8 and Year 10 students. Curriculum enhanced by employers supporting curriculum activities STEM enrichment includes workplace visits. Enterprise Adviser, parents/carers and Alumni used to grow network of employers. Any visits are conducted with pre- and post-visit work, including preparation and the use of LMI to ensure the maximum understanding and impact of the visit. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> Increased student and parental awareness of the work of work, changes to industry and making informed decisions. Improved student and parental understanding of real-life labour market information, particularly in challenging stereotypes. Raised student aspirations. Reinforcement to students about the range of local and national opportunities and the importance of informed decisions. Employers are proud to support our careers programme. Students begin to build a network, see skills in action and context is provided to their decision making.

7: Encounters with Further and Higher Education

When pupils are thinking about a future career there's a lot to consider: our students are supported to meet and see a variety of education and training providers to assist them in making informed decisions, not only about their post-16 options, but for their futures. Below there are some of the most common education and training routes for young people. Students are encouraged to appreciate that it is alright to change directions or to find something that suits you better – it just might take a bit longer.

	A Levels	T Levels	Vocational	Apprenticeship
How many subjects?	3-4	1	1	1
Theory or practical?	Theory	Mixed	More practical Some theory	Practical Some theory
Exam or coursework?	Exams	Exams Coursework Work-based project	Coursework Smaller exams	Assessment at work Coursework
Where?	Sixth Form / College	Sixth Form / College	Sixth Form / College	Workplace and part time College
Typical Timetable	4-5 days a week	4-5 days a week + 45 days industry placement	4-5 days a week	4 days in work 1 day in college
Entry Criteria <i>(Check individual courses and providers)</i>	At least 5 GCSEs at grade 5+ <i>(Some subjects require grade 6+)</i>	At least 5 GCSEs at grade 4- 5+	<i>For Level 3:</i> At least 5 GCSEs at grade 4-5+ <i>For Level 2:</i> At least 2 GCSEs at grade 4-5+ <i>For Level 1:</i> At least 2 GCSEs at grade 3s <i>For Entry Level:</i> Individual requirements apply	<i>For Level 3:</i> 5 GCSE grade 4-5s <i>For Level 2:</i> 2 GCSE grade 4-5s <i>For Traineeships:</i> Individual requirements apply

Much of this information is also available in the Careers area. We also provide support for applications during KS4, so you will be more prepared to apply with a CV, interview skills, and all the necessary knowledge and experiences to go on to succeed in the world of education and work.

GATSBY BENCHMARK 7: ENCOUNTERS WITH FURTHER & HIGHER EDUCATION		
<p>What good looks like:</p> <p>All students should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.</p> <ul style="list-style-type: none"> • By the age of 16, every student should have had a meaningful encounter with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace. 	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Visits, talks and presentations by the full variety of local further education, higher education, technical education providers, apprenticeship and training providers. • Specialist apprenticeship and training talks delivered by ASK. • Visit to FE/HE in Yr 9 and two visits to FE/HE/6th Form in KS4. • Annual careers fayres with the full variety of providers. • University talks and visits. • Support work by Future U to encourage participation in higher education. • Staff CPD on the changing landscape of education and training options after Year 11 and beyond, with focus on newer, technical options. • Curriculum enhancement by further and higher education providers • Drop-in and application support for Year 11 by local providers. • Communication with parents/carers explaining the range of post-16 options and encouraging visits to providers in Year 11. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • Increased student and parental awareness of the full range of post-16 options and lifelong opportunities available: students are supported to make informed decisions. • Increased staff knowledge and understanding of the full range of post-16 and post-18 options, including the need to not promote one option over another. • Students access a range of destinations. • Students aspire to higher levels of education and training, and understand the value of lifelong learning.

8: Personal Guidance

Personal Guidance is a cornerstone of CEIAG provision. Mrs Creeley, our independent Careers Advisor, Mrs Tucker our Careers Lead, Mrs Bradley, our College and Careers Officer and Mr Doyle, our Personal Development Curriculum Lead, are all available for any student who requires Information, Advice or Guidance around Careers and different education or technical/vocational pathways. All Year 11 pupils are given appointments with Mrs Creeley or Mrs Tucker, both Level 6-qualified advisors and further sessions are available on request or for any students unsure about their post-16 routes. All students have access to a publicised lunchtime drop in session in the careers area. Application sessions, interview and CV guidance and support is also available.

GATSBY BENCHMARK 8: PERSONAL GUIDANCE		
<p>What good looks like:</p> <p>Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p> <ul style="list-style-type: none"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. <p><i>The benchmark sets a high standard and states that staff giving one-to-one guidance to students should be qualified to an appropriate level. The CDI also specifies that to be on their register, advisers must be level</i></p>	<p>At LHA, this involves:</p> <ul style="list-style-type: none"> • Both the Independent Careers Advisor and the Careers Leader hold a Level 6 qualification in Careers Guidance & Development. Any additional advisers are qualified to Level 6. • All Year 11 students have at least one IAG appointment. Follow-up appointments and application sessions are also used. Action Plans are created in agreement with the student after each appointment. • All SEND students with an EHCP have an IAG reviewed during annual SEND review. The Action Plans are shared with the SENDCo for inclusion in the review. • Any students who are deemed to be more at risk of becoming NEET are referred to the Careers Advisor or the Careers Leader for IAG appointment. 	<p>At LHA, the outcomes and impact are:</p> <ul style="list-style-type: none"> • All students have good quality guidance and a detailed Action Plan as tools to support their decision making. • Disadvantaged students receive more formal guidance opportunities. • The needs of all students are met. • Students sustain destinations as they are supported through school and particularly in Year 11. • They choose aspirational and appropriate pathways: their best choice. Students appreciate careers guidance as part of their lifelong career development. • Students can reflect on all career opportunities through their time at school and link experiences to their future plans.

<p><i>6 or above. The government recommends that schools source their providers of personal guidance from this register.</i></p>	<p>Action Plans are shared with the SIT team and the Pastoral Lead to support individuals.</p> <ul style="list-style-type: none"> • All staff can refer individual students for IAG at any point. • Students and parents/carers can request IAG at any point. • Useful resources for guidance, such as the National Careers Service, are listed on the website and included in Action Plans. 	<ul style="list-style-type: none"> • Students are supported to use LMI resources as part of their appointments and action plans.
--	---	---

One of the key measures of success for any school is the destinations data for former pupils as they transition into their post -16 options. Our internal data shows that the academy's leavers are in line with national outcomes improvement, with those taking apprenticeships being higher than the national picture.

More information:

More information for pupils and families can be found via the Government Careers helpline for teenagers (<https://www.gov.uk/careers-helpline-for-teenagers>), the National Careers Service (<https://nationalcareers.service.gov.uk/>) and Barclays LifeSkills for families (<https://barclayslifeskills.com/families/>). The school also publishes a bi/tri annual Beyond careers newsletter which is sent home to all families via Synergy, as well as being available on the school website when published.