

# CEIAG.

(Careers, Enterprise, Information,  
Advice and Guidance)  
Strategic Action Plan 2025 - 2026



# Vision.

All students, regardless of year, at The Oswaldtwistle School will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work. The intent of our Careers Curriculum is to deliver a structured careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop employability skills and enhance knowledge of the Labour Market Information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

The Oswaldtwistle School has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance. Our vision expands to reaching out to all pupils, in an attempt to have no students post-16 who are not in education, employment or training (NEET). We intend to continuously work with our pupils post 16 to promote CEIAG and we are fully committed to the Baker Clause, which stipulates that schools must allow colleges and training providers to access every student in years 8 to 13 to discuss non-academic routes that are available to them. Furthermore, we are dedicated in our work to maintain our achieved Gatsby Benchmarks.

# **Strategic Objectives.**

## **Objective 1**

Promote and increase careers education in the curriculum across all year groups.

Benchmarks: 2, 3, 4, 7

## **Objective 2**

Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

## **Objective 3**

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

# Current state.

Staffing includes one full time member of staff who is a member of SLT and has overall responsibility of CEIAG for the school, one full time member of staff who is on the behaviour team and is also a Careers Lead. The school currently uses an independent CEIAG advisor; Tracie Evans to provide impartial careers guidance to students in KS4. In March 2024 Tracie will be leaving Oswaldtwistle School. A replacement CEIAG Advisor will be contracted to continue with the work previously carried out by Tracie. The school has established links with The Lancashire Skills Hub and Amazing Accrington and is working with the Enterprise Advisor to embed Compass+ as a mechanism for reviewing and evaluating its careers programme. Compass+ was first implemented into the school in 2019. SLT fully support the development of CEIAG at The Oswaldtwistle School which aims to raise the aspirations of ALL students

SWOT analysis of The Oswaldtwistle School highlights that we are working hard towards embedding Careers throughout the school. We are part of the Lancashire Skills Hub and have achieved the Gatsby Benchmarks in every year since 2019 and are working towards upholding these standards as an ongoing target. Careers is taught through the Curriculum For Life (CFL) programme to all pupils in year 7 to 11 and is supported through form time, drop down days and the assembly programme. Overall responsibility for the CFL programme currently sits with the Personal Development Lead. In 2020, the school introduced the Beyond The Curriculum initiative to support subject specific retention and allow pupils to be the best they can be, through cultural enriching means. From September 2023, the school will introduce structured key worker sessions to support pupils in career aspirations and skills building.

# Action Plan.

## Objective 1

Promote and increase careers education in the curriculum across all year groups.

Benchmarks: [2](#), [3](#), [4](#), [7](#)

|                     | Targets   | Actions  |
|---------------------|---|--|
| Term 1<br>2025-2026 | <p>Continue to empower all staff with knowledge of the current CEIAG framework, statutory expectations and knowledge around Gatsby Benchmarks</p> <p>Further encourage all subject leaders to embed careers initiatives in their long-term planning.</p> <p>Relaunch Beyond The Curriculum (BTC) with lesson focus, parental engagement and display posters in communal areas.</p> <p>To provide up to date data on career related matters.</p> | <p>Staff receive CPD on CEIAG</p> <p>Survey staff on their knowledge and understanding of CEIAG</p> <p>Undertake a basic review of current careers in the curriculum provision</p> <p>Staff are talking about careers in lessons.</p> <p>All subject areas to keep BTC updated for current taught topics.</p> <p>To develop an easily available careers dashboard to provide up to date data on career related matters.</p> <p>Work closely with the Careers Link school governor.</p> |
| Term 2<br>2025-2026 | <p>All subject areas implementing CEIAG initiatives.</p> <p>Use Compass Plus careers platform with the information, advice and tools to help pupils to explore and plan for their future.</p>   | <p>Subject areas to revisit and amend LTP/MTP to reference careers and Labour Market Information (LMI).</p> <p>Subject areas to revisit Curriculum Maps to ensure KS3 incorporate structured careers lessons.</p>  |

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|                     |   | <p>Deliver Compass Plus platform CPD to all staff.</p> <p>Keyworker sessions to promote careers via the Compass Plus platform.</p> <p>Appoint careers champions and a working group to support the Careers Lead, lead on subject projects and create links with businesses and organisations.</p> <p>Employer encounters to be incorporated into lessons through employer links.</p> |
| Term 3<br>2025-2026 | <p>Subject areas take ownership of and lead CEIAG initiatives in their own areas.</p> <p>Compass Plus careers platform widely used in school.</p> | <p>LTPs reviewed and developed to incorporate LMI and Skills Builder skills.</p> <p>Links with business employers embedded and projects ongoing.</p>   |

# Action Plan.

## Objective 2

Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

|                     | Targets   | Actions   |
|---------------------|---|---|
| Term 1<br>2025-2026 | <p>Explicit careers lessons mapped in the CFL programme</p> <p>Raise the profile of careers education at The Oswaldtwistle School through form time activities (career of the week), drop down days and the assembly programme.</p> <p>Develop and improve student aspirations post 16.</p> <p>Introduce Compass Plus to allow students to build a career platform.</p> | <p>Promote CEIAG in a termly newsletter.</p> <p>Careers and LMI promoted at Parent Information Evenings and parent evenings.</p> <p>School website to be updated with up-to-date data.</p> <p>Assembly and form time programme for all years groups with explicit careers reference – career of the week.</p> <p>Ensure careers week / enterprise week are high profile.</p> <p>Take part in the enterprise project, run by Peter Jones from Dragons Den.</p> <p>Student and parent surveys on CEIAG.</p> |
| Term 2<br>2025-2026 | <p>Raise awareness of Post 16 / HE pathways.</p> <p>Increase parental engagement in information evenings.</p>   | <p>Review of CFL careers curriculum planning</p> <p>Student and parent surveys on CEIAG.</p> <p>Calendared programme of</p>   |

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|                     | <p>Year 11 Post 16 Pathways demonstrate greater aspirations.</p> <p>Continue to identify potential NEET students and put in place interventions, as appropriate.</p>   | <p>events linked in with national initiatives.</p> <p>CEIAG focus on aspirations Post 16 and Higher Education</p> <p>Promote the use of the Lancashire Skills Hub</p> <p>Identify potential NEET students.</p> <p>Implement a targeted programme for sub groups of students.</p> |
| Term 3<br>2025-2026 | <p>Increased awareness of career pathways by all stakeholders.</p> <p>Increased engagement with the Lancashire Skills Hub and its resources to support post 16 and HE pathways.</p> <p>Increased numbers of parents at information evenings and parent evenings.</p> <p>Student confidence with Compass Plus profile increases</p> | <p>Review of CFL Careers curriculum planning.</p> <p>Student and parent surveys on CEIAG.</p> <p>Student confidence in using Compass Plus.</p> <p>Subject areas to display LMI in classrooms</p>   |



# Action Plan.

## Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

|                     | Targets   | Actions  |
|---------------------|---|--|
| Term 1<br>2025-2026 | <p>Develop links with organisations and build on existing relationships</p> <p>Track careers interactions to ensure coverage across all subject areas, students and year groups as appropriate via the Compass Plus platform.</p> <p>Increase range of businesses/organisations we work with.</p> <p>Contact former pupils and develop an Alumni.</p> | <p>Continue to use Compass+ to self-evaluate against the Gatsby Benchmarks.</p> <p>Work with local and national organisations for the planning and delivery of 'drop down' careers day that involves a wide range of employers.</p> <p>Collate and promote student Alumni information.</p>   |
| Term 2<br>2025-2026 | <p>Continue to increase the number of businesses / organisations we work with</p> <p>Continue to develop the use of Alumni.</p> <p>Promote the use of employer links to support lesson planning and delivery.</p>   | <p>Identify and record preferred student pathways to support employer activities via Compass Plus and key worker sessions.</p> <p>Plan and deliver careers fair with a range of employers (FE and HE providers).</p> <p>Collect data from students in Year 11 to keep in touch with them post 16.</p> <p>Set up data capture process for collecting and storing data</p> |

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|                     |  | for 3 years.  |
| Term 3<br>2025-2026 | <p>Increase employer and education links within the curriculum area.</p> <p>Work more effectively across school to share resources and contacts.</p> | <p>Careers champions to support with this.</p> <p>Potential to look into organising a Careers fair for other schools/organisations.</p> <p>Continue to facilitate student visits to local and national careers fairs.</p> |

# Monitoring & Evaluation Plan.

The careers programme at The Oswaldtwistle School is delivered through a variety of activities including; timetabled CFL lessons, within curriculum areas as well as bespoke opportunities, drop down days, trips, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this informs our future decision making.

Monitoring and evaluating activities adopted by The Oswaldtwistle School are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny
- Evaluating Compass Plus platform data
- Compass +
- Destination data
- Feedback from personal guidance interviews

Each academic year, the Careers Lead will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

# SWOT Analysis.

| Strengths   | Weaknesses   |
|---|--|
| <p>Careers Lead is working towards Level 6 in Careers Leadership</p> <p>Enterprise Advisor is keen to get involved.</p> <p>Careers provision is mapped across year 7 to 11 through CFL lessons.</p> <p>Local accessibility to FE providers.</p> <p>SLT support.</p> <p>Links with employers.</p> <p>Knowledge of the school context.</p> <p>Excellent relationships with pupils and local organisations.</p> <p>Monitoring NEET students – students off role and tracking of destinations</p> <p>The use of AP to raise aspirations for the future.</p> | <p>Staff buy in – need to do some whole staff training.</p> <p>Curriculum implementation.</p> <p>Importance of balancing careers aspirations versus exams for whole school.</p> <p>Involvement from Careers link Governor.</p> <p>Communication of vision, action plan and destination data to whole school.</p> <p>Raise awareness amongst staff.</p> <p>Time given to allow Careers Lead to provide the best possible CEIAG.</p> <p>Limited careers provision for after-school/part-time students.</p> <p>External provider for CEIAG advice means hours / funding is limited which prevents regular access by all students.</p> <p>Lack of additional staff to support Careers Lead</p> |
| Opportunities   | Threats  |
| <p>Careers Lead is also the Community Practice Lead for AP/PRUs in Lancashire.</p> <p>Being able to work with other schools to share good practice.</p>   | <p>Changing the mindset of external stakeholders to raise aspirations.</p> <p>Getting whole school buy in to develop meaningful careers education in the curriculum.</p>   |

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| <p>Developing partnerships with ALL stakeholders.</p> <p>Learning by doing and building on experience.</p> <p>Working with local agencies to promote links.</p> <p>More local and national apprenticeship opportunities available to help support and reduce NEET figures.</p> <p>More links to business and curriculum areas.</p> <p>Teachers to celebrate CEIAG in their classrooms.</p> <p>Continuous improvements of Gatsby benchmarks.</p> | <p>School infrastructure needs to improve to facilitate the needs of individual pupils.</p> <p>Dedicated Careers hub within school.</p> |
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