

Ely College and Bishop Laney
CEIAG Strategy
2017-18



Our vision

High quality careers education, information and guidance (CEIAG) is of huge importance to students, in all years, as they are prepared for the world outside of the college walls. We recognise the importance of this and it underpins our vision for CEIAG at Ely College:

"Ely College will be recognised as a leading school nationally in the field of enterprise and work related learning. This will result in outstanding opportunities for students, a curriculum that better reflects the needs of the local economy, and an enhanced range of pathways to employment and training."

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short and longer term and should be read in conjunction with the CMAT 'Careers Education, Information and Guidance' procedures document that can be found at:

<http://www.cmatrust.co.uk/information/policies/>



Objectives

- To meet the 8 benchmarks for good career guidance as identified by the Gatsby Foundation
- To gain the 'Quality in Careers Standard' accreditation, the nationally recognised award for CEIAG in English Secondary Schools
- To become recognised as the leading school in CEIAG in the East Cambs/Fenland area



Introduction

Ely College has statutory responsibility for securing access CEIAG for all pupils in years 8-13. We feel strongly that this should be extended to year 7. The purpose of the CEIAG is intended to assist pupils to make and implement education, training and occupation choices and to learn how to prepare for the workplace and their careers.

Careers guidance must include information on all 16-18 education or training options, including Apprenticeships. Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information.

Ely College has strong links with outside agencies and is working to foster further links with universities and colleges 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 working
- Developing the 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
- Improving progression
- Reducing NEET
- Careers work also supports strategies for student's personal and social development by:
 - Building self-confidence and self-reliance
 - Promoting positive and informed attitudes to learning
 - Promoting leadership, organisation, resilience and initiative
 - Developing good communication skills



Aspects of CEIAG at Ely College are truly excellent. We have a well-developed and effective work experience program for year 10 students and our year 12 students are soon to benefit from links with Business mentors. These will be a point of contact for them to give advice on careers and future steps and be an additional support mechanism. However, we are

acutely aware that there are areas where we can improve on and that it is our moral imperative to do so.

Gatsby Foundation 8 Benchmarks

The Gatsby Foundation was set up to work in areas that the trustees of the foundation are passionate about. One of these is Education and as part of that good careers guidance in schools. In 2013 the foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, with setting out what career guidance in England would be like were it good by international standards. His report identified 8 benchmarks that schools should work towards to improve and deliver high quality CEIAG provision.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, 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 best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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.
6	EXPERIENCES OF WORKPLACES	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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) 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 students but should be timed to meet their individual needs.

Current analysis against the Gatsby Foundation benchmarks

The Gatsby Foundation provide a tool that allows us to see how the provision of CEIAG at Ely College compares against these benchmarks. Some of the benchmarks we meet clearly but in some there is more work needed.

Benchmark	Areas to improve
1	<ul style="list-style-type: none"> • A clear CEIAG programme should be in place for all years that is clearly written down and fully resourced • The CEIAG programme should be evaluated for effectiveness as a minimum every 3 years by: <ul style="list-style-type: none"> ○ Students ○ Teachers ○ Parents/Carers ○ Employers • The CEIAG programme should be clearly published on the college website with information aimed specifically at: <ul style="list-style-type: none"> ○ Students ○ Teachers ○ Parents/Carers ○ Employers
3	<ul style="list-style-type: none"> • More in-depth records to be kept of the pupils' experiences of careers activities that can be interrogated by staff and also students • Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave Ely College • Work proactively with the local authority and careers advisors to provide careers guidance to vulnerable pupils and special education needs and disability (SEND) students.
6	<ul style="list-style-type: none"> • Students should have obtained a meaningful experience of a workplace during years 12 and 13 in addition to part time work or their experience in year 10
7	<ul style="list-style-type: none"> • Students should have been provided with clearer information about the full range of apprenticeships, including higher level apprenticeships that are available • Students should have had at least two meaningful visits to universities to meet staff and students
8	<ul style="list-style-type: none"> • All students should have had an interview with a professional and impartial careers adviser by the end of years 11 and 13

Our strengths

Year 10 Work Experience

- Students spend a week in the workplace
- Students gain skills such as team working, independence, using their initiative and improving their communication skills
- This helps clarify their choices for UCAS Progress

Year 8 Work Shadowing

- Students can opt to shadow their parents at work for 2 days giving them an insight on the demands of the workplace

What we do well

Curriculum linked to careers

- Lessons in the college in a range of subjects link to possible career paths from that subject and strive to remove gender bias in describing the workplace
- College trips often link with career paths and employers

Leading local events

- As a College we host a number of careers events for our own students and for local primary schools
- The College setup and run the East Cambs Careers and Skills event
- STEM events are frequent and varied

Meeting the Gatsby Benchmarks: Ely College and Bishop Laney Actions

Benchmark	Actions	Outcomes	Timescales
A stable careers programme	<ul style="list-style-type: none"> Write down the CEIAG programme that is in place for the year and evaluate for gaps in the current provision. Use this knowledge to start to fill those gaps. The programme will state clearly the role of the Academy Council, SLT, Assistant Principal with responsibility for CEIAG, support staff with CEIAG responsibilities, Senior Tutors and Curriculum Leaders 	<ul style="list-style-type: none"> CEIAG programme written and ratified by academy council Clear statement of responsibilities for all involved linked to job descriptions where appropriate 	<ul style="list-style-type: none"> Written by January 2018. Ratified at the February 2018 AC meeting
	<ul style="list-style-type: none"> Survey parents, students and staff to get a clear understanding on their views on the state of CEIAG at Ely College and to get input of ways of improving it 	<ul style="list-style-type: none"> Survey monkey survey written Survey completed by parents, students and staff 	<ul style="list-style-type: none"> December 2017 February 2018
	<ul style="list-style-type: none"> At the end of the academic year 2017-18 evaluate the progress of the CEIAG programme and the movement of the College to meeting all 8 benchmarks 	<ul style="list-style-type: none"> Evaluation completed and added to the 2017-18 strategy document. Results used to inform 2018-19 document 	<ul style="list-style-type: none"> July 2018
	<ul style="list-style-type: none"> Develop the College website so that it contains a dedicated section for CEIAG that has subsidiary pages for students, teachers, parents/carers and employers 	<ul style="list-style-type: none"> Website developed accessible to all. 	<ul style="list-style-type: none"> Initial structure December 2017 Complete April 2018
Addressing the needs of each pupil	<ul style="list-style-type: none"> Develop a database that allows us to track activities undertaken by students that can be interrogated by staff and also by staff on behalf of students. 	<ul style="list-style-type: none"> Working database populated with data for the year 2017-18 Reports received by tutors and being used in academic mentoring sessions 	<ul style="list-style-type: none"> June 2018 Ongoing. 1st reports March 2018
	<ul style="list-style-type: none"> Develop further the tracking and recording of destination data up to, and including, post 18 destinations for all students. Work with the local authority to have this and record it centrally so it is accessible to a wider range of staff. 	<ul style="list-style-type: none"> Knowledge gained for destinations of 2016-17 Yr11 and Yr13. System in place to track current Yr11 and Yr13 	<ul style="list-style-type: none"> December 2017 July 2018
	<ul style="list-style-type: none"> Develop a CEIAG programme that meets the needs of our most vulnerable students that runs in parallel to the College CEIAG programme 	<ul style="list-style-type: none"> Published programme in place after consultation with SENCO and LDP 	<ul style="list-style-type: none"> May 2018
	<ul style="list-style-type: none"> Enhance the links between the local authority and College SENCO with a focus on careers guidance 	<ul style="list-style-type: none"> Regular meetings taking place between SENCO and LA representative with CEIAG focus 	<ul style="list-style-type: none"> May 2018
Experiences of workplaces	<ul style="list-style-type: none"> Collaborate with the Assistant Principal responsible for Bishop Laney to extend the work experience opportunities available to year 12. 	<ul style="list-style-type: none"> Work experience completed for some Yr12 Plan for all 2018-19 Yr12 to have some exposure to work experience 	<ul style="list-style-type: none"> July 2018
	<ul style="list-style-type: none"> Link work experience much tighter with the PLEDGES+ scheme 	<ul style="list-style-type: none"> Work experience becomes an explicit part of PLEDGES+ 	<ul style="list-style-type: none"> July 2018
Encounters with further and higher education	<ul style="list-style-type: none"> Improve the range of information available to students regarding apprenticeships in the LRC 	<ul style="list-style-type: none"> Apprenticeship information available in the LRC for students to view and also on the college website 	<ul style="list-style-type: none"> April 2018
	<ul style="list-style-type: none"> Deliver a sequence of assemblies in years 10, 11 and 12 on apprenticeships 	<ul style="list-style-type: none"> Students have experienced an assembly on apprenticeships Plan agreed for assemblies 2018-19 	<ul style="list-style-type: none"> July 2018
	<ul style="list-style-type: none"> Train staff better in understanding the changed and important nature of apprenticeships 	<ul style="list-style-type: none"> Staff have undergone training on the nature of apprenticeships and where more information can be found 	<ul style="list-style-type: none"> April 2018
	<ul style="list-style-type: none"> Encourage students in year 12 to visit prospective universities 	<ul style="list-style-type: none"> More students have visited prospective Universities through the year and UCAS process 	<ul style="list-style-type: none"> July 2018
	<ul style="list-style-type: none"> Investigate trips suitable for years 7-11 in a variety of curriculum areas that get students into Universities, working and talking with staff and under/post graduates 	<ul style="list-style-type: none"> Trips to Universities have taken place or are planned for 2018-19 	<ul style="list-style-type: none"> July 2018
Personal guidance	<ul style="list-style-type: none"> Investigate the use of outside providers who are trained to give careers advice at these key times: <ul style="list-style-type: none"> Before the guided choices process in year 8 Before the UCAS Progress deadline in year 11 Before the UCAS deadline in year 13 	<ul style="list-style-type: none"> Independent CEIAG advisor has had meetings with key Year 11 and Yr13 Plan in place so all Yr11 and 13 have meetings by end of academic year 2018-19 	<ul style="list-style-type: none"> July 2018
Learning from career and labour market information Linking curriculum learning to careers Encounters with employers and employees	<ul style="list-style-type: none"> Ensure that current provision stays under review and improved on as needed 	<ul style="list-style-type: none"> Ely College is still meeting these 3 benchmarks Improvements, as necessary, have been made 	<ul style="list-style-type: none"> July 2018 Ongoing