

Ely College and Bishop Laney
CEIAG Strategy
2024-25



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 Meridian ‘Careers Education, Information and Guidance’ procedures document that can be found clicking on the link below:

[Meridian-Careers-Education-Information-Advice-and-Guidance-procedures-May 2023](#)



Objectives

- To deliver high quality careers education that exceeds the provision required for the 8 benchmarks for good career guidance as identified by the Gatsby Foundation
- To implement the recommendations from our successful application for the ‘Quality in Careers Standard’ accreditation, the nationally recognised award for CEIAG in English Secondary Schools, and prepare for reaccreditation in Summer 2025
- To become recognised as a leading school in CEIAG in the East Cambs/Fenland area



Introduction

Ely College has a 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 and T-Levels. 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.

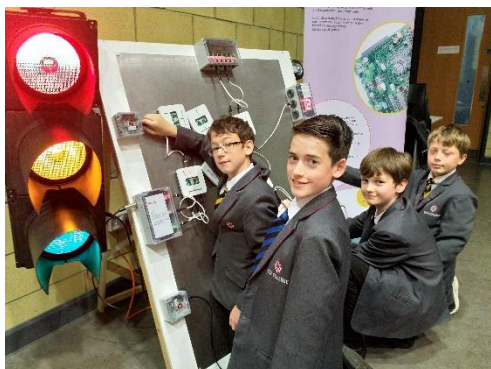
Ely College has strong links with outside agencies and is working to foster further links with universities and colleges and local businesses which contribute to:

- 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 recently been awarded the ‘Quality in Careers’ award recognising the work we do at the college. We have a well-developed and effective work experience program for year 10 students and the large majority of our year 8 students are involved in work-shadowing and getting an early experience of the workplace. However, we are aware that there are areas where we can improve and that it is our moral imperative to do so.

Our strengths



We have been awarded to 'Quality in Careers' award which is an indication of the strength of our careers provision.

"There is plenty of evidence to support the view that there is a strategy and programme in place at Ely College, showing a positive range of engagement from curriculum areas, including the use of employers, to raise awareness of different opportunities and pathways into a variety of careers."

We have numerous strengths in our provision that we are proud of.

Our work experience and work shadowing programs

"Year 8 have work shadowing and year 10/12 have a week's work experience where possible. I spoke to students in years 8, 9, 10 and 12 about this and they said that they enjoyed their experiences the world of work. They felt well prepared for it by the school and thought it was good that it had been evaluated afterwards."

We view the opportunity for students to have a meaningful experience of the workplace of paramount importance in raising their aspirations and giving them greater insight into what life is like school. To this end we are proud that we are one of the few schools in the area where we arrange work experience for the whole of our Year 10 over a week during their Summer term and will continue to do so. This work experience is vital in:

- Students spending an extended period of time in a setting unfamiliar to them
- Students gaining and developing skills such as team working, independence, using their initiative and improving their communication skills
- Helping students clarify their choices for UCAS Progress in choosing their Post 16 destinations.

The number of encounters our students have with employers and Universities

"There are a range of external partners who work with Ely College, including ARU, St Johns College Cambridge, Form the Future, Growth Works and Unifrog. The school's careers strategy identifies that working with external providers is an important aspect of the programme."

In 2024 our students totalled around 2650 meaningful encounters. In years 7-11 this represented an average of 1.7 encounters per student over the year with each encounter giving our students insight into businesses and Further and Higher education establishments.

Our links with local businesses and agencies

We have highly developed links to a large number of local businesses ranging from the small scale to national companies. Examples of these links include:

- As a College, we host a number of careers based events for our own students and for local primary schools

- The College initially setup and currently run the East Cambs Careers and Skills event at Ely Cathedral for local schools. This event attracts a huge number of providers and VI form colleges
- STEM events are frequent and varied within the college

We are also developing and fostering even closer links with agencies that can help us deliver an even better curriculum experience for our students. These include, but are not limited to:

- The CEC
- The Skills Service
- Form the Future

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. Over the last few years we have consistently met each of the benchmarks.

	December 2020	December 2021	November 2022	December 2023
Benchmark 1	100%	100%	100%	100%
Benchmark 2	100%	100%	100%	100%
Benchmark 3	100%	100%	100%	100%
Benchmark 4	100%	100%	100%	100%
Benchmark 5	100%	100%	100%	100%
Benchmark 6	100%	100%	100%	100%
Benchmark 7	95%	100%	100%	100%
Benchmark 8	100%	100%	100%	100%

Our work now is focussed on developing the provision for each benchmark ensuring that our provision exceeds what is required.

Recommendations from the Quality in Careers award report

At the same time as highlighting our strengths and successes the Quality in Careers report also made some recommendations that we will be addressing over the next year. These were:

- Developing further the knowledge of the wider staff in the College around the Gatsby Benchmarks and CDI framework
- Develop Gatsby 4 so that careers information is embedded in all subject areas over the college with a focus in lessons every half term
- Further use of L6 1:1 IAG interviews when the Careers Coordinator's training is completed
- Enhance further the links with other education providers and the Local Authority
- Ensure students in the College Appropriate Provision unit are given access to the full range of careers support and activities
- Develop the use of Compass+ to track activities and develop the provision for Gatsby 1
- Introduce working lunches for employers to come and directly talk to students
- Develop the alumni and parent networks so they, and their expertise, can form part of the careers provision
- More explicit promotion of post-16 options to students in Year 9
- Build the staffing capacity of the college to further enhance careers provision

CEIAG Development Plan: Ely College and Bishop Laney 2024-2025

Objective	Actions
Develop the provision for Gatsby Benchmark 1	<ul style="list-style-type: none"> • Utilise Compass+ to track careers provision against Benchmarks 2-8 • Rationalise the CEIAG provision further between Ely College and Bishop Laney to ensure a consistent curriculum and increased sharing of resources, contacts and opportunities • Review PSHE lessons and delivery with new TLR holder
Further embed careers within all subjects in the curriculum	<ul style="list-style-type: none"> • ML to create half termly activities and homework for each subject and year in the college • Use of careers week to teach discrete CEIAG lessons • Use existing and new student voice to identify areas of strength and areas that still need development • ML to redo subject audits in the summer term to help inform gained time planning
Increase staff knowledge of CEIAG	<ul style="list-style-type: none"> • Use of training day session(s) to develop understanding of Gatsby benchmarks and their importance • Use careers week to raise profile of CEIAG amongst staff, involving them in activities and sharing information
Expand the activities available to students	<ul style="list-style-type: none"> • Ensure compliance with the Provider Access Legislation introduced January 2023 • Implement a programme of lunchtime sessions with employers covering a range of industries • Enhanced mock interview programme for all Year 11 students • Develop the alumni and parent network