**Careers information, advice, education and guidance Delivery plan**

**What are All Saints’ Academy’s aims for our CIAEG delivery?**

1. To be able to formulate a plan for their career.
2. To be able to identify, locate and utilise information that will help and support them in making plans.
3. To have confidence to make decisions that will best suit them

**We follow the CDi (Career Development Institute) Framework (2021) which outlines 6 learning areas that all students should explore in their CIAEG curriculum.**

**Learning areas:**

* Grow throughout life
* Explore possibilities
* Manage career
* Create opportunities
* Balance life and work
* See the big picture

**Below is a map of these learning aims to give learning aims for each year group within each learning area. Each area is mapped to the Gatsby benchmarks.**

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Grow throughout life | Being aware of the sources of help and support available and responding positively to feedback.  Being aware that learning skills and qualifications are important for career. | Being willing to challenge themselves and try new things  Being aware of heritage, identity and values | Considering which learning pathway they should next pursue  Recording achievements | Responding positively to help, support and feedback.  Positively engaging in learning and taking action to achieve good learning outcomes.  Recognising the value of challenging themselves and learning new things. | Reflecting on and recording achievements, experiences and learning.  Considering which pathway they should next pursue.  Reflecting on their heritage, identity and values. | Actively seeking out help, support and feedback  Taking responsibility for their learning and aiming high.  Reflecting on and recording achievements, experiences and learning and communicating them to others | Planning their next steps in learning and work.  Discussing and reflecting on the impact of heritage and values. |
| **Method of delivery** | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | 1:1 Personal guidance meetings  Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | 1:1 personal guidance meetings  Tutor-led CIAEG lessons  Subject-based curriculum links to careers  UCAS application program | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  UCAS application program |
| **Gatsby benchmark addressed** | 3 – addressing the needs of each pupil.  4 – Linking curriculum to careers.  8 – personal guidance. | | | | | | |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Explore possibilities | Being aware of the range of jobs available  Identify common sources of information about the labour market information system | Being aware of the main learning pathways.  Being aware of the range of different sectors and organisation where they can work. | Being aware of the range of ways that organisations can undertake recruitment and selection. | Considering what jobs and roles are interesting.  Researching the labour market and the education system. | Researching the learning qualification requirements for jobs and careers that they are interested in.  Researching the range of workplaces and what it is like to work there.  Researching how recruitment and selection processes work and what they need to do to succeed in them. | Developing a clear direction of travel in the career and actively pursuing this.  Actively seeking out information about the labour market and education systems to support their career.  Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career. | Actively researching and reflecting on workplaces, workplace culture and expectations.  Analysing and preparing for recruitment and selection processes. |
| **Delivery method** | Tutor-led CIAEG lessons | Tutor-led CIAEG lessons | Tutor-led CIAEG lessons | Tutor-led CIAEG lessons  Work experience week (July) | Tutor-led CIAEG lessons | Tutor-led CIAEG lessons  Work experiences (throughout Sixth form) | Tutor-led CIAEG lessons  Work experiences (throughout Sixth form) |
| **Gatsby benchmark addressed** | 2 – Learning from Labour market information  5 – Encounters with employees and employers  6 – Experiences of workplaces | | | | | | |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Manage Career | Being aware that career describes their journey through life, learning and work.  Looking forward to the future  Imagining a range of possibilities for themselves in their career.  Managing the transition into secondary school | Being aware that different jobs bring different challenges and rewards. | Preparing and choosing their GCSEs.  Learning from setbacks and challenges. | Recognising different ways that people talk about career and reflecting on its meaning to them.  Building their confidence and optimism about the future.  Taking steps to achieve their GCSEs  Thinking about how the deal with and learn from challenges and setbacks. | Making plans and developing a pathway into their future  Considering the risks and rewards associated with different career paths.  Taking steps to achieve their GCSEs and make decisions about their post-16 pathway.  Thinking about how the deal with and learn from challenges and setbacks. | Being able to describe the concept of career and what it means to them.  Building their confidence and optimism about their future and acting on it.  Actively planning, prioritising and setting targets for their future.  Managing the transition into the post-16 learning context. | Considering the risks and rewards of different pathways and careers and deciding between them.  Preparing for post-18 transition  Being proactive about being resilient and learning from setbacks. |
| **Delivery method** | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | 1:1 options choices meeting  Tutor-led CIAEG lessons  Subject-based curriculum links to careers | 1:1 Career guidance meetings  Tutor-led CIAEG lessons  Subject-based curriculum links to careers  University talks  Oxbridge presentation  Further education talks  Medicine program | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  University talks  Further education talks  Medicine program | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  University talks  Further education talks  Oxbridge program  Medicine program  UCAS application program | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  University talks  Further education talks  Oxbridge program  Medicine program  UCAS application program |
| **Gatsby benchmark addressed** | 3 – Addressing the needs of each pupil  4 – Linking curriculum learning to Careers  5 – Encounters with employees and employers  6 – experiences of workplaces  7 – Encounters with further and higher education. | | | | | | |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Create opportunities | Developing friendships and relationships with others.  Being aware that it is important to take initiative in their learning and life. | Being aware that building a career will require them to be imaginative and flexible.  Developing the ability to communicate their needs and wants.  Being able to identify a role model and being aware of the value of leadership | Being aware of the concept of entrepreneurism and self-employment | Developing friendships and relationships and reflecting on their relationship to their career.  Starting to take responsibility for making things happen in their career.  Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them. | Being willing to speak up for themselves and others  Being able to discuss role models and reflect on leadership.  Researching entrepreneurialism and self-employment. | Building and maintaining relationships and networks within and beyond the school.  Being proactive about their life, learning and career. | Being creative and agile as they develop their career pathway.  Representing themselves and others.  Acting as a leader, role model or example to others.  Considering entrepreneurialism and self-employment as career pathways. |
| **Delivery method** | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Young Entrepreneurs event | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Presentation from local entrepreneurs | 1:1 Career guidance  Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  GROWS CV workshop | Career Conversation event  Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers |
| **Gatsby benchmark addressed** | 5 – Encounters with employers and employees  6 – Experiences of workplaces.  8 – Personal Guidance | | | | | | |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| Balance life and work | Be aware of the concept of work-life balance.  Being aware that physical and mental well-being is important.  Being aware of money that individuals and families have to actively manage their finances. | Being aware of the ways that they can be involved in their family and community.  Being aware of different life stages and life roles. | Being aware of rights and responsibilities in the workplace and in society.  Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces. | Reflecting on the different ways in which people balance their work and life.  Reflecting on their physical and mental wellbeing and how they can improve these.  Recognising roles that money and finances will play in the decisions they make in their life and career. | Considering how they want to move through the different life stages and manage different life roles.  Developing knowledge of the rights and responsibilities in the workplace and in society.  Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces. | Planning for the kind of balance of work and life that they want.  Taking action to improve their physical and mental wellbeing.  Beginning to manage their own money and plan their finances (e.g. thinking about student loans).  Actively shaping their involvement in their family and community as part of their career planning. | Planning for different life stages and considering the different life roles that they want to play.  Being aware of their role in ensuring rights and responsibilities in the workplace and in society.  Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them. |
| **Delivery method** | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers | Tutor-led CIAEG lessons  Subject-based curriculum links to careers |
| **Gatsby benchmark addressed** | 3 – Addressing the needs of the pupil | | | | | | |

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|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| See the big picture | Being aware of a range of different media, information sources and viewpoints.  Being aware that there are trends in local and national labour markets. | Being aware that trends in technology and Science have implications for careers  Being aware of the relationship between career and the natural environment. | Being aware of the relationship between career, community and society.  Being aware of the relationship between career, politics and the economy. | Evaluating different media information sources and viewpoints.    Exploring local and national labour market trends.  Exploring trends in technology and Science. | Exploring the relationship between career, community and society.  Exploring the relationship between career, politics and the economy. | Evaluating on the different media and information sources and reflecting on the best way to get information for their career.  Exploring and responding to local and national labour market trends.  Exploring and responding to trends in technology and science. | Exploring and responding to the relationship between career and the environment.  Exploring and responding to the relationship between career, community and society.  Exploring and responding to the relationship between career, politics and the economy. |
| **Delivery method** | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly  Golden Valley Development lesson | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly  Golden Valley Development lesson | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly | Tutor-led CIAEG lessons  Subject-based curriculum links to careers  Labour Market assembly |
| **Gatsby benchmark addressed** | 2 – Learning from career and labour market information | | | | | | |

**Detailed outline of delivery per year group 2022 – 23**

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|  | **Year 7** | **Date of delivery** | **Gatsby benchmark link** |
| **Term 1** | **Introduction to CEAIG at All Saints’ Academy Assembly** | **11th October 2022** | **1, 3** |
| **Term 2** | **Tutor-led session 1 - ‘What is a career?’**  **Tutor-led session 2 - ‘What skills are in a job?’** | **8th November 2022**  **6th Dec 2022** | **3**  **3** |
| **Term 3** | **Tutor-led session 3 - ‘Careers interview’** | **31st Jan 2023** | **3, 5** |
| **Term 4** | **Tutor-led session 4 - ‘What jobs are available?’**  **Young Entrepreneurs event** | **28th Feb 2023**  **March 2023** | **2, 3, 5** |
| **Term 5** | **Tutor-led session 5 - ‘Managing my finances’** | **25th April 2023** | **2** |
| **Term 6** | **‘What’s your future?’ job sector analysis using Pathways tool** | **June/ July 2023** | **2** |

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|  | **Year 8** | **Date of delivery** | **Gatsby benchmark link** |
| **Term 1** | **Introduction to CEAIG at All Saints’ Academy Assembly** | **11th October 2022** | **1, 3** |
| **Term 2** | **Tutor-led session 1 - ‘Which way now?’**  **Tutor-led session 2 - ‘What qualifications do I need?’** | **8th November 2022**  **6th Dec 2022** | **3, 4** |
| **Term 3** | **Tutor-led session 3 - ‘The importance of core GCSEs’**  **Careers in the Armed Forces - presentation** | **31st Jan 2023**  **February 2023** | **4**  **5, 7** |
| **Term 4** | **Tutor-led session 4 - ‘What impact does STEM have on a career?’** | **28th Feb 2023** | **2, 4** |
| **Term 5** | **Tutor-led session 5 - ‘life stages and expectations’** | **25th April 2023** | **3** |
| **Term 6** | **Young Entrepreneurs event** | **June 2023** | **5** |

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|  | **Year 9** | **Date of delivery** | **Gatsby benchmark link** |
| **Term 1** | **Introduction to CEAIG at All Saints’ Academy Assembly** | **14th October 2022** | **1, 3** |
| **Term 2** | **Tutor-led session 1 - ‘The world of work’**  **Tutor-led session 2 - ‘Angie and the world of work?’**  **KS4 options presentations** | **8th November 2022**  **6th Dec 2022**  **December 2023** | **2, 3, 5**  **5**  **3** |
| **Term 3** | **Tutor-led session 3 - ‘Gender stereotyping**  **1:1 options guidance meetings** | **31st Jan 2023**  **Jan/Feb 2023** | **4**  **3, 4** |
| **Term 4** | **Tutor-led session 4 - ‘What is an entrepreneur?’**  **I am an Entrepreneur – presentation/guest speaker** | **28th Feb 2023**  **March 2023** | **2, 3, 5**  **2, 5** |
| **Term 5** | **Tutor-led session 5 - ‘Career, Politics and the Economy’** | **25th April 2023** | **4** |
| **Term 6** | **What is an apprenticeship? - presentation/guest speaker** | **June 2023** | **7** |

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|  | **Year 10** | **Date of delivery** | **Gatsby benchmark link** |
|  | **1:1 Personal Guidance meetings with qualified Careers Advice and Guidance advisor** | **Throughout the year** | **8** |
| **Term 1** | **Introduction to CEAIG at All Saints’ Academy Assembly** | **14th October 2022** | **1, 3** |
| **Term 2** | **Tutor-led session 1 - ‘What is a CV?’**  **Tutor-led session 2 - ‘What are employers looking for?’**  **Meet an employer – Deloitte 5Millionfuturesfund deliver 3 sessions on ‘social mobility’, ‘hybrid working’ and ‘Creativity and innovation’**  **‘Bright start’ apprenticeship presentation from Deloitte** | **8th November 2022**  **6th Dec 2022**  **Dec 2022/Jan 2023**  **Feb 2023** | **3, 4**  **3, 4**  **5**  **5, 7** |
| **Term 3** | **Tutor-led session 3 - ‘Tailoring your CV and networking** | **31st Jan 2023** | **2, 3** |
| **Term 4** | **Tutor-led session 4 - ‘Local and National trends in employment’**  **Meet employers/ employees - Careers Festival**  **Careers in the Armed Forces**  **Post-16 education – where can I go? Information from providers.** | **28th Feb 2023**  **March 2023**  **March 2023**  **March 2023** | **2**  **5**  **5, 7**  **2, 3, 5, 7** |
| **Term 5** | **Tutor-led session 5 - ‘Money and budgeting’** | **25th April 2023** | **2, 3** |
| **Term 6** | **Work experience – 8Billionideas run 3- day virtual work experience** | **June 2023** | **5, 6** |

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|  | **Year 11** | **Date of delivery** | **Gatsby benchmark link** |
| **Term 1** | **Introduction to CEAIG at All Saints’ Academy Assembly** | **13th October 2022** | **1, 3** |
| **Term 2** | **Tutor-led session 1 - ‘What Careers? Sophie’**  **Tutor-led session 2 - ‘What careers? Harry’**  **All Saints’ Academy Sixth form presentation** | **8th November 2022**  **6th Dec 2022**  **Dec 2023** | **2, 3, 5**  **2, 3, 5**  **7** |
| **Term 3** | **Tutor-led session 3 - ‘What career? Angie’**  **1:1 post-16 options guidance meeting** | **31st Jan 2023**  **Jan/Feb 2023** | **2, 3, 5**  **7, 8** |
| **Term 4** | **Tutor-led session 4 - ‘securing your future – focus on grades**  **Sixth form taster event** | **28th Feb 2023**  **28th March 2023** | **2, 3, 4,**  **7** |
| **Term 5** | **Tutor-led session 5 - ‘securing your future – focus on grades’** | **25th April 2023** | **2, 3, 4,** |
| **Term 6** |  |  |  |

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|  | **Year 12/13** | **Date of delivery** | **Gatsby benchmark link** |
|  | **1:1 Personal Guidance meetings with qualified Careers Advice and Guidance advisor** | **Throughout the year** | **8** |
| **Term 1** | **Introduction to personal development programme of study at All Saints’ Academy Sixth form**  **Y13 – UCAS personal statement session** | **13th October 2022**  **Oct 2022** | **1, 3, 5, 6, 7**  **7** |
| **Term 2** | **Tutor-led session 1 (Y12/13) - ‘What's your future activity?’**  **Tutor-led session 2 - ‘What are my post-18 options (Y12)’**  **Tutor-led session 2 - ‘Personal statements (Y13)**  **Social Action project presentations**  **Student teaching assistant sessions begin**  **Visit to Cardiff University** | **8th November 2022**  **6th Dec 2022**  **Dec 2022**  **Nov/Dec 2022**  **8th Dec 2022** | **3, 4, 7**  **3, 7**  **7**  **3**  **6**  **7** |
| **Term 3** | **Tutor-led session 3 - ‘target setting for the future’** | **31st Jan 2023** | **3, 4, 7** |
| **Term 4** | **Tutor-led session 4 - ‘securing your future – focus on grades**  **Apprenticeships/employment/university - presentations from external guests**  **Deloitte - ‘Creativity, Innovation and Entrepreneurship’ workshop** | **28th Feb 2023**  **March 2023**  **March 2023** | **3, 4, 7**  **5, 7**  **3, 4, 5** |
| **Term 5** | **Tutor-led session 5 - ‘UCAS - applying for university** | **25th April 2023** | **7** |
| **Term 6** | **Work taster event – 8billionideas provide 1-day virtual work taster event.** | **10th June 2023** | **5, 6** |