Greig City Academy School Careers Programme

Careers Leader Details:
Careers Leader & Work Related Learning (WRL) Head of Faculty: Mrs M Arhagba - marhagba@greigcityacademy.co.uk
Overview of whole school WRL activities & programmes; Work Experience, Careers & Enterprise

Advisor Details:
Work Related Learning (WRL) Advisor: Mrs P Smith - psmith@greigcityacademy.co.uk
Special responsibility for delivery to key stage 3, 4 & 5, and additional target provision for SEND, Learning Plus & EAL

Introduction
The annual careers programme supports Greig City Academy in the design, implementation, and strategy for careers guidance. The plan will enable us to understand and manage the connections between inputs, processes, and outcomes, monitor and review our performance, meet statutory requirements and expectations, prepare for an Ofsted inspection, and compare our performance against similar schools.

The annual careers plan is a tool for planning the deployment of resources and reviewing the return on investment. It is also a way of ensuring that students, parents, and other stakeholders feel confident that the school is fulfilling its statutory duty.

In the light of the Covid-19 pandemic, the careers programme has adapted to reflect the changes necessary to deliver activities that have relevance, impact and meaning to our students.

This plan is designed to promote and support young people in their choices about the next stages of their education, employment and training and finally attain the qualifications so that they can progress to the next stage of their education into courses that lead to higher level qualifications and into jobs that meet local and national needs.

Greig City Academy's Careers Leader with the Senior Leadership team and the Careers Governor will successfully plan and manage learning programmes, the curriculum, and careers advice so that all our pupils get a good start and are well prepared for the next stage in their education, training, or employment.

Purpose and Aims

Rationale:

"Greig City Academy is an inclusive Church of England school, open to all. The school welcomes students and staff from many diverse backgrounds and faith traditions. The school ethos promotes the central Christian values of caring for one another and working together for the good of all.
We commit the school to support all students to realise their full potential so that they leave the school with the qualifications, skills, and attributes they need to lead fulfilled and rewarding lives. We fully endorse the school's relentless focus on:

- High academic and personal achievement
- Positive attitudes towards learning
- Exemplary behaviour" from Greig City Academy's Vision and Values Statement

Our careers programme encompasses these three points; we want our students to achieve and aspire in school and in the future. We want them to aspire to be the best that they can be. We want them to enjoy and have fun exploring their career options.

All young people need a planned programme of activities to help them make informed choices and plan for their future. Schools have a duty to give students (in years 7 - 13) access to impartial careers education, information advice and guidance and at Greig City Academy we recognise the need to prepare students for the opportunities, responsibilities, and experiences of adult life.

Greig City Academy endeavours to meet the 8 Gatsby standards that define the elements of a world class careers guidance system. Further details can be found at:
https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks

The Gatsby Benchmarks

These benchmarks are based on international research and helped identify best practice and guidance for education establishments for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process. The Careers Leader is responsible for leading this work in the school.

The Eight Gatsby Benchmarks of Good Career Guidance are:

1) A stable career programme   **2) Learning from career and labour market information**

3) Addressing the needs of each pupil   **4) Linking curriculum learning to careers**

5) Encounters with employers and employees   **6) Experience of workplaces**

7) Encounters with further higher education   **8) Personal guidance**

Aims:
Achievement – students will take part in a variety of Careers Education Information Advice and Guidance (CEIAG) activities that will support them in the future.

Learning – Students will learn about careers options and the opportunities available to them. They will be encouraged to participate in enrichment activities including volunteering, work experience, careers talk. These opportunities will allow students to observe and practice the skills they will need to be successful beyond school. To help students develop a positive self-image and foster aspirations for the future free from stereotypical expectations.

Delivery: The world of work is ever changing, and it is important that our CEIAG reflects this. As a school we will evaluate our approaches to CEIAG programmes to ensure that it is always relevant and engaging for students.

Entitlement: All students will have the opportunity to engage in a range of careers related activities which have been designed to develop greater self-awareness.

Differentiated: To ensure progression through activities from years 7 -13 are appropriate to the students' stages of career learning, planning and development. Care is taken to meet the needs of Looked after children, SEND and EAL students and to offer tailored help to support their transition.

Monitoring & Evaluation:

- Impact scores are generated via questionnaires to identify ways to further improve our provision. Questionnaires assist in refining specific elements of our careers provision, for example, the meaningfulness of an activity from the perspective of students and teaching staff.
- Written feedback is gathered from employees/employers to assess the success of an experience from their perspective. This ensures we can continue to tailor our careers programme, to ensure we provide quality experiences for both students and employees/employers.
- We use The Careers and Enterprise Compass toolkit to help evaluate our careers activity against the eight Gatsby Benchmarks.

Careers plan review date: January 2021

- The careers programme will be displayed on the school website for all stakeholders to review.
- If teachers, parents, students, employers, or providers would like to contribute to the programme or for further information, kindly contact the school's careers team using the contact details listed above.
- At the end of this document is a glossary which provides further details of the programmes detailed here.

KS3 Programme of study and Activities

This document shows what students are expected to achieve by the end of Years 7, 8 and 9 and is linked to Eight Gatsby Standards.

	Elements of Learning	KS3 Learning outcomes	KS3 Activities	Gatsby	Y7	Y8	Y9
1	**Self-Awareness** Individuals who realistically appraise their qualities skill, roles and responsibilities, values, and attitudes, needs, and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self –esteem, developing their identity and achieving personal well being	Describe yourself, your strengths, and preferences	● Students participate in social and emotional learning to develop their self and social awareness, manage their feelings, and become more effective learners.	3	y	y	y
2	**Self Determination** Self-determination enables individuals to develop personal autonomy. It boosts optimism, adaptability, and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers	Tell positive stories about your wellbeing, progress, and achievement	● Students will analyse their life looking at all the positive things they have done. They will analyse and look at the ways in which they work best. ● It will look to set targets and build on their strengths.	3	y	y	y
3	**Self-improvement as a learner** Self- improvement fosters positive attitudes to lifelong learning and the skills of planning, review, and reflection. Understanding what they have learned what they need to learn next and how they learn best enables individuals to develop their potential	Explain how you have benefitted from careers, employability and enterprise activities and experiences	● In their small groups, students review their experiences of being on visits, trips to different organisations or people visiting the school. ● Students will document their experience and what they have found valuable to take forward.	3	y	y	y
4	**Exploring careers and careers development** Career exploration expands individual's horizons and opportunities. A better understanding of careers processes and structures enables individuals to make sense of and manage their own careers. It enables them to appreciate the careers experiences of others.	Describe diverse ways of looking at people's careers and how they develop	● Students find out how the careers of different members of staff have developed and then reflect on the similarities and differences between them ● Students create career timelines to summarise the career of someone they admire. Visits/visitors will help by	2	y	y	y

			- providing information about the different careers paths they need to take. - Visits and visitors will help with this by providing information about different careers and paths they need to take.				
5	**Investigating work and working life** Investigating people's experiences of work enables individuals to understand the meaning and the purpose of work in people's lives.	Identify various kinds of work and why people's satisfaction with their working lives can change	- In small groups students research a job family and give presentations - Students find out about the purpose of work clothes/uniforms, exploring advantages and disadvantages of wearing a uniform	2	y	y	y
6	**Understanding business and industry** Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life	Describe the organisations and structures of several types of business	- Students investigate the types of businesses involved in the exploitation of commodities from the raw material stage to the finished product. Students look at different raw materials and the impact on greenhouse emissions - Students list the jobs involved in getting an everyday item to consumers. - Students make a spider diagram of the contractors and suppliers linked to the school.	5	y	y	y
7	**Investigating jobs and labour market information (LMI)** Individuals need to know how to access, analyse and act on relevant and appropriate job and LMI when choosing and planning for careers.	Be aware of what job and LMI is and how it can be useful to you.	Students will be able to discuss LMI and options linked to the labour market	5	y	y	y
8	**Valuing equality, diversity, and inclusion** Individuals need to recognise that the commitment to equality, diversity and inclusion benefits them as much as others. By resisting the damage caused by	Identify how to stand up to stereotyping and discrimination that is	Students gain advice on how to combat stereotyping and discrimination.	3	y	y	y

	stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	damaging to you and those around you.					
9	**Making the most of careers information, advice, and guidance** Individuals need to learn how to recognise trusted sources of information, advice, and guidance and how to make effective use of all the sources of help and support available to them including one to one guidance.	Identify and make the most of your personal network of support including how to access the impartial careers information, advice, and guidance at school.	● Students create a mind map or visual representation of their networks of careers influencers.	2	y	y	y
10	**Preparing for employability** A priority for individuals is to gain the skills and experience that will enable. them to get jobs and sustain themselves in employment	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school.	● Students will look at and understand job advertisements, recognising skill, qualities and qualifications needed for different jobs. ● Students will be introduced into what a CV is and begin to apply some of their own qualities and attributes to their own CV	4,5,6	y	y	y
11	**Handling applications and selection** Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the application process requires individuals to develop a range of self –presentation and marketing skills that they will need throughout their lives.	Know how to prepare and present yourself well when going through a selection process	● Students apply for leadership roles in school e.g., as School council representatives, peer mentors	3	y	y	y
12	**Managing changes and transitions** Plans and decisions can break down if individuals fail to prepare for the career moves, they need to make. Awareness of how to cope with life changes and transitions partly gained from reflecting on previous moves can support lifelong careers development and employability.	Show that you can be positive, flexible, and well prepared at transition points in your life.	● Students prepare for their options process by attending the relevant options meetings and pathway evenings.	7,8		y	y

KS4 Programme of study and activities.

This document shows what students are expected to achieve by the end of Years 10 and 11 and is linked to Eight Gatsby Standards.

	Elements of Learning	KS4 Learning Outcomes	KS4 Activities	Gatsby	Y10	Y11
1	**Self-Awareness** Individuals who realistically appraise their qualities and skills, roles and responsibilities value and attitudes, needs, and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self – awareness provides individuals with the foundation for enhancing their self –esteem, developing their identity and achieving personal wellbeing	Recognise how you are changing, what you have to offer and what is important to you.	● Students complete an occupational task profile. ● Students describe what they like about how they have changed since Year 7. (Discussion through tutor time).	3	y	y
2	**Self Determination** Self- determination enables individuals to develop personal autonomy and self-efficacy. Self-determination empowers individuals to realise their aspirations and manage their careers.	Explain how you use positive versions of your own story to manage your well – being progress and achievement.	● Students will analyse their life looking at all the positive things they have done. They will analyse and look at the ways in which they work best. ● Students will set personal and learning targets and build on their strengths.	3	y	y
3	**Exploring careers and careers development** Career exploration expands individuals' horizons and opportunities. A better understanding of careers processes and structures enables individuals to make sense of and manage their own careers.	Explain key ideas about careers.	● Students will be provided with career talks through visits and visitors to the school. ● A careers fair will take place where pupils will be given impartial advice from visitors.	2	y	y

	It also enables them to appreciate the career experiences of others.					
4	**Understanding business and industry** Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life	Explain how work is changing and how it impacts on people's satisfaction with their working lives.	Students talk to a range of people about the changing world of work.	5		
5	**Investigating jobs and labour market information (LMI)** Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Find relevant LMI and know how to use it in your careers planning.	● Students in year 11 will be provided with current LMI during their career's guidance interviews.	5,8		y
6	**Valuing equality, diversity, and inclusion** Individuals need to recognise that the commitment to equality, diversity and inclusion benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others also.	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion, and know your rights and responsibilities in relations to these issues.	● Students investigate progress in tackling "the glass ceiling" in leading professions e.g., engineering, law, medicine ● Discussions during 121 careers meetings	3,8	y	y
7	**Making the most of careers information, advice, and guidance** Individuals need to learn how to recognise trusted sources of information, advice, and guidance and how to make effective use of all the	Build and make use of a personal network of support including making effective use of impartial careers information, advice and guidance and distinguish between objectivity and bias.	● Students discuss their options with family, friend's school staff and the Careers and Aspirations manager and carefully weigh up the advice received. ● Students are introduced to employers through the school careers and FE fair	2,8	Y	Y

	sources of help and support available to them including one to one guidance.					
	Elements of Learning	**KS4 Learning Outcomes**	**KS4 Activities**	**Gatsby**	**Y10**	**Y11**
8	**Preparing for employability** A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Show that you have acquired and developed qualities and skills to improve your employability.	● Students will look at a "good" CV and a "bad" CV, this will help them with the development of their own CV highlighting their key attributes. ●	4,5,6		
9	**Identifying choices and opportunities** Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Research your education, training, apprenticeship, employment options, including information about the best progression pathways through specific goals	● Students draw up a list of questions to ask at the careers/ FE fair and at the Year 10 speed networking event	2	y	y
10	**Handling applications and selection** Promoting themselves in a way that attracts the attention of selectors and recruiters as well as the application process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of being chosen	● Students draw up a list of questions to ask at the careers/ FE fair and at the Year 10 speed networking event	3	y	y
11	**Managing changes and transitions** Plans can break down if individuals fail to prepare for the career moves, they	Review and reflect on previous transitions to help you improve your	● Students recall a range of experiences that they and others had at 13+ and suggest how	7,8	y	y

		need to make. Awareness of how to cope with life changes and transitions partly gained from reflecting on previous moves can support lifelong careers development and employability.	preparation for future moves in education training and employment.	lessons learnt can be applied to their decisions at 16+ ● Year 11 students receive 121 interviews about career paths offering the best advice tailored to their future.			

KS5 16 – 19 Programme of study activities

This document shows what students are expected to achieve by the end of Years 12 and 13 and is linked to Eight Gatsby Standards.

	Elements of Learning	16-19 Outcomes	KS5 Activities	Gatsby	Y12	Y13
1	**Self-awareness** Individuals who realistically appraise their qualities and skills, roles and responsibilities value and attitudes, needs, and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self – awareness provides individuals with the foundation for enhancing their self –esteem, developing their identity and achieving personal well-being.	Assess how you can match your skills, interests and values to requirements and opportunities in learning and work.	● Personal statements ● Mental health and wellbeing assemblies delivered by outside agencies	3	y	y
2	**Self Determination** Self-determination enables individuals to develop personal autonomy and self – efficacy. It boosts hope, optimism, adaptability, and resilience. Self-determination empowers individuals to realise their potential and aspirations and manage their careers.	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement, and wellbeing.	● UCAS research and applications ● Visits to universities and university fairs ● Study skills sessions to learn independently.	3	y	y
3	**Self-Improvement as a learner** Self – improvement fosters positive attitudes to lifelong learning and the skills planning, review, and reflection. Understanding what they have learned, and what they need to learn next and how they	Be proactive in taking part in careers and employability activities and assessing the benefits to you as a learner.	● Super curricular via subjects/departments	3	y	y

	learn best enables individuals to develop their potential.					
4	**Exploring careers and careers development** Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	Reflect on the changing career process and structures and their effects on people's experience and management of their own career development.	● Invited professionals discuss opportunities and their experiences in the workplace. ● Attend school careers fairs. ● Regular discussions with Head of 6TH form / Careers Leader / Careers Adviser on careers and progression.	5,8	y	y
5	**Investigating work and working life** Investigating people's experience of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.	Recognise the personal, social, and economic value of various kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future.	● Q&A with invited professionals	5	y	y
6	**Understanding business and industry** Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	Explain what businesses do, the way they operate and the way they measure success	● Work experience within /outside school	5	y	
7	**Investigating jobs and labour market information (LMI).** Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be able to draw conclusions from reaching and evaluating relevant LMI to support plans.	● Students investigate HE admissions. ● Students attend HE/ Careers/ Skills fairs	5	y	y
8	**Valuing equality, diversity, and inclusion**	Reflect on the ethical and legal case for equality diversity and inclusion in the workplace and the implications of your behaviour and others	● Diversity assembly delivered as part of induction (Stand up)	3	y	y

	Individuals recognise that the commitment to equality, diversity and inclusion benefits them.					
9	**Making the most of careers information, advice, and guidance** Individuals need to learn how to recognise trusted sources of information, advice, and guidance and how to make effective use of all the sources of help and support available to them, including one to one guidance.	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information advice and guidance.	● Personal guidance interviews with Careers Advisor	2,8	y	y
10	**Preparing for employability** A priority for individuals is to gain the skills and experiences that will enable them to get jobs and sustain themselves in employment.	Explain how you are developing your employability to meet your own expectations and the expectations of co-workers.	● Review work experience	4,5,6	y	
11	**Showing initiative and enterprise** Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Develop and apply enterprise qualities and skills in your approach to learning, work, and career planning.	● Students volunteer for key school events ● Lectures and events are advertised to students.	6,7	y	y
12	**Develop personal financial capability** The increasing cost of training and further and higher education makes it essential for individuals to know how to manage their money.	Show how you have developed your financial capability to improve the future decisions you need to take about everyday living, further study, training, and work	● Student finance talks delivered by outside agency (Money charity) ● Talk about student finance ● Support with completing student finance application	3	y	y
13	**Identifying choices and opportunities** Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information, and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Be able to research and evaluate progression pathways and return on investment for the higher education, training apprenticeship, employment options that are open to you.	● Students research professions, university course entry requirements ● Attend HE/ Careers fairs	5,7	y	y
14	**Planning and deciding** Individuals need to know how to get information, clarify values and preferences,	Know how to make career enhancing plans and decisions.	● During HE week a session in how to identify best courses reliably and to find out about entry requirements.	3	y	

	identify alternatives, weigh up influences and advice, solve problems, review decisions, and make plans. It also involves being able to cope with chance events and unintended consequences.				
15	**Handling applications and selection** Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the application process requires individuals to develop a range of self -presentation and marketing skills that they will need throughout their lives.	Know how to prepare for, perform well and learn from participating in selection processes.	● SLT to conduct interviews with students for potential workplace jobs/university places.	3,8	y
16	**Managing changes and transitions** Plans and decisions can break down if individuals fail to prepare for the career steps they need to make. Awareness of how to cope with life changes and transitions partly gained from reflecting on previous moves can support lifelong career development and employability.	Know how to develop and use strategies which will help you deal with the challenges of managing career transitions.	● Time to research and plan and ensure that back up plans are in place. ● One to One career guidance interview.	7,8	y	y

Careers Programme – Outline of proposed activities

YR	Curriculum Programme	Autumn Term	Spring Term	Summer Term	Gatsby Benchmark
7	◆ Careers Introduction ◆ Your future careers ◆ Raising aspirations ◆ The Future Job Market ◆ Job Descriptions ◆ Essential Skills ◆ STEM Club	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Stemettes Life Skills created with Barclays Success at Schools workshops	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Stemettes	Indigo – Careers Awareness sessions/STEM Skills Builder modules delivered through D&T – off timetable events (as appropriate) Life Skills created with Barclays	2,4, 5 & 6

			Life Skills created with Barclays Bright Ideas Challenge Success at Schools workshops Indigo – Careers Awareness sessions	Success at Schools workshops	
7 STEM	♦ Careers Introduction ♦ Raising aspirations ♦ The Future Job Market ♦ Stemettes ♦ STEM Club ♦ Indigo – Careers Awareness sessions/STEM	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
8	♦ Your future careers ♦ Building your skills ♦ Raising aspirations ♦ Goal Setting	V & A Innovate Schools Challenge (D&T) Skills Builder modules delivered through D&T Engie – sustainable construction project Life Skills created with Barclays Success at Schools workshops	Skills Builder modules delivered through D&T Engie – sustainable construction project Life Skills created with Barclays Success at Schools workshops Bright Ideas Challenge	Indigo – Careers Awareness sessions – off timetable events (as appropriate) Life Skills created with Barclays Success at Schools workshops	2, 4, 5 & 6
8 STEM	♦ Careers Introduction ♦ Raising aspirations ♦ The Future Job Market ♦ Stemettes ♦ STEM Club ♦ Indigo – Careers Awareness sessions/STEM	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
9	♦ Subject choices ♦ Building your skills	Design Ventura Competition	Design Ventura Competition	Skills Builder (D&T)	2, 4, 5 & 6

	♦ Raising aspirations ♦ Careers Pathways ♦ Building your career journey	Schools Starpack Award Competition Industrial Cadets Stemettes - Careers Events Life Skills created with Barclays Success at Schools workshops	Schools Starpack Award Competition Skills Builder (D&T) Indigo - Careers awareness sessions Life Skills created with Barclays Success at Schools workshops Options Pathway days transition prep from KS3 to KS4	Indigo - Careers awareness sessions Life Skills created with Barclays Success at Schools workshops	
9 STEM	♦ Careers Introduction ♦ Raising aspirations ♦ The Future Job Market ♦ STEM Club ♦ Indigo – Careers Awareness sessions/STEM	Dates to be confirmed	Dates to be confirmed	Dates to be confirmed	
10	♦ Careers Exploration ♦ Preparation for Transition ♦ Introduction to Post 16 Options	Stemettes - Careers Events Life Skills created with Barclays Success at Schools workshops Indigo Careers awareness sessions	Indigo Careers awareness sessions Life Skills created with Barclays Success at Schools workshops Work Experience - virtual	Work Experience – virtual Life Skills created with Barclays Success at Schools workshops	2, 3, 4, 5, 6 & 8
11	♦ Making informed choices ♦ Fulfilling your dreams ♦ Post 16 Options ♦ Employability	Assembly on Post 16 transition & Careers Indigo Careers awareness sessions Life Skills created with Barclays Success at Schools workshops	Careers Guidance 1:1 and/or workshops Indigo Careers awareness sessions Life Skills created with Barclays Success at Schools workshops	Careers Guidance 1:1 and/or workshops Life Skills created with Barclays Success at Schools workshops	*2, 3, 4, 5, 6, 7 & 8*

		Careers Guidance 1:1 and/or workshops			
12	♦ Finance tips ♦ Preparations for post 18 ♦ Subject Areas ♦ Personal Preparation	Access Aspiration WCIB Financial Essay Competition Stemettes - events Creative Careers Week Life Skills created with Barclays Success at Schools workshops	Access Aspiration University Taster Course Programmes Working in the City Events & Insight Days - The Brokerage Citylink Life Skills created with Barclays Success at Schools workshops Careers Guidance 1:1 and/ or workshops	Careers Guidance 1:1 and/or workshops Life Skills created with Barclays Success at Schools workshops	2, 4, 5, 6 & 7
13	♦ Employability ♦ Focus on Exams ♦ Preparing for post 18	Sixth Form Opportunity Assembly Access Aspiration Life Skills created with Barclays Success at Schools workshops	Access Aspiration Life Skills created with Barclays Success at Schools workshops		2, 4, 5 & 6

Student Entitlement:

All Year Groups	Curriculum/Pastoral support to access Job Explorer Database (JED - an online careers, work-related learning, and pathways resource) Indigo (careers software package) Skills Builder (careers curriculum programmes) Success at Schools – interactive site for students to explore careers. Work Skills created with Barclays – current job and money advice
All Year Groups	Industry specific careers / skills events
All Year Groups	Curriculum/Pastoral support to link curriculum subjects to careers using – Success at School & Indigo resources, e.g., booklets (careers, work-related learning, and pathways resource)
All Year Groups	Targeted CEIAG activities, e.g., Careers exploration activities
Year 7 & 8	CEIAG related drop-down days or session as appropriate, e.g., Skills Builder, Indigo Careers sessions
Year 9	Options Pathway Day/sessions
Year 10	Work Experience (virtual programme)
Year 11	WRL Career Interest Survey – Careers Assembly 1:1 Careers interviews/group sessions

6th Form Students	WRL Careers Passport for recording in school and external CEIAG activities: 1:1 Careers interviews/Group sessions; Assemblies, Enterprise activities & targeted Work Experience/speakers. Social Action Projects (SAP)

Additional Target Provision:

Cohort	Learning Objectives	Activities	Gatsby Benchmarks
SEND	CEIAG referral form for students identified as SEND. To provide guidance on communication, creative problem-solving, self-management, and collaboration skills.	Skills Builder Framework 1:1 interview with Careers Advisor Careers input at 14+ and Yr. 11 Annual Reviews Individual careers meeting summary/action plans	3,4,8
Learning Plus	To provide students with tailored careers guidance and support around personal development.	1:1 interview with Careers Advisor Individual careers meeting summary/action plans	3,4,8
E A L	To provide students with tailored careers guidance and support around personal development.	1:1 interview with Careers Advisor Individual careers meeting summary/action plans	3,4,8

Careers Programme Glossary

Access Aspiration - An employability programme, designed to provide careers support and guidance for 16 –24-year-old young Londoners who are making key decisions about their future careers and facilitating the link between students and employers.

Bright Ideas Challenge - Shell's cross curricular schools' competition. Inviting pupils, to use their creativity, problem solving, teamwork and STEM skills to devise innovative solutions. Greig City Academy students have previously won the Early Bird STEM workshop - which is led by a STEM expert facilitator.

Engie - a global energy company. constructing 133 flats over 6 blocks and 1 commercial unit in Haringey. Developing community investment and responsibilities this "considerate constructor" is educating young people about the construction industry and employment skills. CV Writing course, Mock Interviews, Careers Talks – construction, Virtual Careers Fairs.

Industrial Cadets – A 10-week project offering students in Years 8 & 9 the opportunity to develop skills, inform subject choice and change perceptions about STEM.

Professional Specialist Led Workshops - Students have access to professional specialists, e.g., Product Designer for workshops and enterprise clubs delivered after school.

Stemettes - Female pupils in years 7, 8 & 9 are taught a STEM related skill, challenged to display learning through STEM competitions and meet women working in STEM industries.

Success at Schools - a place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses, and advice

WCIB Financial Essay Competition – In school financial essay competition for year 12 students to participate in.

Work Skills created by Barclays - exploration of transferable skills that employers look for, including problem solving and the most desirable skills for UK employers.

The Brokerage Citylink – workshops organised to give students from London's state schools experiences of work, employability skills and jobs with large City companies.

Schools Starpack – Product design workshops, focus on CAD, CAM modelling and presentation techniques.

V & A Innovate – This challenge gives students the opportunity to work in groups to experience the power of design and technology in solving some of the world's biggest problems.

Careers Guidance – for year 11 students, followed by group sessions with a focus on applications to colleges and general transition beyond year 11. Self-referral for students for further 1:1 and head of year referral for further individual guidance. Pre transition guidance for students in year 10 delivered in a similar way.

University Links

Access Aspiration – An employability programme, designed to provide careers support and guidance for 16 – 24-year-old young Londoners who are making key decisions about their future careers and facilitating the link between students and employers

University Taster Course Programmes – Taster courses for students to participate in and experience different subjects at university and the different teaching methods.

Careers Guidance – for 6th form students via staff or self-referral. Group session with focus on Post 18 Options.