

CEIAG ACTION PLAN 2018-19

SGL Careers lead CDN Chris Dignam Senior Leadership CEIAG Line manager/Key Stage 4 Learning and Progress Coordinator SLT Senior Leadership Team LMI Labour Market information START Careers website which enhances student career exploration and knowledge of labour market information. MPN student progress leader Key Stage 3 JLM Jill lemon admin support.SBN Stephen Barton –student data support MWR Leader of Learning RSW Religion, Society and Welfare.

Objectives	Tasks	Success Criteria linked to Gatsby Benchmarks	Time Frame and Responsibilities	Resources
To update the existing CEIAG policy to include reference to Gatsby Benchmarks.	Update CEIAG policy	Policy agreed by Governing body which includes how the school will aim to meet Gatsby benchmarks. Gatsby Benchmark 1	Update by 10/18 SGL Governors' approval by 12/18.	Time.
To update the current CEIAG web pages which will be specifically aimed at students,teachers employers parents/carers and which will clearly state how the school aims to meet Gatsby Benchmarks. To write a CEIAG action plan to be incorporated on the School website. To incorporate on the School website a matrix outlining the school's CEIAG programme linked to Gatsby Benchmarks.	Update existing CEIAG web pages	Website that can be accessed/understood by students,teachers,employers/parents Website that is systematically evaluated by relevant stakeholders outlined above. Website that incorporates a CEIAG action plan that is evaluated annually and which all stakeholders are aware of. Website that incorporates a matrix outlining the school's CEIAG programme which is clearly linked to Gatsby Benchmarks and can be easily understood by all stakeholders Gatsby Benchmark 1	Update undertaken by end of 10/18 by SGL. CEIAG Action plan produced by end of 9/18 by SGL approved by CDN/SLT by 10/18. Web pages approved by CDN/SLT by 11/18 Incorporation on school website by 12/18. Matrix outlining school's current CEIAG programme to be completed by SGL by end of 9/18 and evaluated by CDN 10/18 .	Time.
To ensure that by the end of key stage 3 that students have accessed and used information about career paths and the labour market to inform future decision making.	To ensure students in Year 8 register with START and use it to access LMI. To ensure Year 9 students update their START profiles to further access LMI. To place posters outlining the main post 16 pathways/qualifications and levels of entry in all form rooms	Effective use of START by Year 8 students/Year 9 students monitored by SGL/CDN/MPN. Year 9 to use results of START profile to inform decision making with Key Stage 4 options. Career path posters in all form rooms which can be accessed by students. Gatsby Benchmark 2	SGL to organise students registering with START in Off Timetable day 14 th . February 2019 CDN to organise timetable for year 9 students to update their START profiles, Spring Term 2019 and monitor student engagement with this. Career pathways posters to be written by SGL and printed in school office by 12/18 and in form rooms by 1/19.	START software.
To encourage parents/ carers to be aware of and use career path	To increase awareness of parents/carers of START and UCAS Progress and post 16	Web pages to include specific section informing parents/carers of START/UCAS Progress and how they can be used to help students make	SGL to write relevant sections of web site by end of 10/18. Incorporation on	Time Parent/Carer guides.

and labour market information to help inform the choices made by their children.	pathways/qualifications by relevant sections on CEIAG website/use of parent hub/inputs into flightpath evenings	informed choices. Web pages to include clear and concise guide to post 16 pathways including apprenticeships and traineeships Web pages to encourage parent/carer use of other web based resources such as National Careers Service website, I could.com, Future morph [Science Council website], Careers Box. Parents/Carers guides to be distributed at post 16 progression evening and Your Futures events. Gatsby Benchmark 2	school website by 12/18. SGL to produce guide for parents/carers on post 16 pathways and Qualifications and use of one line resources such as UCAS Progress/START to be distributed at post 16 progression evening 4/10/18 and subsequently placed on school website. SGL to produce similar guide for Year 9 parents/carers to be distributed at Your Futures day 14/2/19. CDN to refer to UCAS progress/START in his talks to Year 9/11 pathways events.	
To create a systematic record of students' experience of career and enterprise activity including employer encounters.	Trackers to be produced for years 7-11 to record employer encounters and lunch time drop ins and enterprise undertaken by students	Spreadsheets produced indicating career/enterprise activity undertaken by years 7-11. Leaders of learning to give JLN details of employer encounters/enterprise activities and to clearly understand their responsibilities to do so. Termly evaluation of spreadsheets to inform future CEIAG programme and activities to be offered to students. Gatsby Benchmark 3	JLM to produce Trackers from 9/18. Trackers to be placed on staff T drive. SGL to brief Leaders of learning by 10/18 of the need to supply records of employer encounters/enterprise activity.	Trackers of employer encounters and enterprise activities.
To work with external providers to encourage them provide the school with data for students who have they have enrolled and to maintain this whilst students remain with them. To utilise this data effectively to track potential NEETs and evaluate the effectiveness of the school's CEIAG programme.	Meetings with external agencies to explain to them Gatsby Benchmarking and rationale behind supplying destination data.	Programme of meetings with external agencies, evidenced in SGL's diary. Data provided by external agencies. Spreadsheet of destinations produced by SBN and used to evaluate the effectiveness of the schools CEIAG programme. Data provided by external agencies used to track potential NEETS and cross referenced to records produced by Connexions Advisor. Gatsby Benchmark 3	SGL to undertake annual meetings with external agencies from 9/18. Spreadsheets recording student destinations updated by SBN from 9/18.	Time.
To ensure that all students have meaningfully experienced career learning in all subjects by the age of 14 in particular STEM subjects.	Meetings with Leaders of Learning to brief them of their responsibilities to encourage their staff to link the curriculum to CEIAG when opportunities arise. All leaders of learning to ensure there is an updated careers noticeboard in their area.	Programme of meetings have taken place and do so on an annual basis CEIAG action plan to be shared with Leaders of Learning. STEM subject staffs highlight the relevance of STEM subjects for a range of career paths to enable students to know how different STEM subjects help people gain entry and be successful in a range of careers. Leaders of learning to evidence CEIAG in their schemes of work Leaders of learning to provide annual audit of CEIAG activities undertaken in the school year. Audits used to evaluate the extent to which Benchmark is being met across the curriculum. Student voice used to monitor the degree to which the curriculum is	SGL to meet with Leaders of Learning – Autumn Term 2018 Departmental schemes of work to include references to CEIAG by 7/20. Leaders of learning to complete by 6/19. Evaluation to be undertaken by CDN/SGL during 7/19. Student voice evaluation SGL/MWR/CDN Summer Term 2019. Leaders of learning to ensure there is an updated CEIAG noticeboard in place by 10/18.	Curriculum Time.

		linked to CEIAG including an understanding of the relevance of STEM subjects to career pathways. Gatsby Benchmark 4		
STEM subjects to provide one meaningful encounter student encounter with an employer in either year 7,8 or 9.	Meetings with leaders of learning of STEM subjects to promote discussion in respective departmental meetings of potential meaningful employer encounters.	Meaningful employer encounters have taken place in STEM subjects in one of the years of the Key Stage 3 curriculum. Employer encounters are logged on student spreadsheets. Employer encounters are evaluated by STEM staff/students to assess to what extent it has been meaningful. Examples of employer engagement highlighted on matrix of School's CEIAG programme and placed on school website. Gatsby Benchmark 5	SGL to meet with leaders of Learning of STEM subjects by end of 9/18. Leaders of learning to discuss employer encounters in departmental meetings and evidence this through departmental minutes by the end of 11/18. SGL to coordinate programme of STEM subject employer encounters which may utilise off timetable day 14/2/19 .From 11/18 . Employer encounters in STEM subjects by end of 7/18. Examples of employer engagement to be placed on school's CEIAG programme matrix and published on school website by 7/19	Employer participation. Curriculum Time.
To create a data base of employers and ex-students drawn from parents, staff contacts and governors who can enhance the school curriculum and provide meaningful encounters with students.	Letter to be written by SGL to ask for potential participation amongst employers/ex-students in providing encounters with students	Data base in place giving leaders of learning potential contacts they can utilise to arrange meaningful employer encounters/organise CEIAG and enterprise activities with students. Use made by leaders of learning of the database with encounters evidenced through spreadsheets of career and enterprise activity. Alumini of ex-students to be produced to provide leaders of learning with potential employer encounters or who can be used as exemplars to inspire present students. Gatsby Benchmark 5	SGL to write letter 10/18,to be approved by SLT and then signed by head teacher by end of 10/18. Letters to be circulated by 11/18. JLM to create data base of potential employer engagements/alumni of ex-students on going from 11/18.	Printed letters. Employer database. Student alumni data base.
To create a Careers week in school which links in with the National Apprenticeship week.[4-8/3/19]	A careers week is timetabled in the forward planner where all departments are specifically encouraged to link their curriculum to Careers and where one homework in Key Stage 3 subjects is linked to CEIAG.	Careers week is incorporated into forward planner. All subjects at key stage 3/form teachers in key stage 3 undertake one careers related activity with classes in years 7-9 which may be a starter activity/plenary. Such activities are recorded in teachers' planners as CEIAG activities. Leaders of learning to be given details of CEIAG resources on line such as National Careers Website, Amazing Apprenticeships web site,Careers box, Future Morph and START. CEIAG homework activities are evidenced in Synergy and records kept through this of student engagement with homework tasks. MPN/SGL to evaluate student engagement during/after the Careers week.	Careers week date ratified by SLT and placed in forward planner by end of 9/18 SGL/CDN to brief leaders of learning of rationale behind the week in Leaders of Learning/weekly tutor meetings by 2/19 Leaders of learning to embrace Careers Week with their departments.	Curriculum time.

		Gatsby Benchmark 4		
To widen student encounters with further and higher education.	To register the school to send students to the annual National Apprenticeship Show North West held in October, Skills North West event held in March. School participation in the Bolton Sixth Form annual Higher Education event March. To ensure participation of different external agencies at the annual post 16 Progression Evening and Your Futures Day. To give Leaders of learning details of curriculum enrichment activities linked to Higher and Further Education institutions.	Student participation at the annual Apprenticeship Show North Skills North West event and Bolton Sixth Form Higher Education Day. Post 16 Progression evening to include a variety of external providers including training providers offering Apprenticeships/Traineeships Employers offering higher level apprenticeships, University Technical Colleges [UTCs] Higher Education establishments including Greater Manchester Higher. All events will be evaluated by students and participation mapped on student spreadsheets of record of career/enterprise activity. Department take up of curriculum enrichment activities offered by Further and Higher education institutions evidenced through annual CEIAG audits. Student participation evidenced through spreadsheets of career/enterprise activities. All departmental activities to be incorporated on matrix of school's CEIAG programme updated on an annual basis and placed on the school web site. Gatsby Benchmark 7	SGL to register school with the events by 9/18 CDN to agree timing of Participation in the events and place on forward planner by 9/18. SGL to produce trip packs for the events/CDN to agree on staffing and student cohorts to attend the events. SGL to invite relevant external providers to Post 16 progression evening ensuring all post 16 pathways are covered by 9/18. SGL to organise event held on 4/10/18 and external providers input into Your Futures Day 14/2/18. SGL to circulate leaders of learning with details of curriculum enhancement linked to further/higher education institutions. Ongoing from 9/18 All departmental contributions added to matrix of School's CEIAG programme by SGL 7/19.	Time
To promote National Apprenticeship week in school linking it the school's Career week.[4-8/3/19]	Activities linked to National apprenticeship week to be run in school	Students in years 9-11 have the opportunity to participate in activities relating to National apprenticeship week. All students in years 9-10 are introduced to the Amazing Apprenticeships website in form time. Gatsby Benchmark 7	SGL to coordinate the School's response to National Apprenticeship week and to circulate activities to relevant leaders of learning and staff.	
To publish a policy statement setting out the school's arrangements for external provider access.	Policy statement written, agreed by Governors and placed on the school website	External provider access policy document agreed by governors and incorporated into the schools website. Gatsby Benchmark 7	SGL to write the policy by end of 8/18. Policy to be agreed by governors and placed on school policy by 9/18.	
To give students the opportunities to enjoy a meaningful visit a university to meet staff and students.	To create awareness amongst leaders of learning of opportunities to visit universities such as through the Greater Manchester Aim higher programme.	University visits arranged for some students through the Aim Higher Programme, Edge Hill University Visits evaluated and students participating included in student spreadsheets of career/enterprise activity. Gatsby Benchmark 8	SGL to circulate details of Aim Higher events to CDN/leaders of learning on going from 9/18. CDN to recommend to SLT which university visits can be arranged having consulted the Forward planner/ and which cohorts of students should participate.CDN to liaise with SLT to gain approval for such events.	Curriculum time

<p>To increase the profile of the School's work experience programme and widen participation amongst year 11 students to give them a meaningful experience of the workplace.</p>	<p>To increase the number of students participating in the scheme by Heather Ogden from Education Training Partner attending post 16 Progression evening, giving a full year assembly, going into RSW classes to explain the value of work experience/ and how students can access placements. Greater parental awareness to be enhanced via parent hub/ and the school website.</p>	<p>Increased student participation in the work experience scheme evidenced through lists of participants Meaningful experiences of work evidence through student/employer evaluations.</p>	<p>Heather Ogden[HON] to attend post 16 Progression evening 4/10/18,reference made to work experience by CDN when speaking to parents at this event. HON to present to year 11 assembly 5/11/18. HON to liaise with MWR to work with RSW classes to promote value of work experience. HON to liaise with SGL to organise work experience lunch time drop in sessions and with CDN to attend year 11 parents evening. SGL to evaluate if students work place experiences have been meaningful through student evaluations sent out by JLM.</p>	<p>All work placements arranged to be checked for health and safety by HON.</p>
<p>To evaluate the 2018-19 action plan to inform subsequent development planning</p>	<p>Use of Compass tool to evaluate action plan</p>	<p>Report generated to SLT/ governors about the extent to which the school is meeting Gatsby standards and recommendations for future improvements.</p>	<p>SGL/CDN to meet in Summer Term 2019 to complete Compass tool evaluation and agree on action points arising SGL to write report to SLT/governors ratified by CDN by 7/19</p>	<p>Compass evaluation tool.</p>
<p>To track student engagement across year groups with careers and enterprise activities/events</p>	<p>Use of internal trackers on staff T drive to evaluate level of engagement across year groups with specific reference to target groups such as PPG/FSM/ SEND/ Looked After Children</p>	<p>Use of internal trackers to evaluate level of engagement of students with careers and enterprise activities Use of trackers to identify which students have not undertaken carers activities such as employer encounters to help inform future planning of CEIAG events/activities</p>	<p>On going evaluation undertaken by CDN/SGL</p>	<p>CEIAG trackers on staff T drive</p>