

CEIAG RAP plan 2018 - 2019

| Gatsby Benchmark | <u>Description of benchmark</u> | <ul style="list-style-type: none"> • Areas for Improvement based on the Careers Compass Benchmark Tool using https://compass.careersandenterprise.co.uk/dashboard with the Careers and Enterprise Company. • Actions | Success Criteria | Completion Date | Person | Cost | RAG | Update 1. September 2018 2. March 2019 3. September 2019 |
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| 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 pupils, teachers, governors and employers. | <ol style="list-style-type: none"> 1. To amend the careers section on the school website to include information aimed specifically at: <ul style="list-style-type: none"> • Teachers • Employers 2. To evaluate the current provision using feedback from: <ul style="list-style-type: none"> • Teachers • Employers • Parents/Carers <p><u>Actions</u></p> <ol style="list-style-type: none"> 1. THR to update the school website with the relevant information 2. THR to create feedback forms for staff, employers and parents/carers to be collected where appropriate. | All stakeholders will understand the importance and relevance of CEIAG and will also be in a better position to support and guide students and know where to come for assistance if needed. | October 2018 | THR | | <div style="background-color: yellow; height: 100%;"></div> | <ol style="list-style-type: none"> 1. Current score of <u>70%</u> <ul style="list-style-type: none"> • National Average <u>4%</u> 2. 3. |
| 2. Learning from career and labour market information. (LMI) | Every pupil, and their parents, should have access to good | <ol style="list-style-type: none"> 1. To ensure that the majority of students have used up-to-date careers and LMI to help inform study and careers decisions for example, using the careerometer widget on lmiforall.org.uk | Students and their parents/carers will be better informed of | October 2019 | THR | | <div style="background-color: red; height: 100%;"></div> | <ol style="list-style-type: none"> 1. Current score of <u>0%</u> <ul style="list-style-type: none"> • National Average <u>30%</u> |

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| <p>4. Linking curriculum learning to careers</p> | <p>Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.</p> | <p>1. To ensure that <u>'all or an overwhelming majority'</u> of students by the time they leave school have meaningfully experienced career learning as part of:</p> <ul style="list-style-type: none"> • English lessons • Maths lessons • PSHE lessons <p><u>Actions</u> 1. THR to distribute documents and guidance to all subjects across the curriculum to enable them to include CEIAG in their SOW and in planning.</p> <p>THR to continue to collect feedback from students and staff around this provision.</p> | <p>Students will experience careers as part of their learning to increase their knowledge of routes available to them across all their subjects and therefore highlighting the importance of Careers information and having options to consider.</p> | <p>July 2019</p> | <p>THR</p> | | | <p>1. Current score of <u>25%</u></p> <ul style="list-style-type: none"> • National Average <u>13%</u> |
| <p>5. Encounters with employers and employees</p> | <p>All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential careers</p> | <p>1. To ensure that <u>all or the overwhelming majority of pupils</u> have at least one meaningful encounter with an employer every year they are at school.</p> <p><u>Actions</u> 1. THR to work with external agencies to ensure that the majority of students meet with an employer at least once a year. THR to work with the Careers and Enterprise Company and the CWAC Careers Pledge to source meaningful encounters for all our students across the year groups. THR to also explore the offer from Career Ready to enable this benchmark to be successful.</p> | <p>Students will gain a greater understanding of the workplace and the demands of employment . They will also understand more about different careers and</p> | <p>July 2019</p> | <p>THR</p> | | | <p>1. Current score of <u>0%</u></p> <ul style="list-style-type: none"> • National Average <u>37%</u> |
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| | paths open to them. | | the routes into them. | | | | | |
| 6. Experiences of workplaces | It's important for pupils to experience the workplace environment to understand the context in which they could one day be working | <p>1. To ensure that <u>all or the overwhelming majority of pupils</u> have a meaningful experience of a workplace by the end of Year 11.</p> <p><u>Actions</u> 1. to create opportunities for our current Year 10 to experience the workplace environment.</p> | Students will gain a greater understanding of the workplace and the demands of employment . They will also understand more about different careers and the routes into them | July 2019 | THR | | | 1. Current score of <u>0%</u> <ul style="list-style-type: none"> National Average <u>39%</u> |
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| 7. Encounters with further and higher education | Careers provision should cover further and higher education as well as potential professions . Pupils | <p>1. To ensure that by the time they leave school <u>all or the overwhelming majority of pupils</u>:</p> <ul style="list-style-type: none"> Have had meaningful encounters with sixth form colleges Have had meaningful encounters with independent training providers Have had meaningful encounters with universities Have had at least two meaningful visits to universities to meet staff and students | Students will gain a deeper understanding of the options of study available to them and the differences | July 2019 | THR | | | 1. Current score of <u>33%</u> <ul style="list-style-type: none"> National Average <u>8%</u> |
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| | should have encounters with these organisations whilst at school | <p><u>Actions</u></p> <p>1. THR to work with Pastoral leads to engage local sixth forms and colleges for assemblies.</p> <p>THR to work with TTE for the provision of assemblies and then further bespoke encounters. THR to also source other training providers in the area.</p> <p>THR to contact Chester University regarding the possibility of enrichment activities and visits to the University.</p> | between these options. This will enable them to make more informed and appropriate decisions about their next steps. | | | | | 3. |
| 8. Personal Guidance | Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. | <p>1. To continue to provide quality CEIAG to all students with an appropriately trained adviser.</p> <p><u>Actions</u></p> <p>1. THR to hold CEIAG interviews with students from lower year groups.</p> | Students outside of Year 11 can begin to consider their next steps and the options available to them at an earlier age. | July 2019 | THR | | | 1. Current score of <u>100%</u> |
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