CEIAG PROGRAMME OF STUDY 2025-2026

This document should be read in conjunction with the Provider Access Policy and Careers Action Plan.

All students in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers and is interleaved throughout the programmes of study.

Curriculum Intent

The main intent of the CEIAG curriculum is to find out about technical education qualifications and apprenticeships opportunities as part of a career's programme which provides information on the full range of education and training options available at each transition point; to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through options events, assemblies and group discussions and taster events; to understand how to make applications for the full range of academic and technical courses

Stanley has a high level of deprivation, the residents have low aspirations, children have low self-esteem and are not encouraged to pursue education, rather enter into the world of work in low paid and low skilled jobs. The number of students leaving education at 18 and attending higher education has historically been quite low. On average, each academic year, 50% of our students attend a College, 40% a Sixth Form and 10% go into Apprenticeships or Training *(See NEETS Document attached)*. **By opening up students to new experiences and opportunities, introducing them to people from new and existing industries which they may not have previously experienced and then giving them a wider knowledge of job gaps in the local labour market which are waiting for them when they leave education, the hope is that they will have higher aspirations and a better grasp of where their education could take them.**

Implementation

The CEIAG Curriculum at North Durham Academy is based upon 4 key aspects of effective CEIAG provision:

Careers education curriculum content

- **Work Experience & Work-Related Learning**
- **Careers Information**
- **Guidance**
- **Action Planning and Review**

These key aspects will be delivered in the following ways:

Half-termly modules of work –Fortnightly Tutor Sessions

The timing of these units for each year-group will be linked to the key CEIAG events in the year for that year group.

External visits, speakers and events

These events will take place either within the Inspire curriculum for specific year groups, or as whole-school events inside or outside the Academy premises.

External IAG Advisors – Career Wave (Rebecca Rowe)

The Academy will commission external IAG from professional careers advisors to provide all students.

The programme of study is monitored and RAG rated by R Graham on a Termly basis, via the Action Plan, then evaluated annually by students, staff, employers and parents, to assess its effectiveness.

CEIAG Programme Aims:

- Manage virtual and live CEIAG opportunities for students
- Provide good quality independent and impartial careers advice, virtual and live, to students which inspires them and motivates them to fulfil their potential
- Provide advice and guidance which is in the best interests of the student
- Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
- Provide opportunities to work in partnership with employers, training providers, local colleges, virtually and live, and others to provide opportunities to inspire students
- Through real-life contact with the world of work in a virtual manner
- Develop enterprise and employability skills including skills for self-employment, virtually and via academy staff in house
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Encourage students to see career development as a life-long process
- To ensure that students, their parents and carers, receive appropriate information and guidance, especially at key decision and transition points.
- To develop in our students the knowledge, skills, attitudes and abilities that will enable them to be effective in a variety of adult roles throughout their working lives.
- To enable students to recognise their personal strengths and abilities and relate them to career choices as they transfer between Key Stages, further education or employment.
- To make students aware of the opportunities, demands and challenges of employment, training and education, especially with regard to post-16 choices.
- To encourage students to record their personal achievements, successes and aspirations.

CEAIG CAREERS PROGRAMME OF STUDY 2025-2026

Gatsby Benchmarks Covered:

As per Compass Evaluation July 2025

Gatsby Benchmark 1 – Having a POS and Policies in Place – 100% Achieved

Gatsby Benchmark 2: *Learning from Career and LMI – Years 7 – 11 – 100% Achieved*

Gatsby Benchmark 3: *Addressing the needs of each pupil – Years 7 – 11 – 90% Achieved*

Gatsby Benchmark 4: *Linking Curriculum Learning to Careers – Years 7 – 11 – 93% Achieved*

Gatsby Benchmark 5: *Encounters with Employers and Employees – Years 7 – 11 100% Achieved*

Gatsby Benchmark 6: *Experience of Workplaces – Year 10 –750% Achieved*

Gatsby Benchmark 7: *Encounters with Further and Higher Education – Years 7 – 11 – 100% Achieved*

Gatsby Benchmark 8: *Personal Guidance – Years 7 -9 (some students with Level 6 Advisor) Years 10- 11 (All students with Level 6 Advisor) – 100% Achieved*

Sub Group Tasks

EHCP/SEND Students

Students who are educated in the Academies harbour provision will be working on a different careers program, as well as the activities which all students will have the opportunity to access. (Identified in the table below)

PP Students

Our Pupil Premium students will be prioritised for all events which take place within the Academy. These students will follow our SEND students into being prioritised Careers Interviews. They will also be involved in the majority of suitable NECOP funded events through Durham University

and Futureme. They will also be prioritised for Work Experience placements, Durham Works support and College (in house) Interviews. This will be tracked by Academy Lead CEIAG.

Calendar of Events 2025-2026 – CONTINUALLY UPDATED – PLEASE CHECK BACK REGULARLY

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
Year 7	**TUTOR PROGRAMME including Careers of the Week:** **Week 2 What is a career?** **Firefighter** **Week 4 Exploring Dream Jobs** **Geotechnician** **Week 6 Reading** **Musician** **Week 8 Speaking** **Immigration Advisor**	**TUTOR PROGRAMME including Careers of the Week:** **Week 10 Apprenticeships** **Electronics Engineer** **Week 12 Options** **Airline Pilot** **Week 14 LMI** **Forensic Pathologist** **Week 16 Math and English Careers** **Transport Planner** Beacon of Light Aspires Program - Selected Students	Beacon of Light Aspires Program - Selected Students **Future Skills Questionnaire All Students** FBM Freshers – all students tutor time Durham University Programme Sign up – Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students Durham University Programme – Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students Durham University Programme Sign up – Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students Durham University Programme Sign up – Students in project and Control group (15 on each group)
Year 8	**TUTOR PROGRAMME including Careers of the Week:**	**TUTOR PROGRAMME including Careers of the Week:**	**TUTOR PROGRAMME including Careers of the Week:**	**TUTOR PROGRAMME including Careers of the Week:**	**TUTOR PROGRAMME including Careers of the Week:**	**TUTOR PROGRAMME including Careers of the Week:**

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
	Week 2 What is a career? **Firefighter** **Week 4 Exploring Dream Jobs** **Geotechnician** **Week 6 Reading** **Musician** **Week 8 Speaking** **Immigration Advisor** Beacon of Light Aspires Program	**Week 10 Apprenticeships** **Electronics Engineer** **Week 12 Options** **Airline Pilot** **Week 14 LMI** **Forensic Pathologist** **Week 16 Math and English Careers** **Transport Planner** Beacon of Light Aspires Program - Selected Students Future Business Magnates competition – Selected student team Launch – Ramisde Hall FBM Challenge 2 visit – Beamish Museum Girls Get Set Industrial Cadets Award Launch – selected students Girls Get Set Masterclass – selected students	Beacon of Light Aspires Program - Selected Students Future Business Magnates competition – Selected student team **Future Skills Questionnaire All Students** Girls Get Set Masterclass – selected students	Beacon of Light Aspires Program - Selected Students Future Business Magnates competition – Selected student team Girls Get Set Masterclass – selected students	Beacon of Light Aspires Program - Selected Students Future Business Magnates competition – Selected student team Girls Get Set Masterclass – selected students	Beacon of Light Aspires Program - Selected Students Future Business Magnates competition – Selected student team Girls Get Set Masterclass – selected students

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
Year 9	**TUTOR PROGRAMME including Careers of the Week:** **Week 2 What is a career?** **Firefighter** **Week 4 Exploring Dream Jobs** **Geotechnician** **Week 6 Reading** **Musician** **Week 8 Speaking** **Immigration Advisor** Beacon of Light Aspires Program - Selected Students Sunderland University Assembly WOW North East Festival – Girls engagement (24 students)	**TUTOR PROGRAMME including Careers of the Week:** **Week 10 Apprenticeships** **Electronics Engineer** **Week 12 Options** **Airline Pilot** **Week 14 LMI** **Forensic Pathologist** **Week 16 Math and English Careers** **Transport Planner** Beacon of Light Aspires Program - Selected Students Girls Get Set Industrial Cadets Launch – Selected students Girls Get Set Masterclass (selected students) Girls Network Programme Launch and Masterclasses – 15 Year 9 Girls Sunderland University Workshop 1 – How to find a course – 30 selected students	**TUTOR PROGRAMME including Careers of the Week:** Beacon of Light Aspires Program - Selected Students **Future Skills Questionnaire All Students** Sunderland University Campus Visit – 30 from programme and another 60 to be invited Girls Network Programme Matching and monthly mentoring to start – 15 Year 9 Girls	**TUTOR PROGRAMME including Careers of the Week:** Beacon of Light Aspires Program - Selected Students Girls Network Programme monthly mentoring – 15 Year 9 Girls	**TUTOR PROGRAMME including Careers of the Week:** Beacon of Light Aspires Program - Selected Students Girls Network Programme monthly mentoring – 15 Year 9 Girls	**TUTOR PROGRAMME including Careers of the Week:** Beacon of Light Aspires Program - Selected Students Girls Network Programme monthly mentoring – 15 Year 9 Girls Derwentside College Visit – All Students

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
		Sunderland University Workshop 2 – How to find a course 30 selected students Resilient Me Workshops – 25 students each session Year 9 Circus of Life Aimed at 6+ students				
Year 10	Beacon of Light Aspires Program - Selected Students Durham University Programme Sign up – Students in project and Control group (15 on each group) Sunderland University Visit – Esports Challenge launch Year 10 and Graduation Year 11 Sunderland University Workshop 1 – How to find a course 30 selected students Caterpillar Visit – Year 10 Engineering and DT students	Beacon of Light Aspires Program - Selected Students Careerwave – When Year 11 in Momcks **Future Skills Questionnaire All Students** Sunderland University Workshop 2 – How to find a course 30 selected students Durham University Programme Sign up – Campus Visit Visit to Consett Academy Sixth Form and Careers Fair – Two Classes	Beacon of Light Aspires Program - Selected Students Sunderland University Campus Visit – 30 from programme and another 60 to be invited Durham University Programme– Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students 1-1 Career Interviews Career Wave (45 Mins) Durhamworks NEETs workshop – Work Why Bother 30 NEETS selected by LA Durham University Programme– Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students 1-1 Career Interviews Career Wave (45 Mins) Durham University Programme Sign up – Students in project and Control group (15 on each group)	Beacon of Light Aspires Program - Selected Students 1-1 Career Interviews Career Wave (45 Mins) Taster Afternoon New College Durham – whole year group Houghall College Visit – 20 students Derwentside College Visit – All Students Durham University Programme Sign up – Students in project and Control group (15 on each group)
Year 11	One to One Career Interviews Career Wave (45 Mins)	CareerWave 1-1 IAG (Information Advice and Guidance) Interviews **Future Skills Questionnaire All Students**	1-1 Career Interviews Career Wave (45 Mins)			

	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 3	Spring Half Term 4	Summer Half Term 5	Summer Half Term 6
	Consett Academy Assembly (Monday 6th October 2025) Revision Fest – Stalls from NCD, Derwentside College and Consett Academy Sunderland University Visit – Esports Challenge launch Year 10 and Graduation Year 11 Durhamworks Workplaces Project – 15 students Including visit to Careers Fair Newton Aycliffe	Durham Works - Working with selected students once per month- identified as needing extra support with college choices Durhamworks NEETs workshop – Speed Networking 30 NEETS selected by LA Visit to Consett Academy Sixth Form and Careers Fair – Triple Science Students				

Specific skills and knowledge required to support learning throughout the 5 year plan:

- Self-Awareness
- Self-Determination
- Self-Improvement
- Exploring Careers and Career Development
- Investigating work and working life
- Investigating jobs and LMI
- Valuing equality diversity and inclusion
- Preparing for employability
- Developing personal financial capability
- Identifying choices and opportunities

Year 7 Element of Learning
Recognising your skills and abilities – current and areas to develop linked to aspirations Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements. Students will make informed choices and will develop their self-esteem. Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve. Students will be encouraged to have a positive attitude, learn to plan, review and reflect and how to develop their own potential.

Students will gain an understanding of careers experiences of others. Students will investigate how people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. Students will gain an understanding of labour market information and how to use it when thinking about careers and enterprise. Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions. Students will learn to show initiative and the importance of taking risks. Students will know how to save and why debt is not a good financial situation to be in.
Focus for the Year 8 Element of Learning
How we decide – finding information and making decisions (linked to Options 13+) Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements. Students will make informed choices and will develop their self-esteem. Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve. Students will explore their career horizons for actions and opportunities.

Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others. Students will learn what constitutes good or decent work and how to find it for themselves. Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise. Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions. Students will need to learn how to recognise, access and make effective use of trustworthy information. Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense. Students will know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Students need to be able to research and recognise suitable progression pathways and qualifications. Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.
Focus for the Year 9 Element of Learning
Developing your Career Self and Finance for Teens

Students will be developing their ability to appraise their own qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements.

Students will make informed choices and will develop their self-esteem.

Students will be encouraged to develop their personal autonomy. They will develop their own hope, optimism, adaptability and resilience. They will be inspired and will want to achieve.

Students will explore their career horizons for actions and opportunities.

Students will gain an understanding of careers experiences of others and contribute in important ways to the career wellbeing of others.

Students will learn what constitutes good or decent work and how to find it for themselves.

Students will understand the different types of sizes of businesses – how they are organised and how their success enables they to employ people.

Students will gain an understanding of how to access, analyse and act on relevant, objective and up-to-date and labour market information and how to use it when thinking about careers and enterprise, and will know how to protect themselves from subjective and based information.

Students will learn how to counteract stereotypes, discrimination and prejudice so individuals can realise their own ambitions.

Students will learn about safe-working practices and environments and how this helps individuals to keep themselves and others healthy and safe at work.

Students will need to learn how to recognise, access and make effective use of trustworthy information.

Students will learn to show initiative and the importance of taking risks and demonstrating drive and determination especially in a business sense. Students will know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Students need to be able to research and recognise suitable progression pathways and qualifications. Individuals need to know how make and carry out carefully considered and negotiated decisions and plans. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities. Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointments.

KS4 CEIAG CAREERS PROGRAMME OF STUDY

Element of Learning
The World of Work and Options 16+; Future Planning, Implementation and Evaluation Students will be able to realistically appraise heir qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves. Students should learn how to make informed choices and relate well to others in order to nurture their self-esteem, identity and mental well-being.

Students will be taught self-determinations and self-regulation and how to boost their own hope, optimism, adaptability and resilience.

Students will develop their self-determination, empowering them to aspire and achieve.

Students will learned how to plan, review and reflect in order to understand what they have learned and what they need to learn next and understand how they learn best enables them to develop their potential.

Students will explore careers which expand individual's horizons for actions and opportunities. They will gain an understanding of careers processes and structures and how they enable them to make send of their own careers, understand careers experiences of others and contribute in important ways to the career wellbeing of others.

Students will investigate people's changing experience of work and how it enables them to understand the meaning and purpose of work in people's lives. Students will find out what constitutes good and decent work and how to find it for themselves.

Students will need to understand and know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about career, employability and enterprise.

Students need to understand how to counteract stereotyping, discrimination and prejudice, so that they are able to realise their own ambitions and help others to do so.

Students will be prepared for employment, and will be given the opportunity to gain the skills and experiences which they need to get, maintain and make progress in employment or self-employment including networking, negotiation self-advocacy and staying healthy.

Students will be able to calculate and compare costs and benefits of living, education, training, and employment options, considering any financial support that might be available. Students will learn how to make budgeting and

financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future.

Students need to be able to research and recognise suitable progression pathways and qualifications. They will use networking, negotiation, information and evaluation skills to enable them to maximise their choices and opportunities, including those that are unforeseen or unplanned.

Students need to learn how to promote themselves in a way that attracts the attention of selector's ad recruiters as well as managing the applications process requiring them to develop a range of self-presentation and marketing skills including the use of digital and social media. This also includes teaching them how to cope with set-backs and disappointments.

Students will be guided towards 16+ transition confidence and should be helped to make successful moves. They will review and reflect on previous transitions and how they can develop psychological resources to cope with future transitions.

Overview of Careers Activities 2023-2024

Career Related Activity	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
Virtual and In Person Assemblies	Y	Y	Y	Y	Y
Tutor Programme – Career of Week Task Link	Y	Y	Y	Y	Y
Visits from Employers	Y	Y	Y	Y	Y
Work Based Learning Experiences			Y	Y	

FE/HE Taster Days	Y			Y	Y
FutureMe Activities (Years 10 – 11 Only; NECOP students)				Y	Y
Enterprise Step Up Days (KS3 Only)		Y	Y	Y	
Girls Get Set			Y	Y	
Brilliant Club			Y	Y	
Future Business Magnates Competition		Y			
Live Mock Interviews				Y	
CV Writing Classes				Y	
Face to Face 1-1 guidance interviews				Y	Y
Duke of Edinburgh Award			Y	Y	Y
Pathways and Destination Workshops	Y	Y	Y	Y	Y
Employability Workshops	Y	Y	Y	Y	Y
National Careers Week	Y	Y	Y	Y	Y
National Apprenticeship Week	Y	Y	Y	Y	Y

All activities will now be tracked through the Compass+ system and Unifrog Student/Parent Portal

MEASURING THE IMPACT

Education bodies recognise that a successful careers programme as one which:

"will also be reflected in higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, school sixth forms, sixth form colleges, further education colleges, universities or employment."

"there is an opportunity for a range of education and training providers to access all students in year 7 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships"

The CEIAG Lead, Rachel Graham will be monitoring and evaluating the impact of the CEIAG Programme of Study through outcomes of an Action Plan, which will in turn be monitored by the SLT Link, Scott Danks. Any Gatsby Benchmarks not achieved within the Academic Year 2024-2025, will be addressed and informed to SLT termly via a report, and actions will be put in place to ensure that they will be met by the statutory guideline date provided by the Gatsby Foundation of December 2020 (this date is being reviewed following COVID-19 pandemic.)

The tracking and monitoring of student activities, careers guidance and KS4 destinations will be done, for the first time in 2024 -2025, through our Compass+ system linked into our new careers software Unifrog. Destination data will also inform the impact of the programme, in particular our NEET figures.

As part of a North East Local Enterprise Network Careers Hub, we are also monitored in our progression through the Gatsby Benchmarks and are required to submit a Compass Report/Evaluation to the Hub lead, half termly.

This document will be reviewed annually by the CEIAG Lead

Reviewed: October 20245 **Next Review:** October 2026