North Durham Academy

CEIAG Strategic Overview

2025-2026

High-quality careers provision is an essential part of the government's missions to break down barriers to opportunity and to drive economic growth. Economic growth relies on individuals having the skills, ambitions and opportunities they need to succeed in fulfilling careers, so that we can meet skills gaps in priority sectors and improve national productivity.

Careers choices start at school. Every young person, regardless of their background, must be able to achieve at school to develop the knowledge and skills they need for life. This can be achieved by:

- **improving school standards with excellent teachers and leaders who develop and adopt best practice**
- **improving attendance, health and wellbeing in and out of school**
- **addressing inequality and adopting an inclusive approach to special educational needs and disabilities (SEND)**
- **ensuring access to a broad curriculum with wider enrichment opportunities**

Information for Students and Parents/Carers

Your child is currently entitled to formal careers support from Year 7 through to Year 13. At North Durham Academy, we ensure that students are given CEIAG (careers, education, information, advice and guidance) opportunities from years 7 right through to Year 11. The CEIAG program of study is published on our website for you to access and is updated regularly for you to track what is happening within the Academy for your child.

Any questions, please email Mrs R Graham (Head of CEIAG) r.graham@ndacademy.co.uk.

Information for Staff, Students and Parents/Carers

There is a table of events, split down into Half Terms, with dates, which can be accessed in the program of study – which is regularly updated by Mrs R Graham (Head of Careers) r.graham@ndacademy.co.uk.

If you have any queries about any events, please do not hesitate to contact on the email above.

Provider Access Legislation (PAL) (formally known as Baker Clause)

Introduced as an amendment to the Technical and Further Education Act 2017, the PAL stipulates that schools must allow colleges and training providers access to every student in Years 7 to 13 to discuss non-academic routes that are available to them (See Appendix A). It is expected that by doing so, this will help address the UK's productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since 2 January 2018

Updates as of 28 April 2022:

NDA will give providers access to registered pupils on at least 2 occasions during KS3 and KS4. ***2023 C*****hanges to the provider access legislation includes the minimum requirement to provide six encounters during year 8-13**

NDA will ensure that each registered pupil meets with a representative range of education and training providers to whom access is given and that the providers are providing the following set of information:

- *information about the provider and the approved technical education qualifications or apprenticeships that the provider offers;*
- *information about the careers to which those technical education qualifications or apprenticeships might lead;*
- *a description of what learning or training with the provider is like; and*
- *responses to questions from the pupils about the provider or technical education qualifications and apprenticeships.*

NDA will provide access 'for a reasonable period of time during the standard school day'

NDA will provide access to a university technical college where practical

Further Updates:

Schools and colleges must meet their statutory or contractual requirements to provide independent careers guidance, acting impartially and not showing bias towards any route. Under the Skills and Post-16 Education Act 2022, schools must meet their statutory duty to provide at least 6 opportunities for providers of technical education and apprenticeships to talk to all pupils, during school years 8 to 13, about their education or training offer.

These requirements open up opportunities to learners from all backgrounds. They empower learners to make informed decisions about their future by understanding the benefits of the full range of academic and technical pathways, including:

- *apprenticeships*
- *T Levels*
- *Higher Technical Qualifications (HTQs)*
- *other approved technical education qualifications*

DfE expects headteachers, principals and governing boards to:

- *support their careers team, especially their careers leader*
- *invest in personal guidance provided by a qualified careers adviser*

This allows for high-quality, progressive careers programmes that help all learners acquire the knowledge, skills and confidence to achieve and thrive.

Key Definitions

First Key Phase: KS3

the period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 13 and ending with 28 February in the following school year

Second Key Phase: KS4

he period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 15 and ending with 28 February in the following school year; and

Third Key Phase: KS5

the period beginning at the same time as the school year in which the majority of pupils in the pupil's class attain the age of 17 and ending with 28 February in the following school year.

"Independent" is defined as external to the school or college. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school or college. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school or college staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

"Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

Information for Employers

North Durham Academy is currently a part of the North East Local Enterprise Partnership (NELEP) Hub for careers. We are working with an Enterprise Advisor, Elizabeth Pattinson. We are actively seeking local employers to work with the Academy in a number of ways, from Work Experience Placements, to guest speakers and to engage in our CEIAG activities.

Please email Mrs R Graham (Head of CEIAG) r.graham@ndacademy.co.uk

Statement from Education Act 1997

Provision of careers guidance in schools in England

The responsible authorities for a school in England within subsection (2) must secure that all registered students at the school are provided with independent careers guidance during the relevant phase of their education.

The responsible authorities must secure that careers guidance provided under subsection (1)—

- is presented in an impartial manner,

- includes information on options available in respect of 16 to 18 education or training, including apprenticeships, and
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Careers guidance provided to students at a school is independent for the purposes of this section if it is provided other than by—

- a teacher employed or engaged at the school, or
- any other person employed at the school.
- "career" includes undertaking any training, education, employment or occupation;
- "careers guidance" means guidance about careers;
- "class", in relation to a student, means—

the teaching group in which the student is regularly taught, or

- if the student is taught in different groups for different subjects, such one of those groups as is designated by the head teacher of the school or, in the case of a student at a student referral unit, by the teacher in charge of the unit;
- "16 to 18 education or training" means education or training suitable to the requirements of persons who have ceased to be of compulsory school age but have not attained the age of 18;
- "training" includes a voluntary or other placement apt to enable the development of any skill or competency (whether or not taking place at a time when the person concerned is still a registered student at a school in England)

"Independent" is defined as external to the school or college. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school or college. Taken together, the external sources must include information on the range of education and training options, including apprenticeships. Personal guidance does not have to be external – it can be delivered by school or college staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.

"Careers guidance" is understood in this document to be the full range of activity delivered under the eight Gatsby Benchmarks.

Ofsted's thematic review of careers guidance

The government has asked Ofsted to carry out a thematic review of careers guidance for young people in schools and further education and skills providers, and to make recommendations to improve practice. We will review careers guidance both in mainstream provision and in specialist settings, such as special schools and alternative provision.

Terms of reference: Ofsted's thematic review of careers guidance - GOV.UK (www.gov.uk)

The thematic review will:

- assess the quality of careers guidance in schools and further education and skills providers
- inform relevant stakeholders, including policymakers and providers, about the quality of careers education, information, advice and guidance
- identify strengths and weaknesses in careers provision in schools and further education and skills providers, and make recommendations to improve practice
- help to identify potential developments in the inspection training and guidance, and help share good practice and thinking across the inspectorate

Phase 1 findings were published in September 2023

High-quality careers guidance is essential to enable all children and young people to understand the range of options available to them and realise their potential.

There have been substantial changes to the careers landscape in England over the past decade, including the introduction of the Gatsby benchmarks and Baker clause. In 2022, the Department for Education (DfE) asked Ofsted to review careers provision in schools and further education and skills (FE and skills) providers. During the spring term 2023, we carried out research visits to 30 schools and 14 FE and skills providers. We also reviewed a sample of inspection evidence and held focus groups with inspectors, employers and independent learning providers (ILPs).

In this review, we saw many examples of good practice. Most of the schools and FE and skills providers demonstrated commitment to providing effective careers guidance to their pupils and learners.

All pupils and learners should receive quality careers guidance that raises their aspirations and leads them to make choices that will help them realise their potential. We found that this could be achieved if leaders think strategically about careers and support employer engagement that is authentic, contextualised and personalised. For schools and FE and skills providers that were engaged with career hubs, these played an important role in ensuring effective employer engagement and contributed more widely to career programmes.

Senior leaders, the careers leader and subject teachers worked collaboratively. They received appropriate input from specialist, qualified careers advisers, tailored to the local needs of schools and providers. This helped the pupils and learners receive all necessary information, advice and guidance on careers at the right time.

Many of the schools we visited ensured that pupils received unbiased guidance that was balanced between academic and technical options, but this was not the case in all schools. In general, a lack of unbiased guidance was usually not about schools deliberately choosing to direct pupils to particular courses that might benefit the school, but due to insufficient strategic planning and attention to the needs of individual pupils. Careers guidance was often underdeveloped in key stage 3, particularly for Year 7. It was not always as clear what the thinking was behind the careers programme for this age group.

Overall, the negative impact of the pandemic on careers guidance has begun to dissipate. However, changes in working practices, such as increased home working, are affecting the arrangement of work experience.

Leaders in schools and FE and skills providers can use destinations data to improve careers provision, but some noted that this was difficult in practice because of time and data protection requirements. There were a number of further challenges for schools and FE and skills providers. Many were limited by the time and resource available for careers guidance and were working hard to provide the best careers guidance they could in this context.

Phase 2 findings were published in February 2024

High-quality careers guidance is important for all children and young people, including those in specialist settings and in alternative provision (AP). It can help to address social inequality by helping children, young people and their families understand the full range of options available to them, and how they can make the most of them.[footnote 1] High-quality careers guidance in school has been associated with better outcomes for learners, and an increased likelihood that young people will be in sustained education, employment or training. Young people with special educational needs and/or disabilities (SEND) are less likely than their peers to be in sustained education, employment or training, meaning high-quality careers guidance may be particularly important for this group.

In 2022, the Department for Education (DfE) asked Ofsted to review careers provision in specialist settings. The scope of the review was careers guidance for 11- to 19-year-olds (and for young people up to age 25 with a current education, health and care (EHC) plan) in special schools, independent specialist colleges (ISCs) and pupil referral units (PRUs). In the summer term 2023, we made 12 research visits to 5 special schools, 3 PRUs and 4 ISCs. We also gathered evidence from:

- interviews with HM Inspectors (HMIs) and with local authority officers
- focus groups with key stakeholders and employers
- a review of a sample of inspection evidence

Our overall sample size was small, and we need to be cautious in treating our findings as representative of specialist settings nationally. However, our report highlights common themes, provides examples of good practice and outlines the challenges that providers experience in giving careers guidance. We saw many common themes between the providers in our sample. There were also important differences, which we explore further in the detailed findings. While we looked only at careers provision in specialist settings, the majority of young people with SEND and/or high needs are educated and trained in mainstream schools and further education colleges that did not feature in this review.

We found that leaders regularly made sure that the voice of the child or young person was central to careers guidance. Understanding the needs, interests and aspirations of learners was important for giving high-quality careers guidance. Staff in our sample had developed close and trusting relationships with learners and their families and developed careers plans that were practical and ambitious.

All the providers we visited had a highly personalised approach. Leaders told us that the curriculum was personalised to meet the range of needs and aspirations of their learners. In many cases, they carried out an initial assessment with the young person when they joined the setting to determine their level of ability and create a bespoke plan that met their aspirations.

Most leaders had plans in place to equip learners with the knowledge they need to make informed choices about their next steps. Some providers reviewed the careers curriculum frequently to ensure it was ambitious for each individual. However, in a small number of the providers we visited, the careers programme did not provide sufficient opportunities for learners with higher levels of independence or academic ability to gain experiences that matched their aspirations.

Leaders in our sample prioritised high-quality work experience and were establishing relationships with employers. However, this was often met with mixed results. Sometimes, employers lacked the knowledge or confidence to give learners with SEND high-quality work experience. Additionally, some employers felt that they did not get enough information about the child or young person's needs, and/or support from providers, to enable them to deliver high-quality experiences. Some providers had delivered training, or developed award programmes for local employers, which seemed to increase engagement with employers. Enterprise coordinators were working hard to increase the number of inclusive employers in their areas, but their time and resources were limited.

Not all learners received impartial careers guidance from a qualified careers adviser. The impact of this on learners achieving enough information about the child or young person's needs, and/or support from providers, to enable them to deliver high-quality experiences was unclear. In the best examples, we saw providers using a qualified careers adviser to deliver one-to-one careers guidance. This guidance was most effective when the adviser was knowledgeable about the options and pathways and had a good relationship with learners and their families. It was also important that the adviser understood the learner's needs and aspirations, gave highly personalised advice and had experience or training in an area that was relevant to the learners in that provider.

All leaders in our review placed a high priority on engaging parents and families with careers guidance and transition planning. However, leaders found it hard to engage effectively with some parents and carers. Parents and carers are often anxious about the future, and providers made efforts to reduce their anxiety. Where engagement with parents worked well, it was part of well-established communication systems, such as newsletters or regular phone calls, and a well-planned series of events that linked parent evenings with career events and other key meetings.

Compared with learners in mainstream settings, learners in specialist settings were often more anxious about leaving their current provider. Leaders, career leaders and staff were aware of this, and took personalised approaches to reduce learners' anxiety and build confidence. Many of these seemed to help.

Local authorities and the partners they work with did not always give families and current education providers enough support with transitions. Local authorities and their partners have statutory obligations to ensure children and young people with SEND are supported. Effective and smooth transitions into further education, training or employment are important to improve outcomes and help children and young people with SEND to succeed in their careers. There were some cases where the local authority did not confirm school/college places within agreed timescales, or sent out incorrect paperwork related to transitions. This was distressing for families and children and young people, and providers' staff had to invest significant time and resource in resolving these problems.

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 8 to year 13 for the purpose of informing them about approved technical education qualifications15 or apprenticeships"

The Head of CEAIG, 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 Claire Ogden and the Governor, A Cobb. Any Gatsby Benchmarks not achieved within the Academic Year 2025-2026, 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.)

A copy of the CEIAG programme will also be sent to the student council, Enterprise Advisor (on behalf of employers) staff and parent forums so that they are able to give their comments on behalf of the wider population. These comments will then be discussed in the final review of the program between Head of CEIAG, Assistant Head and Governor for CEIAG.

The tracking and monitoring of student activities, careers guidance and KS4 destinations will be done, for the first time in 2023, through our new Unifrog platform linked to Compass+ system. 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 2025

Next Review: October 2026

Careers Award

North Durham Academy are currently working towards the Investors in Careers Quality Standard

This award monitors the progress of North Durham Academy through all of the Gatsby Benchmarks, as well as showing that the Academy is providing a quality standard of careers for all of Year 7 – 11 students, as outlined in the statutory guidance.

Quality in Careers Standard

North Durham Academy is currently working with Investors in Careers, to achieve the Quality in Careers Standard

Stage 1 – Currently in Process

The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.

2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.

3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.

4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.

5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance1 and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified2 senior staff to determine ongoing competency.

6. Offer all young people access to impartial and independent3 careers guidance4, at a time and place that suits their needs.

7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.

8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.

9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.

10. Involve young people in the design, delivery and evaluation of CEIAG programmes.

11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

Careers Programme 2024-2025

North Durham Academy had a statutory duty to ensure al students from Year 7 have the opportunity to access independent careers advice and guidance until the end of Year 11. The main aim for North Durham Academy is for all students to follow the 5 main principles which they created themselves as well as the NDA Way:

- **Kindness**
- **Optimism**
- **Honesty**
- **Respect**
- **Determination**

In terms of linking these to North Durham Academy careers, every student should be supported in making the right destination choices and progressing onto further education pathways which are suitable for all needs. As an Academy we are committed to providing our students with differentiated, impartial and independent advice and guidance about the pathways available to them once they leave our Academy at 16 years old. By supporting students at this critical

time, they will be able to make more informed decisions about destinations and will be fully prepared for life outside of the Academy as well as the world of work itself.

Careers education is becoming more and more prevalent in today's society and it is vital that our students are prepared for the complex and challenging nature of work. Apprenticeships, vocational pathways and academic pathways are all available for students to choose from and ensure they select the one which is most appropriate for them is vital in them becoming a success outside of the Academy. Students have the opportunity to study longer, if they wish, and this should prepare them for not only just further education. But higher education too.

In this document, we will show how the Academy plans to meet the needs of all students, including PP and SEND students, with solid careers information, advice and guidance, which will support them in making the right choice for them. Our Careers Programme and Action Plan are led by the Head of CEIAG, Rachel Graham, and is supported by the Assistant Head Claire Ogden.

Students will have higher aspirations when they leave North Durham Academy and should be able to discuss the wide range of careers and pathways which they have been given access too. We hope that by linking students up with local businesses then this engagement will introduce students more to the world of work, and in turn, increase their motivation to learn. Attendance and behaviour will play a large part of the careers programme as students will be shown how to become exceptional learners in order to be 'hired' and progress within their careers.

We have used the Gatsby Benchmarks, as well as the CDI Framework for KS3 and 4 to indicate where students have had the opportunity to access these benchmarks. The action plan is linked to the Ofsted Framework for Careers Education following DFE Guidance. There is also clear information about employability skills, enterprise education and finance education.

What is CEIAG?

Outstanding careers and work-related education can improve the lives of individuals and their families. It can also help to challenge injustices in wider society and have a positive impact on the country's economic prospects. Careers education, for individual and groups, focuses on career learning, teaching and assessment. It enables learners to understand themselves, get information, explore opportunities and develop the skills they need to manage their careers. Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations. Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers influencers' including learners themselves, parents

and carers, other learning providers, and business and community organisations. Work-related education enables children and young people to learn the knowledge, skills and attitudes that will enable them to understand and succeed in the world of work. It makes extensive use of employer engagement to deliver active and experiential learning activities in and beyond the classroom.

"Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). "
(OECD, 2004)

What is Business and Enterprise Education?

Enterprise education consists of enterprise capability supported by better financial capability and economic and business understanding.

Enterprise capability
Enterprise capability is the ability to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen. Enterprise capability is supported by:

- ***Financial capability*** **-** which is the ability to manage one's own finances and to become questioning and informed consumers of financial services.
- ***Business and economic understanding*** **-** which is the ability to understand the business context and make informed choices between alternative uses of scarce resources.

These descriptions underline how much Enterprise Education can give to students. They add up to confident, financially mature and self-sufficient young people who can progress through to adulthood able to recognise and grasp any opportunity that comes their way. Your role as a practitioner in bringing this to life for your students cannot be underestimated.

Employers tell us that they need these skills and aptitudes in those they recruit. And our economy and society will benefit from a workforce that is self-starting, confident and able to apply what they have learnt in the classroom to their lives of work, family and community.
Employers want to see young people coming into the labour market with good communication skills, team working and problem solving skills, business and customer awareness and an enterprising attitude. They place 'enormous value' on employability skills but are concerned that these are currently not as well developed as they could be.

What is Finance Education?

Financial Understanding

Developing financial understanding is the first step in ensuring that young people leaving school have the skills required to deal confidently with everyday financial issues. It will also help them to make informed decisions and choices about their personal finances.

Financial Competence

This means being able to apply knowledge and understanding of financial matters across a range of contexts, using ICT where appropriate. Being financially competent includes being able to identify and tackle problems or issues with confidence and being able to manage financial situations effectively and efficiently.

Financial Responsibility

This means having a caring and responsible disposition with regard to the use of resources. Children and young people who budget wisely and plan for the future will be responsible citizens who look after themselves and their environment.

Financial Enterprise

Financial enterprise is about being able to deploy resources in an imaginative and confident manner. Financially enterprising behaviour will involve making decisions based on informed thought and will enable children and young people to contribute effectively to the development of the country's wealth.

"Financial understanding is a key life skill. Children need to understand the value of money and how to interact with financial service providers to provide for their own futures. The skills they will learn in class, combined with the experience of having their own savings product, will better equip them to avoid financial problems in later life." HM Treasury, September 2007

Financial education provides an excellent context for learning across the curriculum.

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.

The CEIAG Team

To manage and maintain and effective Careers Programme across the Academy

Rachel Graham – Head of CEIAG

- Develop an action plan, scheme of work and strategy for a whole academy Careers, Information, Advice and Guidance for all year groups
- Create a rolling programme of careers activities that supports the whole academy PSHE/Life/SMSC strategy, liaising with the Academy Leads for Enrichment and Pledges/parental engagement and SMSC/Life
- Create and deliver a programme of assemblies that raise aspirations for all children

- Develop and monitor links with external careers advisors to ensure that all children receive impartial advice and guidance
- Create a list of local business ambassadors and develop a programme of activities that proactively involve business in the academic life of students to raise expectations
- Monitor the 'Secret Employer' strategy that incorporates the use of business leaders to assess the non-academic skills of students who may be prone to making wrong behaviour choices
- Incorporate business ambassadors in all aspects of academy life (e.g. lates/choices of behaviour/academic/enrichment etc.)
- Organise opportunities for students in Years 10 and 11 to experience working life in holiday times and monitor the impact
- Develop the Active Citizenship Award scheme and link to employability skills.
- Monitor the impact of this strategy and CEIAG as a whole and report to SLT
- Monitor the careers tracker via Compass+ that ensures all children have access to Careers guidance, ensuring that all SEN/D, PP students are prioritised with independent CEIAG and impact is measured
- Market and promote Careers opportunities and achievements of all students through social media
- Liaise with Years 10 and 11 Year Managers to enrich the aspirational experiences and guide them on recognising the value of education in their future lives
- Liaise with the lead for Student Voice to measure impact and opportunity
- Liaise with the lead for transition to marry careers into Primary school education
- Monitor and QA quality of external delivery of activities and mentoring
- Liaise with student voice lead to drive student voice for CEIAG agenda
- Establish, develop and maintain effective supportive mentoring and other supportive relationships with children and young people and those engaged with them
- Liaise with parents to improve students' enrichment opportunities
- Deliver assemblies

Rachel Graham – HE Champion

- Organise careers events and coordinate with all Post 16 providers to provide information every parent evening and key parental events
- Support the Post 16 lead to develop a programme of Post 18 provision and vocational workexperience
- Promote HE events across the academy
- Ensure all students have attended at least 2 visits to HE provider in their time at the Academy

- Ensure all students have had a virtual or live tour of an HE provider before they leave NDA
- Track all of the HE activities which students have accessed between year 7 and 11
- Develop a development plan to track the success of activities which have taken place which is reviewed by parents, staff, students and stakeholders
- Work with Futureme to ensure HE role is completed successfully

Satya Varanasi – STEM Co-Ordinator

- Organisation of STEM related events
- Supporting STEM projects for all students
- Working with local, regional, national and international organisations to run projects for students
- Familiarise all students with STEM based careers

Graeme Powley – Academy Lead Personal Development

- To lead on all enrichment activities across the Academy
- Lead of Tutorial Programme across the Academy
- Involve parents in Academy life
- Review parental support and engagement

Angela Cobb – CEIAG Governors

- Link to the CEIAG Lead within the Governing Body
- Review and monitoring of the CEIAG programme alongside CEIAG Lead

Additional Staff and Support

Tina Haynes– Head of Year 7

Clare Ogden - Assistant Principal for Transition/Careers

- Lead for transition of students at KS2, KS3, KS4 and KS5 through their transitional periods
- Link for local primaries

Graeme Powley – Lead Student Voice/Parent Forum

- Lead for student council and student body
- Management of student voice across the Academy
- Management of prefects, Head Boy and Head Girl

Subject Teachers:

- Integrate careers into the curriculum
- Engage with Academy careers CPD

SENCO – Jessica Croxford

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the Academy's statutory responsibility to students with SEN
- Generate individual career action plans as part of the Education Health and Care plan

LRC Manager – Helen Thompson

- Ensure a broad suite of quality, unbiased resource is available on all pathways
- Ensure the resource suite meets the needs of each age group
- Monitor the usage of each resource type and explore if and how information sources can be improved

- Research available careers resources

All teaching staff

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information

Pastoral Team

- Ensure they are familiar with the Academy career plan and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver tutorial careers programme
- Support students with careers action plans
- Engage with Academy careers CPD

The Gatsby Benchmarks

North Durham Academy is now a committed provider of Careers Education, and is a part of the North East Careers Hub as of September 2019.

North Durham Academy's careers plan supports the achievement of all 8 of the Gatsby Benchmarks

Benchmark 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 Students, parents, teachers, governors and employers.*
Benchmark 2: Learning from Career and Labour Market Information *Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*
Benchmark 3: Addressing the Needs of Each Student *Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.*
Benchmark 4: Linking Curriculum Learning to Careers *All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*
Benchmark 5: Encounters with Employers and Employees *Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*
Benchmark 6: Experiences of Workplaces *Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*
Benchmark 7: Encounters with Further and Higher Education *All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*
Benchmark 8: Personal Guidance *Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

CEIAG OUTCOMES

SEND and Students with an EHCP and EAL students will be given extra support and guidance in order to prepare them for their intended destinations going forward

CEIAG Lead works closely with Year Managers, Support Staff and Harbour Manager to ensure that the needs of all students within the Academy are met.

Key Stage 3

By the end of Year 7:

- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students have optional access to independent and impartial advisers via a referral system.
- Reflected upon their hopes and aspirations for the future and undertaken research and target setting for how they will achieve them
- Used the LRC Careers Information Centre and/or the programmes and activities provided on the Academy VLE to research information about opportunities, and used the information to help them make choices about post-14 courses and learning programmes
- Students are introduced to careers resources and informed how to use them.
- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are introduced to LMI.

By the end of Year 8:

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options.
- Students begin to consider how they can use LMI.

Key Stage 4

By the end of Year 9:

- Enhanced their self-knowledge, career management and other employability skills
- Used the LRC Careers Information Centre and other resources to investigate future choices and explore alternative routes to their goals

- Accessed advice, guidance and support to help them firm up their choices and think about the implications
- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students are encouraged to access LMI independently.
- Students begin CV and cover letter writing

By the end of Year 10:

- Students explore post 16 pathways.
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.
- Students learn about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview.
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals.
- Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience in holiday time
- Students develop interview technique and complete a mock interview with a local employer.
- Students are encouraged to access LMI independently.

By the end of Year 11:

- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships
- Students are encouraged to consider how LMI is relevant to their post 16 options.
- All students have a one to one guidance interview with an Education Development Trust personal advisor (L6 qualified).

- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events.

CEIAG Curriculum Content:

The CEIAG Curriculum at North Durham Academy is based upon 5 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 –Tutor Sessions fortnightly

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.

This document will be reviewed annually by the CEIAG Lead.

Reviewed: October 2025

Next Review: October 2026