

CEIAG Brochure

Policy

2024/2025

EXCELLENCE WITH EQUITY AND INTEGRITY

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Consilium
Academies

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1. Aims

This policy aims to ensure that; we promote a progressive career provision that is linked to Consilium Academies

“Excellence and equity with integrity” is an essential part of the trust ethos.

Excellence – We don’t settle for second-best; our standards are always high, and we support everyone across the Trust to achieve them. Collaboration is the key to success. We work together to deliver on the promise set out in our mission statement.

Equity – We are truly inclusive, believing passionately that every student should be given the skills and support needed for them to meet their full potential. We are aspirational for all our students, and we will ensure every student has the opportunities they need to achieve the highest of ambitions. Our aim of “Enriching Lives, Inspiring Ambitions” applies to all members of our Trust community, with our inclusive approach delivering a breadth of opportunities to give everyone the chance to fulfil their potential and prosper.

Integrity – Through our student-centred approach, advantage and ability are never seen as a ticket to involvement. We believe in every child’s right to high-quality education and access to amazing opportunities – irrespective of their individual circumstances. Integrity at Consilium means always putting students at the heart of everything we do. We genuinely want the best for each member of Consilium, that’s why everyone is treated with the highest level of respect. Our inclusive culture inspires us to be bold and engenders trust. It brings us together in ways that help us make a difference.

Our effective and impartial career programme, together with a rich curriculum, places our students’ best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies, and experiences they require to progress in their learning and the world of work.

By aligning our careers provision to the Gatsby and CDI frameworks, we can give our students the knowledge and the cultural capital they need to flourish and succeed as individuals, so they can reach their full potential. Our ambitious, progressing programme, contains age-appropriate content and delivers a breadth of opportunities and experiences. It encourages our students to understand the wide range of future pathways available including technical, vocational, and academic routes.

We continually measure and assess the Intent, Implementation, and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape. By ‘making careers everyone’s business, our aim is for our students to become more independent, confident, and resilient learners, who can look beyond the obvious career options, challenge stereotypes, and understand the link between learning and the world of work, with an appreciation for the value of lifelong learning, so they can make a positive contribution to society.

Our careers provision adheres to the eight Gatsby Benchmarks and the new CDI (Careers & Development Institute) Framework. The Gatsby Benchmarks are a framework of eight guidelines that define the best careers provision in secondary schools. Our planned programme support students and ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre. The CDI’s Career Development Framework describes the six career development benchmarks which supports ‘positive careers. This can mean different things to different people but typically it will include a good work-life balance, being happy, being able to contribute to your community and being able to have a decent standard of living.

2. Legislation and guidance

Provider Access Policy and Student Entitlement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the

school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that

schools must allow colleges and training providers access to every student in Years 8 to 13 (8 to 11) to inform them about approved technical education qualifications and apprenticeships.

The Department for Education (DfE) updated the Statutory guidance for schools and set out expectations for

compliance, which included the following:

- Schools must act impartially and not show any bias towards any route, be that academic or technical.
- Schools should promote the full range of technical options.
- Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 - 13 pupils about their offer.
- Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
- Schools should make every effort to improve their performance against the 8 Gatsby Benchmarks.
- Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website.

Student Entitlement

All pupils in years 8-11 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 transition to post-16.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships. This is achieved via parent information evenings, assemblies, careers' events, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

Updated Provider Access Legislation

The provider access legislation (PAL) has been updated and came into force in January 2023. Building on the

Baker Clause, this provides more guidance to schools to ensure that we help our learners understand all of the

pathways available post-16 and not just the traditional academic pathways. Consequently, Consilium Academies will ensure that all learners are provided with at least:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.
- A provider, to whom access is given, must deliver an encounter that includes the following:
 - 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.
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact:

Ms Claire Bell (Career Education Lead)

Tel: 0191 421 2244

Email: Claire.bell@consilium-at.com

Opportunities for Access

There are a number of opportunities available to come into school to speak to pupils and/or their parents/carers:

- Several post-16 events which will typically be organised in the autumn, spring and summer terms.
- Events during National Careers Week, National Apprenticeship Week and throughout the academic year.
- Parents evenings (as indicated in the school calendar) whereby employers/providers are able to speak
 - with parents/carers and pupils.
 - Year group assemblies which afford the opportunity for whole cohorts to be addressed.

Purpose and Aims:

Purpose

CEIAG is fundamental in ensuring that we help our young people to develop the skills, attributes and knowledge that will enable them to make well-informed choices regarding their futures in the world of work, education, and training. This forms an integral part of our curriculum and wider school life. A strategically planned and proactive programme of careers study and interactive activities is a vital component in preparing our students for life beyond Consilium Academies. At the heart of our programme, lies our main aim: to raise aspirations and challenge stereotypes because we recognise that success in these two areas will lead to better outcomes for our young people.

Our approach is student-focused because academic and personal success is paramount and their success in the world of work will be irrevocably linked to this. By the end of their journey with us, we must ensure that all students have experienced exceptional careers education, information and guidance and will therefore be able to access a wide range of careers.

As an academy we strive to empower our students to make optimum use of their talents and achieve their aspirations, embarking on a career journey that is suitable and exciting for them.

Consilium Academies is committed to providing a programme of CEIAG that all students from years 7 to 11 can access and enjoy and this includes high-quality, impartial advice and guidance from a qualified careers adviser. We firmly believe that our programme of study and the experiences that our young people gain, whilst studying with us, fully prepares them for the adult world and the challenges that they may face beyond the confines of our establishment.

Aims

Consilium Academies fully complies with the statutory requirements expected of schools when delivering careers education. We ensure that all students have access to impartial information regarding their futures and the educational opportunities that they have are all planned with their best interests in mind.

We aim to:

- Provide high quality and impartial careers advice to all students which will help them make the right career choices for them. By the time they leave us, all students will have received at least one guidance appointment with an independent adviser.
- Support all students at key transitional points.
- Ensure that all students have access to current labour market information and advice.
- Equip all students with the necessary skills that will allow them to plan and manage their futures.
- Tailor our CEIAG provision to suit the needs of everyone, supporting inclusion and equal opportunities for all in our care, ensuring that all students acquire the necessary skills and attributes for future employment.
- Provide meaningful encounters with employers, raising aspirations via interactions with the world of work.
- Provide meaningful encounters with a range of post-16 education and training providers, to ensure students are aware of all possible routes, including technical education qualifications and apprenticeships.

Core Careers Offer and Student Entitlement

All students at Consilium Academies have access to a fully embedded and age-appropriate careers programme which includes CEIAG and work-related learning. This programme is strategically designed to ensure that our learners' needs are met throughout their journey with us.

Our core offer for all students includes the following:

- One-to-one careers guidance sessions with a qualified adviser. All students have at least one appointment by the age of 16; however, our most vulnerable learners are allocated multiple, and these are opened to our younger learners in the run up to options choices in Year 9.
- Advice and support are strategically tailored to ensure that the needs of all individuals are met.
- Curriculum learning is linked to the world of work.
- Students are encouraged to engage with local market information.
- Parental support, guidance, and communication.
- Dedicated careers and skills lessons.
- Regular access to up-to-date careers information via lessons, online resources
- Careers library and Morrisby Careers.
- Further education visits, assemblies, and events (including training and apprenticeship providers).
- Employer encounters, including STEM employers/training providers, including activities to challenge stereotypical thinking about the world of work. Amazon Locker Challenge and Northumbrian Water Marketing Challenge.
- Experience of the workplace.
- Teachers at Consilium Academies and qualified career professionals will support students' career development in the following ways:
 - Giving them access to a broad, balanced, and engaging curriculum that stretches and supports. Including a variety of STEM subjects, which will help them to gain access to a wide range of careers.
 - Giving them access to a range of providers within the local area and learning about the opportunities that they have through assemblies, events, drop down days and Job of the Week and Career Cafes.
 - Giving them information and engaging in discussions within lessons, events and assemblies which promote sensible decisions about their futures.
 - Giving them information and support linked to the process of applying for post-16 destinations.
 - Giving them access to a qualified and impartial adviser throughout the year via individual meetings, drop-in sessions, workshops, events and on results day.
 - Giving extra support, throughout the academic year and during transition periods, when students are identified as having additional needs.

- Giving students up-to-date information via notice boards, the careers library, tutor time and online platforms. Such as Morrisby Careers and National Careers service.
- Although we are child-focused, parents and carers can access support for their child in the following ways: Individual meetings (in person/telephone), parents' evenings, transition events and on results day.
- Careers information via computer-based programmes and the school website.
- Regular parent information packs emailed to KS4 parents along with a parental voice whereby questions can be directed to a panel of informed teachers and career experts.
- Monthly local labour market information and insights newsletter emailed to parents to inform the community of the current sector focus.

Strategic Objectives and Intended Outcomes

Strategic Objectives:

1. To raise the aspirations of all students regardless of background, ability or need, ensuring that they are fully informed regarding future routes and opportunities.
2. To ensure that all students are afforded the opportunity to have a variety of meaningful encounters with post-16 education and training providers and employers.
3. To ensure that all students understand the link between school-based learning (the curriculum that they study) and their futures in the world of work.
4. To provide all students with a variety of opportunities, activities, and encounters with higher and further education during their time with us.

Intended Outcomes:

Consilium Academies is dedicated to raising the aspirations of all of our young people and maximising their opportunities for success in their futures. We are committed to providing the following:

- Careers activities within the curriculum and wider curriculum.
- A CEIAG programme with clear and appropriate outcomes for all students.
- Access to professional and impartial guidance for all students.
- An approach to CEIAG provision that incorporates all staff and subject areas.
- Guidance and support for all students to ensure successful transition.
- Strong partnerships with post-16 education, training, and employment providers.
- A high-quality programme endorsed by governing bodies and CEIAG experts.

We are committed to ensuring that the CEIAG advice students receive is:

- Impartial.
- Varied (a range of education or training opportunities, including apprenticeships).
- In the best interests of the students.
- Meets the needs of the students.

The CEIAG programme fully complies with the NELT Equal Opportunities Policy. All students in our care, regardless of race, class, gender, faith, or special educational need, have the same access to our resources, wherever possible. Where necessary, the programme will be adapted and/or extended to ensure that our provision meets the specific need of the individual.

Careers: Intent, Implementation & Impact

Introduction

Promoting a progressive career provision that is linked to Consilium Academies 'Excellence with Equity and Integrity' is an essential part of the trust ethos.

Our effective and impartial career programme, together with a rich curriculum, places our students' best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies, and experiences they require to progress in their learning and the world of work.

By aligning our careers provision to the Gatsby and CDI frameworks, we can give our students the knowledge and the cultural capital they need to flourish and succeed as individuals, so they can reach their full potential. Our ambitious, progressing programme, contains age-appropriate content and delivers a breadth of opportunities and experiences. It encourages our students to understand the wide range of future pathways available including technical, vocational, and academic routes.

We continually measure and assess the Intent, Implementation, and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape. By 'making careers everyone's business, our aim is for our students to become more independent, confident, and resilient learners, who can look beyond the obvious career options, challenge stereotypes, and understand the link between learning and the world of work, with an appreciation for the value of lifelong learning, so they can make a positive contribution to society.

Our careers provision adheres to the eight Gatsby Benchmarks and the new CDI (Careers & Development Institute) Framework. The Gatsby Benchmarks are a framework of eight guidelines that define the best careers provision in secondary schools. Our planned programme support students and ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre. The CDI's Career Development Framework describes the six career development benchmarks which supports 'positive careers. This can mean different things to different people but typically it will include a good work-life balance, being happy, being able to contribute to your community and being able to have a decent standard of living.

Intent:

1. Students have access to an impartial ambitious, careers programme from Year 7 to Year 13, with explicit content, delivered in logical progression.
2. Unbiased careers advice and support from a range of different career activities such as individualised 1:1 career meeting, small group sessions, STEM activities, PSRE, employer encounters, career fairs, career conversations, HE/FE visits, Apprenticeship workshops, NCW, virtual and work experience/work shadowing activities, Career Term, careers within the curriculum etc.
3. Calendar of events and activities are published on our website, to ensure wider information, access, and transparency *
4. Students develop an analytical approach to career data such as Labour Market Information, which encourages exploration and supports them in making well informed decisions.
5. Challenging perceptions and raising aspirations, so that subject and career choices challenge stereotypes, and students know how to look beyond their immediate environment to new and exciting possibilities.

6. Students with special educational needs and disabilities, or those from disadvantaged groups, develop their skills in a safe and aspirational environment, to enable them to reach their full potential and prepare them for their next transition point.
7. Supporting all students as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications, and their own life goals such as happiness and wellbeing.
8. Providing advice, information, guidance, and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff, and employers.
9. To futureproof students so they can understand the options available to them now and in the future.

Implementation:

1. Delivering a clear, progressive, and impartial programme to Year 7 – Year 11, which is backed by SLT and all stakeholders, with explicit content taught in logical progression, routinely monitored, audited, and evaluated to ensure it is fit for purpose.
2. Individualised programmes, age, and ability appropriate, with clear and accurate career information, advice, and guidance, which meets the needs and supports pupils with the development of their own personalised careers journey and results in sustainable transitions and destinations.
3. A range of up-to-date resources which supports the ever changing and evolving world of work landscape and includes a strong STEM agenda, PSHE, meaningful FE/HE and employer encounters, WEX opportunities including bespoke support to identified cohorts across the trust ensuring they understand their options and can reach their full potential.
4. Planned, facilitated access from external providers who can fully inform students about LMI and the range of Post 16 options, Post 18 options, alternative qualifications, and pathways*.
5. Teachers confidently embed careers within their own subjects (SOW) and are able to link their own expert subject knowledge to the world of work and can explain the range of pathways available, giving unbiased options. *
6. Regular communication, advice, information, guidance to support all stakeholders and encourage further engagement through a range of communication channels such as Newsletters, social media, Email, Website etc.
7. Individualised support with career aspirations, as students develop personal strengths such as career management skills, improving attainment, adaptability, resilience, enterprise, and engagement. Helping them to recognise the link between school and work, and the value of lifelong learning.
8. An evolving Alumni programme to inform and inspire*
9. Close working relationships with all stakeholders including community and local business networks, Enterprise Adviser, Enterprise Co-ordinator, CEC, etc.

Impact:

1. Students are well prepared and feel empowered to make reasonable decisions about their future, and NEET figures which reflect the success of the trust career programme and interventions.
2. Students can make clear informed decisions about their future career choices due to a wide range of experiences and opportunities.
3. Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways.
4. Teacher CPD. Subject teachers are expert in their delivery and confident in how their subject links to the world of work, and the variety of pathways and options. *
5. Students are more engaged in the curriculum, and connected with their teachers as they can see the relevance of subjects and how they relate to the wider range of career options and pathways.
6. Students develop competencies and employability skills. They become motivated, understanding they can contribute to school, the community and society and have a positive attitude towards lifelong learning.

7. Increased and positive engagement with all stakeholders, via a range of communication methods.
*(Baker Clause)

Summary:

Regularly monitoring, evaluating, reviewing, and reflecting allows us to proactively plan future programmes. We achieve this by collecting quantitative and qualitative data and information from a range of sources including: -

- Student/Parent surveys and questionnaires,
- Teacher and Staff evaluation forms
- Employer/Employee questionnaires
- Transitional destination data Progressive data
- Attendance and attainment figures
- Sustainable, progressive, and ambitious pathways
- Compass + audit tool
- Compass + FUTURE SKILLS QUESTIONNAIRE (FSQ)
- Gatsby Benchmark CDI Framework
- Morrisby Careers, Xcello, - online platform
- LEP – Local Enterprise Partnership
- C&EC – Careers and Enterprise Company
- NEET (Not in Education, Employment or Training) figures
- Contribution and engagement with society/Alumni

Accountability:

- **The Link Governor & Governing Body** are responsible for overseeing the quality and content, and monitoring the impact that the careers provision, ensuring independent careers guidance is provided in an impartial manner.
- **The Senior Leadership Team** is responsible for supporting and embedding a stable and structured, strategic careers programme in school. They annually review and evaluate the programme, from data, technology, and feedback, to ensure its overall effectiveness and drive improvements.
- **The Link SLT Careers Line Manager** is responsible for the management and is accountable for quality assuring the strategic careers programme, its implementation and improvement, ensuring it aligns with the CDI and Gatsby Frameworks.
- **The Careers Leader** is responsible for the development and implementation of the effective careers plan to help prepare young people for the choices and transitions in Education, Training and Employment. Providing independent personal advice and guidance in 1:1 and/or group sessions and coordinating other specific activities such as arranging career talks and assemblies, organising college applications and references, organising external speakers and the Year 10 World of Work (WOW, Insights into Industry), providing employers for mock interview events, careers trips, career fairs, STEM event, Employer/Further/Higher Education visits and engagements, tracking and reporting destination data, as well as the documenting and tracking of all career activities.
- **The Head of Year/Head of Department** is responsible for facilitating and/or delivering career information at key transitional points and incorporating career learning within their curriculum linked to real-world career paths.
- **The Subject Teachers** are responsible for linking and embedding careers within curriculum learning using their own expert knowledge to explain a range of pathways and options.
- **The LEP Coordinator** supports our careers provision by growing business relationships and networks. They provide a source of local expertise and Labour Market Information which aligns with the area development plan.

- **The Careers and Enterprise Company** supports us with audit tools and access to a wide range of resources and advice, creating collaborative working between schools, which enables us to share best practice.
- **The Enterprise Adviser** is a professional from business who works in a voluntary capacity with the Careers Leaders and Senior Leadership Team to provide industry specific connections and employer engagement opportunities, to help drive improvements in the school's provision.
- **The Enterprise Coordinator** provides a local source of expertise, support externally and is responsible for providing collaboration opportunities, CPD, cluster hubs and networks which enables us to share best practice.

The Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college. Consilium Academies has a CEIAG programme that is structured, stable and meets the needs of all our young people. Our key aim is to ensure *that the careers provision meets the requirements outlined in the Gatsby benchmarks.*

Statement Further Guidance

No.	Gatsby Benchmark	Statement	Further Guidance
1	A stable career programme	<i>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.</i>	<ol style="list-style-type: none"> 1. Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. 2. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. 3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process
2	Learning from career and labour market information	<i>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 best use of available information</i>	<ol style="list-style-type: none"> 4. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. 5. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3	Addressing the needs of	<i>Students have different career guidance needs at different stages.</i>	<ol style="list-style-type: none"> 6. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. 7. Schools should keep systematic records of the individual

	each student	<i>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</i>	<i>advice given to each pupil, and subsequent agreed decisions. 8. All pupils should have access to these records to support their career development. 9. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</i>
4	Linking curriculum learning to careers	<i>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</i>	<i>10. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</i>
5	Encounters with employers and employees	<i>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.</i>	<i>11. Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</i>
6	Experiences of workplaces	<i>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</i>	<i>12. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 13. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</i>
7	Encounters with further and higher education	<i>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and</i>	<i>14. By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 15. By the age of 18, all pupils who are considering applying</i>

		<i>learning in schools, colleges, universities and in the workplace.</i>	<i>for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i>
8	Personal guidance	<i>Every student should have opportunities for guidance interviews with a career 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.</i>	<i>16. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 16.</i>

Delivery and Content

At Consilium Academies, careers provision is fully embedded within the PSRE curriculum to ensure that there is a clear link between subject learning and the world of work beyond our walls. The idea here is that curriculum subjects and their content become wholly relevant to careers and the lives of our young people post-16. Our programme of learning and our intended outcomes from year 7 to year 11 are designed to give all of our students the opportunity to develop a sense of self and to formulate their own goals for the future.

Career and work-related learning activities are vital in this. Across the years of study, all students learn about careers and the world of work in a strategic and age-appropriate sequence, which allows them to develop aspirations, career knowledge and employability skills.

To ensure that CEIAG remains of a good standard, funding is allocated on a yearly basis; however, Consilium Academies also makes regular use of the high-quality resources that are made available to schools at zero cost, ensuring not only variety but sustainability as well.

Guidance and support are fundamental to the successful outcomes achieved by our students. The trust has a well-established relationship with Education Development Trust and Career Wave and employ one of their independent careers' advisers on a permanent basis. This ensures that we have a qualified adviser on-site throughout the year to provide professional, impartial, and unbiased advice to our young people. For our most vulnerable learners, this support is extended to parents also. In addition to this, our students are encouraged to engage in independent research via Morrisby Careers, and Xcello nationally accredited websites.

During events such as Open Evenings, Parents' Evenings and Transition Evenings, parents and carers can access careers information and guidance. This can be found in our regularly stocked and audited careers resource section in our library, via our Career adviser and, on some evenings, through discussions with post-16 education, training, and employment providers. Parents and carers are also regularly contacted by our careers lead.

Consilium Academies has established strong links with local post-16 providers, colleges, training providers, further education, higher education, and employers. These formal and informal partnerships ensure that

across the academic year, our learners can engage with a large variety of providers and are able to discuss their futures. This is achieved through career drop down days, assemblies, career cafés, tutor time, masterclasses, insight days, mentoring and co-curricular activities. For us, a meaningful encounter is one that allows students to engage with the world positively and independently beyond KS4, allowing them to regularly consider their futures in the adult world.

Monitoring, Review and Evaluation

The programme is planned and implemented by the nominated member of SLT who has strategic oversight of the whole-school approach. This role also involves working in conjunction with staff, students, parents and representatives from providers and employers.

Self-evaluation of our careers provision is submitted to the LEP on a termly basis through Compass and this evaluation continually tracks the school's position against the Gatsby Benchmarks. In addition to this, CEIAG is monitored, reviewed, and evaluated termly as part of our internal review process. A full audit, review and evaluation is completed every three years (in line with statutory requirement guidelines). However, at the end of each academic year, an action plan for the following year (which includes points of focus and key areas of improvement) is created, considering providers', student, staff and parental feedback.

Feedback is gained in the following ways:

- Review of careers education provision
- Observations.
- Staff, student, and parental surveys.
- Provider feedback sought through informal discussion and formal feedback after attendance to events.
- Assessment and analysis of destination data.
- Regular and continuous monitoring, reviewing, and evaluating ensures that we maintain the quality of our provision and continue to tailor our programme to suit the needs of all cohorts.

Leadership, Management and Staffing

Consilium Academies has an Enhanced Careers Education Lead who has overall strategic oversight across the trust with responsibility of overseeing and ensuring the effective delivery of the programme, is Mrs Claire Bell. There is a careers lead in every school ensuring the effective daily delivery of the programme. The governor link for Consilium Academies CEIAG is Martin Fleetwood (chair of Trust Board).

The Careers Leader ensures that:

- The CEIAG programme meets the requirements of the Gatsby Benchmarks (including SEND provision).
- Rigorous quality assurance measures are in place to ensure best practice, seeking feedback, maintaining records and evaluating the effectiveness of the provision.
- The Academy programme and access policy is published on the school website.
- The intended destinations of students are shared with the Local Authority; data is tracked and additional support is in place for students who require it.

Monitoring and Evaluation Strategy

At Consilium Academies, most careers activities are delivered through our PRSE curriculum, and the events/activities that are held in collaboration with post-16 education and training providers and employers. With a quality core programme in place and the proactive approach to Co-curricular that we take, monitoring and evaluation focuses on ensuring that the quality is maintained. This approach means that we continue to focus on the needs of all learners as they arise and change, reacting and tailoring our approach so that all children in our care continue to receive high quality guidance, support, and experiences.

Our evaluation process is driven by the intended outcomes of our programme:

- That all students understand the opportunities in our local area.
- That all students aspire to reach the highest level that they can in the world of employment, education, and training.
- That all students understand the different routes that are available to them post-16.
- That all students know what they need to do to achieve their ultimate career choice.

Monitoring

Monitoring is carried out by the CEIAG Lead at each of our Consilium Academies. Student voice, surveys and curriculum audits are the most frequently used method of monitoring; however, Morrisby Careers also enables students to create career action plans independently and these are modified during one-to-one guidance sessions. This allows students to track their progress, thoughts and actively engage in their future planning. In addition to this, it allows the strategic monitoring of all students by the CEIAG Lead who works closely with our Career Adviser; regularly meeting and discussing this area.

Monitoring of external agencies and organisations and their impact on the CEIAG provision is also carried out by the CEIAG Lead in collaboration with staff. The focus here is to ensure that these agencies and providers enrich the programme and add both depth and breadth to the experiences that we provide our learners. As a multi academy trust, we actively reach out and encourage providers and employers to attend the school as we believe that the more experiences and interactions that our students have, the better equipped they will be to make suitable life choices in the future. Of course, stringent safeguarding procedures are always followed when external visitors have access to the young people in our care.

Monitoring CEIAG Programme

Activity to be monitored	Staff Monitoring	Timescale	Implementation	Evaluation
<i>Careers Education across the MAT</i>	<i>Enhanced Career Education Lead</i>	<i>Yearly</i>	<i>CEIAG & Staff reviewing alongside the ECEL. Student voice</i>	<i>CEIAG LEAD Student feedback Parental feedback Staff Feedback</i>
<i>CEIAG within The curriculum</i>	<i>CEIAG Lead HoD staff Tutors</i>	<i>Ongoing</i>	<i>Student and staff voice Tutor time observations Learning walks Compass+</i>	<i>CEIAG Lead Staff/student feedback</i>
<i>Careers Activities within the school day (including evening events)</i>	<i>CEIAG Lead Staff involved in activity.</i>	<i>Ongoing</i>	<i>Staff presence Student voice Parental feedback</i>	<i>CEIAG Lead Staff/student feedback Parental feedback</i>
<i>External activities</i>	<i>CEIAG Lead Staff in Attendance.</i>	<i>Ongoing</i>	<i>Staff presence Student voice</i>	<i>CEIAG Lead Staff/student feedback</i>

Evaluation strategy

The CEIAG Lead takes strategic control over the evaluation process; however, listening to the critical views of all involved in activities is fundamental to our approach. As with any quality assurance exercise, we recognise the importance of gathering a complete picture when evaluating the value and quality of any career's activity. Thus, we always strive to gather honest and reflective views from those participating in an activity (be this the young people from our school and/or external staffing/parents). When gathering feedback, we always aim to provide opportunities for those involved to express their views regarding noteworthy positives and areas for improvement; this allows the CEIAG to assess the merit of the activity and the quality of the experience for those involved. Feedback from students involved in activities is sought via Morrisby or, questionnaires/surveys and informal discussions. As with everything that we do, we ensure that all our young people can provide feedback and support those students who require assistance when doing so.

We maintain a continuous cycle of planning, monitoring, and evaluating throughout the academic year which is pivotal in ensuring that all our students continue to receive quality CEIAG provision. As previously stated, careers education is fundamental within the curriculum and wider curriculum at Consilium Academies it is something that always remains a core focus; thus, embedding memorable and high-quality activities throughout every year is paramount. In addition to this, we continuously strive to strengthen the already established, collaborative partnerships that we have in place whilst also creating new and exciting relationships with regional providers and employers. Successfully maintaining established relationships and the creation of new working relationships is vital in ensuring that we can meet all of the 8 Gatsby Benchmarks.

Current Position Statement

Consilium Academies ensures that all students receive the appropriate information, advice and guidance regarding post-16 life and maintains a low figure of NEET students. Whilst, historically, most students have pursued a traditional route into post-16 education via the local providers. We are seeing an increase in students opting to pursue apprenticeships and training rather than post-16 education. As a multi academy trust, we view this as a positive reflection of the programme that we have in place. As previously stated, we aim to equip all our students to aim high, broaden their horizons and have the confidence to challenge stereotypical notions of the world of work; the trends that have appeared over recent years demonstrates that our programme is succeeding in doing just that.

Evaluation and Review

1. Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments.
2. Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance.
3. Collect and retain destination data for university applications.
4. The careers programme is reviewed termly so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs.
5. Next review date is September 2025.

MAT Destination Data Including:

1. Armthorpe
2. Ellesmere
3. Evolve
4. Heworth
5. Moorside
6. Thornhill

7. Washington
8. Wyvern

DfE Published			Internal		
	Leavers 2019	Leavers 2020		Leavers 2021	Leavers 2022
Education	80.0%	83.4%	Education	89.0%	84.2%
<i>Further Education</i>	<i>62.6%</i>	<i>72.6%</i>	<i>Level 1</i>	<i>7.6%</i>	<i>12.0%</i>
<i>6th Form (School)</i>	<i>6.8%</i>	<i>1.9%</i>	<i>Level 2</i>	<i>20.2%</i>	<i>16.4%</i>
<i>6th Form (College)</i>	<i>9.9%</i>	<i>8.5%</i>	<i>Level 3</i>	<i>61.3%</i>	<i>55.8%</i>
<i>Other Education</i>	<i>0.7%</i>	<i>0.4%</i>	Employment	1.0%	1.5%
Employment	4.2%	3.3%	Apprenticeship	5.9%	6.3%
Apprenticeship	5.6%	3.1%	Unknown	4.1%	8.0%
Not Sustained	9.1%	8.2%			
Unknown	1.1%	1.9%			

2023	Destination					
Group	Unknown	Apprenticeship/Training	Employment	Level 1 Course(s)	Level 2 Course(s)	Level 3 Course(s)
Gender						
F						
2022	8.05%	3.25%	1.03%	6.68%	16.78%	64.21%
2023	9.60%	2.09%	0.52%	9.95%	23.21%	54.62%
M						
2022	7.98%	9.40%	1.95%	17.55%	15.96%	47.16%
2023	12.78%	6.74%	1.04%	18.65%	20.73%	40.07%
PP						
F						
2022	5.16%	7.46%	1.29%	10.19%	11.91%	63.99%
2023	7.79%	4.76%	1.01%	10.25%	18.90%	57.29%
M						
2022	12.42%	4.43%	1.77%	14.86%	23.28%	43.24%
2023	16.34%	3.92%	0.44%	20.48%	26.58%	32.24%
SEN						
E						
2022	15.22%	0.00%	2.17%	36.96%	30.43%	15.22%
2023	12.90%	0.00%	0.00%	48.39%	19.35%	19.35%
K						
2022	14.69%	9.09%	2.80%	24.48%	20.28%	28.67%
2023	17.12%	6.85%	1.37%	26.03%	23.97%	24.66%
N						
2022	6.67%	6.15%	1.25%	8.97%	15.12%	61.84%
2023	10.26%	4.21%	0.72%	11.49%	21.74%	51.59%
FSM						
F						
2022	5.17%	6.94%	1.39%	10.09%	13.11%	63.30%
2023	8.58%	4.56%	0.97%	11.07%	18.81%	56.02%
T						
2022	14.37%	4.79%	1.69%	16.34%	23.66%	39.15%
2023	15.62%	4.20%	0.47%	19.81%	27.27%	32.63%

EAL						
F						
2022	7.97%	7.07%	1.69%	12.35%	16.33%	54.58%
2023	11.68%	5.05%	0.89%	15.54%	21.09%	45.74%
T						
2022	8.33%	0.69%	0.00%	9.72%	16.67%	64.58%
2023	7.75%	0.00%	0.00%	5.63%	28.17%	58.45%
In Care						
F						
2022	7.64%	6.31%	1.51%	11.81%	16.16%	56.57%
2023	10.83%	4.40%	0.70%	14.35%	22.18%	47.54%
T						
2022	27.27%	4.55%	0.00%	22.73%	27.27%	18.18%
2023	37.50%	6.25%	6.25%	12.50%	6.25%	31.25%

Curriculum learning

Though Careers is taught as a stand-alone curriculum element within PSHE, Benchmark 4 is a priority and all subjects have careers within their intent, implementation and impact document (from year 7 through to 11) As a trust we have been successfully funded by the careers and enterprise company to design a suite of high-quality teaching and learning resources that links curriculum learning to the world of the world that teachers can pick up at pace. This project and resource development will:

1. Explicitly links the subject to a chosen profession or professions in an engaging way for students.
2. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
3. In STEM subjects the development of confidence in girls to study science and maths is a priority. (page 46. From DfE guidance).
4. During tutor time, co-curricular and assembly time, career-focused sessions are delivered weekly throughout the year.
5. Each department has subject intent and posters that link their curriculum to the world of work.
6. Next Steps and Careers links mapped on all Medium-Term Plans.
7. National Careers Week, Green Careers Week and National Apprenticeship Week are marked every year with a variety of activities within school that includes guest speakers, assemblies, curriculum activities and activities focusing on LMI.

Year Group	Event
Year 7	<p>Morrisby Careers An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C. V's.</p> <p>Careers Drop Down Days An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</p> <p>Careers Café A 30-minute weekly session in co-curricular time. Students get the opportunity to meet an employer and understand the routes into that sector as well as job that are available.</p> <p>Job of the week! A weekly insight highlighting one career and all the possible routes into that job as well as giving an update on what is available in the local market.</p> <p>Careers Assemblies Highlighting employability skills, and the local job community along with the sectors that are growing and diminishing.</p>

Year 8	<p>Morrisby Careers <i>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C. V's.</i></p> <p>Careers Drop Down Days <i>An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</i></p> <p>Careers Café <i>A 30-minute weekly session in co-curricular time. Students get the opportunity to meet an employer and understand the routes into that sector as well as job that are available.</i></p> <p>Job of the week! <i>A weekly insight highlighting one career and all the possible routes into that job as well as giving an update on what is available in the local market.</i></p> <p>Careers Assemblies <i>Highlighting employability skills, and the local job community along with the sectors that are growing and diminishing.</i></p> <p>NHS Roadshow <i>A live fun interactive performance highlighting the 360 careers available in the NHS.</i></p>
Year 9	<p>Morrisby Careers <i>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C. V's.</i></p> <p>Options information evening <i>an opportunity for parents to attend school and speak with staff regarding options choices for KS4.</i></p> <p>Careers Guidance interviews with external adviser <i>One-to-one sessions that are delivered by our in-house career's advisor – that run during options choices.</i></p> <p>Future Me project <i>Working in coalition with local universities, a mentoring programme which gives students the opportunity to work with under-grad mentors and is aimed at raising aspirations.</i></p> <p>Next Steps event <i>An event, held in school, that provides parents with an opportunity to discuss any worries/questions that they have regarding post-16 pathways.</i></p> <p>Careers Drop Down Days <i>An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</i></p> <p>Careers Café <i>A 30-minute weekly session in co-curricular time. Students get the opportunity to meet an employer and understand the routes into that sector as well as job that are available.</i></p> <p>Job of the week! <i>A weekly insight highlighting one career and all the possible routes into that job as well as giving an update on what is available in the local market.</i></p> <p>Careers Assemblies <i>Highlighting employability skills, and the local job community along with the sectors that are growing and diminishing.</i></p>
Year 10	<p>Morrisby Careers <i>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C. V's.</i></p> <p>Careers Drop Down Days</p>

	<p><i>An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</i></p> <p>Careers Café <i>A 30-minute weekly session in co-curricular time. Students get the opportunity to meet an employer and understand the routes into that sector as well as job that are available.</i></p> <p>Job of the week! <i>A weekly insight highlighting one career and all the possible routes into that job as well as giving an update on what is available in the local market.</i></p> <p>Careers Assemblies <i>Highlighting employability skills, and the local job community along with the sectors that are growing and diminishing.</i></p> <p>Post-16 opportunities event <i>An opportunity for students to interact with local FE providers, employers, and apprenticeship providers.</i></p> <p>Durham University Partnership <i>MAT programme working in conjunction with local universities.</i></p> <p>Enterprise partnership <i>Working in conjunction with local employers, students are given simulated work experience and are involved in a marketing, climate change or engineering challenge.</i></p> <p>Careers Guidance interviews with external adviser <i>One-to-one sessions that are delivered by our in-house career’s advisor – that run throughout the year.</i></p> <p>Work experience <i>An opportunity for students to experience the world of work and an interview situation.</i></p> <p>Next Steps event <i>An event, held in school, that provides parents with an opportunity to discuss any worries/questions that they have regarding post-16 pathways.</i></p> <p>The Girl’s Network</p>
Y11	<p>Morrisby Careers <i>An online platform that allows students to track and evaluate their involvement in CEIAG events. Further to this, it allows students access to information regarding local FE providers and apprenticeships in addition to available career paths/market information/entry requirements whilst creating action plans and C. V’s.</i></p> <p>Post-16 opportunities event <i>Held in October, this gives students the opportunity to engage in research regarding the options that they have available to them. This involves former students and FE providers.</i></p> <p>Future Me project <i>Working in coalition with local universities, a mentoring programme which gives students the opportunity to work with under-grad mentors and is aimed at raising aspirations.</i></p> <p>Careers Drop Down Days <i>An opportunity for students to meet with a variety of employers, enabling them to ask questions and engage in research into possible career paths. A one-hour slot.</i></p> <p>Careers Café <i>A 30-minute weekly session in co-curricular time. Students get the opportunity to meet an employer and understand the routes into that sector as well as job that are available.</i></p> <p>Job of the week! <i>A weekly insight highlighting one career and all the possible routes into that job as well as giving an update on what is available in the local market.</i></p> <p>Careers Assemblies <i>Highlighting employability skills, and the local job community along with the sectors that are growing and diminishing.</i></p> <p>Post-16 visits <i>An opportunity for students to engage with local FE providers.</i></p> <p>Careers Twilight (new this year 2023/2024)</p>

	<p><i>Informal drop-in sessions that are held weekly and allow students to discuss any worries regarding the next steps in their education.</i></p> <p>Careers Guidance interviews with external adviser</p> <p><i>One-to-one sessions that are delivered by our in-house career’s adviser – that run throughout the year.</i></p> <p>Next Steps event</p> <p><i>An event, held in school, that provides parents with an opportunity to discuss any worries/questions that they have regarding post-16 pathways.</i></p>
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Website:

1. Upload suitable link to enable parents to access labour market information insight magazine.
2. Publish the broad approach to careers on the school website and the provider access policy and the careers offer
3. Link to post-16 providers’ websites where students and parents can explore LMI in detail for chosen careers.
4. Link to <https://nationalcareersservice.direct.gov.uk/#>
5. Links to local colleges offering level 3 qualifications
6. Links to apprenticeships in our area.

Further Information

1. Consilium Academies is open to allow providers and employees access to pupils to enhance their careers programme. A provider access policy is posted on the school website to facilitate this.
2. Parents’ evenings will provide further opportunities for access to pupils and / or parents / carers.
3. During KS4 parents’ evenings and GCSE results day, the in-house careers adviser will be available for parents/carers and students.

ACTIVITY	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Gatsby Benchmark
<i>National Careers Week activities</i>	✓	✓	✓	✓	✓	2,3,4
<i>Career Drop Down Day x 3</i>	✓	✓	✓	✓	✓	2,3,4,5,6,7
<i>Careers within the curriculum</i>	✓	✓	✓	✓	✓	2,3,4,5,7
<i>Challenging stereotypes and exploring nontraditional gender roles</i>	✓	✓	✓	✓	✓	3
<i>NCS summer activity</i>					✓	3, 7
<i>University partnerships</i>	✓	✓	✓	✓	✓	3,4,7
<i>National Apprenticeship Week activities</i>	✓	✓	✓	✓	✓	2,3,4

<i>National Careers Week</i>	✓	✓	✓	✓	✓	2,3,4
<i>National Green Careers Week</i>	✓	✓	✓	✓	✓	2,3,4
<i>Work Experience</i>				✓		6
<i>Higher and further education experiences</i>	✓	✓	✓	✓	✓	3,7
<i>Enterprise activities</i>				✓	✓	5,6
<i>Employer interactions and experiences</i>	✓	✓	✓	✓	✓	2,3,5
<i>Assemblies and talks delivered by guest speakers</i>	✓	✓	✓	✓	✓	3, 4, 5, 7
<i>One-to-one guidance with an impartial, independent and qualified professional</i>	Upon request	Upon request	✓	✓	✓	8
<i>Drop-in sessions with staff and on-site adviser</i>	✓	✓	✓	✓	✓	3,8
<i>Parental input, career journeys</i>	✓	✓	✓	✓	✓	2,3,
<i>Job of the week!</i>	✓	✓	✓	✓	✓	1,2,3,4
<i>Tutor Time with Morrisby Careers</i>	✓	✓	✓	✓	✓	2,3,4
<i>Alumni/student ambassador experiences</i>	✓	✓	✓	✓	✓	2,3,4
<i>Apprenticeship support (CV support etc)</i>				✓	✓	3,8
<i>Links to LMI and the world of work</i>	✓	✓	✓	✓	✓	2,3,4
<i>Post-16 taster sessions</i>				✓	✓	3,7
<i>Parents' evenings and information</i>	✓	✓	✓	✓	✓	3,5,7,8

<i>events</i>						
<i>Transition events focused on future pathways</i>			✓		✓	3,5,7,8
<i>Access to Morrisby Careers and promoted to use</i>	✓	✓	✓	✓	✓	3
<i>Parent information packs</i>			✓		✓	2,3,8
<i>Web-based activities and access to internal CEIAG platforms/pages</i>	✓	✓	✓	✓	✓	3
<i>Linking CEIAG to the outside world</i>	✓	✓	✓	✓	✓	2,3,4
<i>Additional, individualised transition support from outside agencies</i>		✓	✓	✓	✓	3,8

Conclusion

Consilium Academies is dedicated to ensuring that all students receive high-quality, individualised, and relevant careers education. We are committed to the Gatsby Benchmarks, and they are at the core of our strategic planning.

Our careers programme is strategically designed around the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018.

Through our carefully planned careers education, information, advice and guidance programme, all of our students, regardless of ability or personal context, are supported to make realistic and informed decisions about their futures.

We aim to ensure that all the young people in our care feel empowered to achieve personal success in and leave us with high aspirations, ensuring their well-being and economic stability in their future.

We support and guide students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions.

By supporting and guiding students at crucial transitional stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the career route that they wish to pursue.

Careers guidance is provided through our 'whole trust' approach to CEIAG and access to our Careers providers, as well as a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance for all our young people.