CAREERS PROGRAMME – EASINGTON ACADEMY

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Introduction:

Careers guidance is as much about inspiration and aspiration as it is about advice. Careers education, information, advice and guidance (CEIAG) should prepare young people to be able to make informed choices about their career pathways.

Schools have a statutory requirement to secure independent and impartial guidance for Years 8-13 (years 8-11 at Easington Academy). This includes managing the access for 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.

Commitment:

Easington Academy has a CEIAG programme that is structured and stable. 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 school works alongside a number of providers (see separate document regarding access).

Easington Academy's careers programme is designed to provide every young person with progressive, meaningful and impartial careers education. Through employer engagement, workplace experiences, encounters with further and higher education providers, personal guidance and curriculum-linked careers learning, students develop the knowledge, skills and confidence needed to make informed decisions at key transition points and become World Ready.

CEIAG PROGRAMME – EASINGTON ACADEMY - 2026 - 2027

Key aim – to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

	Gatsby Benchmark	Statement	Further Guidance
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.	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	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	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 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	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 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.
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 future career paths.	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.
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.	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
6	Experiences of workplaces	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.	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.
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.	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 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.
8	Personal guidance	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.	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 18.

Easington Academy – CEIAG Programme – Fixed elements (To be reviewed July 2027)

Year Group	Careers Journey	Event	Location	BM	Term	Notes
7	Discover the world of work and personal skills	Parent/Carers Careers Information Evening	Auditorium	1,2,3, 4,5,7	Term 2	Representatives from: College – Vocational Courses, 6th Form – A Levels, Apprenticeship/T Levels University - HE
		Careers Café	KS4 Servery	1,2,3, 4,5,7	Lunchtime throughout Year	Representatives from: College – Vocational Courses, 6th Form – A Levels, Apprenticeship/T Levels University – HE, Employers.
		Job of the Week	Online	1,2,4	Weekly	Looking at a wide range of careers and being aware of the range of possible jobs. Identifying common sources of information about the labour market education system.
		Careers Newsletter	Online	1,2,4	Monthly	Monthly look at careers events overview and labour market information. Essential information for all stakeholders.
		World Ready Career Lessons	Class	1,2,3, 4,5	Throughout Year	Refer to World Ready Programme.
		Green Careers Week	In School/Online	1,2,3, 4,5,6,7	Term 1	Looking at a wide range of green careers and meeting employers who work in this sector.
		Introduction to Careers	Class	1,2,3, 4,8	Term 1	Meeting CEIAG team, learning about the resources available and completing Future Skills Questionnaire.
		World of Work Day	Auditorium	1,2,3, 4,5	Term 1	Sector specific workshops delivered by external employers and post 16 providers with the emphasis on careers.
		National Apprenticeship Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7	Term 2	Opportunity to discover and showcase the benefits of apprenticeships.
		National Careers Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7,8	Term 2	Students get involved in careers-based activities throughout the week.
		[illegible] Women's Day	Online	1,2,3, 4,5,7	Term 2	Promoting equality within the world of work
		British Science Week	Class/Online	1,2,3, 4,7	Term 3	STEM activities throughout the week.
		Careers Knowledge Audit	Online	1,2,3 4	Term 3	Students to complete evaluation/audit to measure careers knowledge and understanding and impact of programme.

Year Group	Careers Journey	Event	Location	BM	Term	Notes
8	Explore the world of work and personal skills	Parent/Carers Careers Information Evening 	Auditorium	1,2,3, 4,5,7	Term 2	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels University - HE
		Careers Café 	KS4 Servery	1,2,3, 4,5,7	Lunchtime throughout Year	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University – HE Employers, NCS
		Job of the Week 	Online	1,2,4	Weekly	Looking at a wide range of careers and being aware of the range of possible jobs. Identifying common sources of information about the labour market education system.
		Careers Newsletter 	Online	1,2,4	Monthly	Monthly look at careers events overview and labour market information. Essential information for all stakeholders.
		World Ready Career Lessons 	Class	1,2,3, 4,5	Throughout Year	Refer to World Ready Programme.
		Green Careers Week 	Class KS4 Servery Online	1,2,3, 4,5,6,7	Term 1	Looking at a wide range of green careers and meeting employers who work in this sector.
		Introduction to Careers 	Class	1,2,3, 4,8	Term 1	Meeting CEIAG team, learning about the resources available and completing Future Skills Questionnaire.
		Lego Engineering 	Auditorium	1,2,3, 4,7	Term 2	Discover the world of engineering through activity-based workshop.
		University Visit 	External	1,2,3, 4,7	Term 1	Tour of university and workshops.
		World of Work Day 	Auditorium	1,2,3, 4,5	Term 1	Sector specific workshops delivered by external employers and post 16 providers with the emphasis on careers.
		National Apprenticeship Week 	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7	Term 2	Opportunity to discover and showcase the benefits of apprenticeships.
		National Careers Week 	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7,8	Term 2	Students get involved in careers-based activities throughout the week.
		British Science Week 	Class/Online	1,2,3, 4,7	Term 2	STEM activities throughout the week.
		Careers Knowledge Audit	Online	1,2,3 4	Term 3	Students to complete evaluation/audit to measure careers knowledge and understanding and impact of programme.

Year Group	Careers Journey	Event	Location	BM	Term	Notes

9	**Understanding career pathways and personal skills**	Parent/Carers Careers Information Evening	Auditorium	1,2,3, 4,5,7	Term 2	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University
		Careers Café	KS4 Servery	1,2,3, 4,5,7	Lunchtime throughout Year	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University – HE, Employers, NCS
		Job of the Week	Online	1,2,4	Weekly	Looking at a wide range of careers and being aware of the range of possible jobs. Identifying common sources of information about the labour market education system.
		Careers Newsletter	Online	1,2,4	Monthly	Monthly look at careers events overview and labour market information. Essential information for all stakeholders.
		World Ready Career Lessons	Class	1,2,3,4,5	Throughout Year	Refer to World Ready Programme.
		Green Careers Week	Class KS4 Servery/Online	1,2,3, 4,5,6,7	Term 1	Looking at a wide range of green careers and meeting employers who work in this sector.
		Introduction to Careers	Class	1,2,3, 4,8	Term 1	Meeting CEIAG team, learning about the resources available and completing Future Skills Questionnaire.
		Bronze DofE Award	Auditorium/Class	1,2	Term 1	Gain essential skills and attributes for work and life.
		University Visit	External	1,2,3, 4,7	Term 1	Tour of university and workshops. (Possibilities Durham, Oxford, Cambridge)
		World of Work Day	Auditorium	1,2,3, 4,5	Term 1	Sector specific workshops delivered by external employers and post 16 providers with the emphasis on careers.
		National Apprenticeship Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7	Term 2	Opportunity to discover and showcase the benefits of apprenticeships.
		National Careers Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7,8	Term 2	Students get involved in careers-based activities throughout the week.
		National Women's Day	Class/Online	1,2,3, 4,5,6	Term 2	Discover the world of work and equal opportunities for all.
		Options Evening	Assemblies/School		Term 2	Providers invited to evening, assemblies
		Future Fest	Auditorium	1,2,3, 4,7	Term 2	Post-16 providers provide detailed course and pathway information to ensure students make informed choices.
		1:1 Careers Guidance Meetings	Careers Hub	1,2,3, 4,8	Term 3	1:1 Career Guidance relating to GCSE option choices.
		British Science Week	Class/Online	1,2,3, 4,7	Term 3	STEM activities throughout the week.

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10	Build on employment Skills	Parent/Carers Careers Information Evening	Auditorium	1,2,3, 4,5,7	Term 2	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University
		Careers Café	KS4 Servery	1,2,3, 4,5,7	Lunchtime throughout Year	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels University – HE, Employers, NCS
		Careers Fair	Auditorium/Sports Hall	1,2,4	Term 1	Invite: Employers, FE/HE Providers, Training Providers Apprenticeship Providers, Student Support Service.
		Job of the Week	Online	1,2,4	Weekly	Looking at a wide range of careers and being aware of the range of possible jobs. Identifying common sources of information about the labour market education system.
		Careers Newsletter	Online	1,2,4	Monthly	Monthly look at careers events and labour market information. Essential information for all stakeholders.
		World Ready Career Lessons	Class	1,2,3, 4,5	Throughout Year	Refer to World Ready Programme.
		Green Careers Week	Class/ KS4 Servery Online	1,2,3, 4,5,6,7	Term 1	Looking at a wide range of green careers and meeting employers who work in this sector.
		Silver DofE Award	Auditorium/Class	1,2	Term 2	Gain essential skills and attributes for work and life.
		World of Work Day	Auditorium	1,2,3, 4,5	Term 1	Sector specific workshops delivered by external employers and post 16
		National Apprenticeship Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7	Term 2	Opportunity to discover and showcase the benefits of apprenticeships.
		National Careers Week	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7,8	Term 2	Students get involved in careers-based activities throughout the week.
		Future Fest	Auditorium	1,2,3, 4,7	Term 2	Post-16 providers provide detailed course and pathway information to ensure students make informed choices.
		Parents Evening	Auditorium	1,2,3, 4,5,8	Term 3	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University
		1:1 Careers Guidance Meetings	Careers Hub	1,2,3, 4,8	Term 3	1:1 Career Guidance.
		Careers Fair	Auditorium/Sports Hall	1,2,3, 4,5,7,8	Term 1	Invite: Employers, FE/HE Providers, Training Providers Apprenticeship Providers, Student Support Service.
		CV Creation Lesson	Class/World Ready	1,2,3, 4,8	Term 3	Students create CV with follow up optional sessions.
		Work Experience Placement	External placements	1,2,3, 4,5,6	Term 3	All students attend external work placement.
		Crack the Case	NERAP	1,2,3,5,6	Term 2	Introduction To the crime sector

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11	**Reflect on Next Steps and Career Goals**	Parent/Carers Careers Information Evening 	Auditorium	1,2,3, 4,5,7	Term 1	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University - HE
		Careers Café 	KS4 Servery	1,2,3, 4,5,7	Lunchtime throughout Year	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University – HE, Employers, NCS
		1:1 Careers Guidance Meetings	Careers Hub	1,2,3, 4,8	Term1/2/3	1:1 Career Guidance.
		Careers Fair 	Auditorium/Sports Hall	1,2,3, 4,5,7,8	Term 1	Invite: Employers, FE/HE Providers, Training Providers Apprenticeship Providers, Student Support Service.
		Parents Evening 	Auditorium	1,2,3, 4,5,8	Term 1	Representatives from: College – Vocational Courses 6th Form – A Levels, Apprenticeship/T Levels, University
		Job of the Week 	Online	1,2,4	Weekly	Looking at a wide range of careers and being aware of the range of possible jobs. Identifying common sources of information about the labour market education system.
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		World of Work Day 	Auditorium	1,2,3, 4,5	Term 1	Sector specific workshops delivered by external employers and post 16 providers with the emphasis on careers.
		National Apprenticeship Week 	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7	Term 2	Opportunity to discover and showcase the benefits of apprenticeships.
		National Careers Week 	Assemblies/ KS4 Servery/Online/Class	1,2,3, 4,5,7,8	Term 2	Students get involved in careers-based activities throughout the week.
		British Science Week 	Class/Online	1,2,3, 4,7	Term 2	STEM activities throughout the week.

Links to useful Careers related information and guidance:

- **Easington Academy OneNote Careers Information –** all students have been emailed a link to Office 365 OneNote document which provides easy access to all relevant careers' information as well as links to all local post 16 providers.
- **Websites for choosing A levels** These are the combined views of 24 of the top universities on which A levels they want for different degrees https://www.russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/
- **UCAS provides a handy summary on A level choices:** https://www.ucas.com/further-education/post-16-qualifications/qualifications-you-can-take/levels
- **National Careers Service:** https://nationalcareersservice.direct.gov.uk/
- **Labour Market for all:** https://www.lmiforall.org.uk/cm2/
- **National Careers Service:** https://nationalcareersservice.direct.gov.uk/
- **Career planning SEND** https://www.nidirect.gov.uk/articles/career-planning-young-people-special-educational-needs
- **All About Careers** https://www.allaboutschoolleavers.co.uk/school-leaver-options
- **Apprenticeships** https://www.apprenticeships.gov.uk/#

Curriculum learning

1. Each subject area to deliver 2 career-based lessons in Year 7 and 8, and 1 in Year 9 before the options process.
    a. These should explicitly link the subject to a chosen profession or professions in an engaging way for students.
    b. Students should have evidence of these lessons in their exercise books or have mapped them into their curriculum plans.
    c. In STEM subjects the development of confidence in girls to study science and maths is a priority. (46. From DfE guidance).

Evaluation

1. Following each key career 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. Share individual career guidance records and information with students through OneDrive.

SEND Provision

1. 1:1 career guidance meeting annually from Year 7
2. Adaptive Career Programme KS3
3. Bespoke meetings with post 16 providers from Year 10
4. Qualified careers advisors will be available to meet with SEND students regarding careers guidance and information.
5. Encounters with employers – work experience, workshops, and assemblies
6. Careers Advisor will attend all necessary reviews

Fluid elements

1. Easington Academy is open to allow providers and employees access to students 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 parents' evenings the SENDCO will meet with vulnerable students to review academic progress holistically and to have bespoke conversations regarding careers advice. Conversations will be captured and copied as appropriate and stored in student's OneDrive folder.

CDI career development framework

Grow throughout life	Explore possibilities	Manage career
		
Grow throughout life by learning and reflecting on yourself, your background and your strengths.	Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	Manage your career actively, make the most of opportunities and learn from setbacks.
Create opportunities	**Balance life and work**	**See the big picture**
		
Create opportunities by being productive and building positive relationships with others.	Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.	See the big picture by paying attention to how the economy, politics and society connect with your own life and career.