



## **Cumberland Community School (CCS) Careers Programme**

At Cumberland Community School we strongly believe that effective career guidance extensively contributes to raising aspirations, increasing motivation, improving life chances and overcoming obstacles to success. We are fully committed to delivering a high quality CEIAG programme that supports our students to make informed decisions about their futures. Our primary objective is to equip our students with the essential skills and knowledge to help inspire them to become life-long career learners and help them to secure successful and meaningful career pathways in the future.

The CEIAG programme is regularly reviewed from a range of perspectives, including students, parents/ carers, teachers, employers, and provider inputs. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. Feedback is then utilised to further develop and amend the following year's programme.

Regular self-assessment (at least annually) of The Cumberland School's CEIAG programme is completed using the COMPASS tool, created by the Careers & Enterprise Company. Destination data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment. The CEIAG provision is evaluated weekly by the TCS Careers team, and fortnightly by the school's Senior Leadership Team, and termly by the Head of School.

This CEIAG policy is reviewed annually by the School's Governing Body, following representations from the CCS Careers team.

### **Opportunities for Access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

## Progression Framework and Careers Programme

YEAR 7					
Careers Focus	Measurable Outcomes	Activities	CDI Framework reference	Monitoring	Evaluation
Grow your Mind	Describe yourself, your strengths and preferences	<i>Pupils complete a range of self assessment exercises and record the results in an e-portfolio.</i>	Self- awareness		Through surveys and e-portfolio see how they have become more self aware and also reflect on what they have learnt from workshops they have attended
	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<i>Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.</i>	Self Determination		
	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Pupils take part in MTR Crossrail 'Be Aware' workshops Girls attend various workshops and events e.g. AWT get IT	Valuing Equality, diversity and inclusion	Monitor students responses during workshops	

	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Pupils take part in MTR Crossrail 'Health and safety' workshops	Learning about Safe working practices and environments		
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	Recognise when you are using qualities and skills that entrepreneurs demonstrate  Show that you can manage your own budget	Pupils take part in an enterprise challenge called the 'Tenner Challenge'	Showing initiative and enterprise  Developing personal financial capability	Ensure parents are aware of the challenge. Making sure students use money wisely.	Review and see how students felt about the challenge and what they would do differently
	Know how to prepare and present yourself well when going through a selection process	<i>Pupils apply for leadership roles in the school e.g. School Council representatives</i>	Handling applications and selections		
	Show that you can be positive, flexible and well-prepared at transition points in your life	<i>Pupils write a guide/blog for year 6 children on how to make a success of the move from primary to secondary school</i>	Managing changes and transitions		Capture through Assembly

**YEAR 8**

Careers Focus	Measurable Outcomes	Activities	CDI Framework reference	Monitoring	Evaluation
Expand your horizon	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<i>Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.</i>	Self determination		
	Describe different explanations of what careers are and how they can be developed	<i>Pupils find out how the careers of different members of staff have developed and reflect on the diversity of career patterns and structures.</i>	Exploring careers and career development	Observations	Through surveys and e portfolio see how they have become more self aware and also reflect on what they have learnt from workshops they have attended
	Give examples of different kinds of work and why people's satisfaction with their working lives can change	<i>Pupils explore the purpose of work clothes/ uniforms /'business attire' and whether people like or dislike wearing them (linked to non-uniform day).</i>	Investigating work and working life	HOY	
	Be aware of what labour market information (LMI) is and how it can be useful to you	Pupils use CareerOMeter on the school website to develop their understand of LMI <i>Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.</i>	Investigating jobs and labour market information	School Website	
	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	<i>Pupils role play incidents at work involving bullying and discrimination</i>	Valuing equality, diversity and inclusion		

	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Pupils take part in an enterprise challenge called the 'Tenner Challenge'	Showing initiative and enterprise	Ensure parents are aware of the challenge. Making sure students use money for their products by showing receipts of their purchases.	Review and see how students felt about the challenge and what they would do differently
	Show that you can manage your own budget	<i>Pupils are set a budget to support them in raising funds for the academy's chosen local charity</i>	Developing personal financial capability		
	Know how to identify and systematically explore the options open to you at a decision point	<i>Pupils produce subject posters giving the facts about qualifications, skills and jobs they can gain by studying particular subjects. Students and parents attend options evening</i>	Identifying choices and opportunities	Students make informed choices that are best suited to their level	
	Know how to prepare and present yourself well when going through a selection process	<i>Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors</i>	Handling applications and selection		
	Gain understanding of STEM subjects.	<i>Stem Workshop - Bright Ideas Challenge</i>			

## YEAR 9

Careers Focus	Measurable Outcomes	Activities	CDI Framework ref	Monitoring	Evaluation
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Inspire yourself	Be able to focus on the positive aspects of your wellbeing, progress and achievements	<i>Pupils tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had.</i>	Self determination		
	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	<i>Pupils take charge of conducting an interview with a visitor and feedback to the visitor what they have learnt from the answers to their questions.</i>	Self improvement as a learner	Observations	Students give feedback on engagement with visitors and what they have learnt/ Student Voice
	Describe different explanations of what careers are and how they can be developed	STEM Projects e.g. London City Airport. Finding out about various careers within a sector. E.G. Secret Cinema	Exploring Careers and Career development	See the change in attainment in STEM subjects	Review and see if students go on to take STEM subjects or look into career fields they would now be interested in
	Be aware of what labour market information (LMI) is and how it can be useful to you	<i>Pupils analyse local job vacancies using job vacancy websites/apps/newspapers and other sources.</i>	Investigating jobs and LMI	Start Profile	Tutor Time discussions
	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	<i>Employers provide an introduction to employability skills.</i>	Preparing for Employability		

	Know how to prepare and present yourself well when going through a selection	<i>Pupils apply for leadership roles in the school, e.g. School Council representatives, peer mentors.</i>	Handling applications and		
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	process		selection		
	To understand what universities and colleges have to offer	College and University trips			Reflect on what universities have to offer, see if more students go to university

YEAR 10					
Careers Focus	Measurable Outcomes	Activities	CDI Framework ref	Monitoring	Evaluation
How to become the best you	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	<i>Pupils bring their personal story up to date and project it into the near future to show how they are building on their interests and strengths.</i>	Self determination	START profile	Feedback from Parents
	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	<i>Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.</i>	Self improvement as a learner	Start Profile	Reflection through student voice and tutor time
	Discuss the skills involved in managing your own career	<i>Pupils weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers. This is through Inspiring the Future and their speed networking workshops Pupils attend various events where they engage in discussion</i>	Exploring careers and Career development	Tracking and observations	Surveys

		<i>with professionals</i>			
	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	<i>Employers are invited into a humanities lesson and support the teacher when discussing local changes to work and the impact on society.</i>	Investigating work and working life	Learning walks	Class discussions
	Explain different types of business organisational structures, how they operate and how they measure success	<i>Through KPMG workshops, students meet various employers by the same company looking at different structures and business models</i>	Understanding business and industry	Observation	Focus Group

	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	<i>Pupils interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people. Students take part in Jack Petchey Speak Out challenge.</i>	Valuing equality, diversity and inclusion		
	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	<i>Pupils are given a presentation on Health and Safety at work before work experience.</i>	Learning about safe working practices and environments	Students log this in the work experience booklets	Review aspiration survey

	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p>	<p><i>Pupils practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated.</i></p> <p><i>Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Work Experience week-students experience a whole week of work, preparations, placement and debrief Future Focus Day 1MillionMentors programme mentors support students in reviewing and reflecting on development of employability skills</i></p>	<p>Preparing for employability</p>	<p>Future Focus Day and work experience. Students log all the information into their work experience booklets Teachers visit students during work experience</p>	<p>Students, teachers and volunteers all do a survey after the event to see what went well and how things could be improvements. Students also receive Work Experience certificates after completion</p>
	<p>Show that you can be enterprising in the way you learn, work and manage your career</p>	<p><i>Working with Agent3, pupils attend a session on techniques of successful marketing.</i></p> <p><i>Pupils are set a marketing challenge by KPMG during their workshop, such as how to make an app.</i></p>	<p>Showing initiative and enterprise</p>	<p>Observations/ Tracking</p>	

	<p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p>	<p><i>Pupils take part in role plays during workshops set up by Agent3 to practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). They discuss how to handle the consequences of their decision making.</i></p>	<p>Planning and deciding Handling application and selection</p>		
	<p>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p>	<p><i>Pupils discuss the use of social media, digital platforms and managing their digital footprint in relation to marketing themselves.</i> <i>Pupils take part in a mock interview in preparation for their forthcoming work experience interview and placement</i></p>			
	<p>Develop knowledge about universities and courses on offer</p>	<p><i>Students take part in Prestigious College programme, get an insight into independent college, and receive mentoring and application help. Students visits universities e.g. Cambridge to get an insight into University life and course on offer. Students attend taster session at Colleges e.g. English Masterclass</i></p>			<p>Students apply to Universities and courses at college that will help them achieve their goals and aspirations. Raise aspirations, through doing a survey we can evaluate how it has had an impact on a student</p>

**YEAR 11**

Careers Focus	Measurable Outcomes	Activities	CDI Framework ref	Monitoring	Evaluation
How do you see yourself	Recognise how you are changing, what you have to offer and what's important to you	<p><i>Pupils complete an interest's questionnaire and discuss the job and course suggestions with a trusted adult.</i></p> <p>All pupils receive a one-to-one career interview</p>	Self awareness	Through students action plan and reviewing each term	Students tracked on courses and colleges they are applying for.
	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	<p><i>Pupils keep an experiences and achievements log. They also record the evidence of their best use of key employability skills as part of an 'enterprise passport'.</i></p>	Self improvement as a learner	Start Profile	
	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	<p><i>Pupils analyse national and local data on the destinations of last year's leavers and consider possible implications for their own plans.</i></p> <p><i>Pupils use comprehensive websites to research local LMI and identify appropriate ways of interrogating the data.</i></p>	Investigating jobs and Labour Market Information		Review through one-to one interviews
	Reflect critically on ethical, legal and business case for equality diversity and inclusion in the workplace and the implications of your behaviour and others	<p><i>Students give talks and lead the following up discussion on equality, diversity and inclusion trending on social media</i></p>	Valuing equality, diversity and inclusion		Review of impact using student voice surveys and measure number of students who apply for post 16 activities.

	Know how to prepare and present yourself well when going through a selection process	<i>Application Surgery Application process Looking into A Level subjects more closely during mentoring Lunchtime advice</i>		Students use START to explore subjects	
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	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	<i>Students and parents attend Progression Evening One- to- one career interviews Pupils discuss their options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received. Pupils use their careers plan to record their thinking</i>	Making the most of careers information, advice and guidance	Ensure students have an action plan and are working towards it	
	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	<i>Pupils calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Pupils attend careers fairs to research the implications of choosing one pathway over another.</i>	Developing personal financial capability		
	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	<i>Students use Start profile to look are various courses they are interested in and draw up a conclusion to see which course best suit them. Pupils draw up a list of questions that they want to ask 'stallholders', who they can meet at forthcoming careers fair, open evenings and progression evening.</i>	Identifying choices and opportunities	Presentation of what to expect in year 11 delivered by Careers advisor	Review after the event to identify number of participants and use of student voice Ensure all students are aware of what to expect in year 11

	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p>	<p><i>Pupils say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</i></p> <p><i>One-to-one career interviews</i></p> <p><i>Presentations and assemblies from Colleges, sixth forms and training providers</i></p>	<p>Managing changes and transitions</p>		<p>Using Google forms and survey monkeys.</p> <p>Staying in touch through Alumni database</p>
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