



CEIAG at Shevington High School

Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work.

The intent of our Careers Curriculum at Shevington High School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills and enhance knowledge of labour market information whilst providing them with access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounters of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Strategic Objectives

Objective 1 - Promote and increase resources available for staff and students to access a stable Careers programme.

Benchmarks: 1, 2, 3, 4

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers and LMI into SOW by September 2023.
 - Create a bank of resources for staff use.
 - Increase and improve resources available on the school website.

Objective 2 - Increase student and parental involvement and confidence in career planning.

Benchmarks: 1, 2, 3, 6

- Post 16 and post 18 pathways through termly events and meetings e.g. information sessions and social media feeds
- Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving Shevington.
 - Increased number of careers related events/information for parents and careers.
 - Gather parental feedback to inform planning and reflect on provision.

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

- Develop an ALUMNI of support.
- Continue to develop links with organisations and build on existing relationships.



Current State

The Careers Lead is the Assistant Headteacher. Careers education is delivered in PSHEC lessons throughout all years 7-11 and also through the 'Skills for The Future' programme we deliver as a SAIL school via missions and Friday form sessions throughout the year.

Destinations Data

								Participation	
Year	Not Known	Employment with no Accredited Training	Voluntary & Part-Time Activities	NEET	FE	Employment with Accredited Training / Apprenticeships	Training	Shevington High School	Wigan Borough
2018	1.8%	0.0%	0.0%	0.0%	93.8%	3.5%	0.9%	98.2%	95.4%
2019	0.0%	0.0%	0.0%	0.0%	96.9%	3.1%	0.0%	100.0%	95.7%
2020	0.0%	0.0%	0.0%	0.8%	95.1%	4.1%	0.0%	99.2%	95.7%
2021	1.4%	1.4%	0.0%	2.1%	93.1%	2.1%	0.0%	95.2%	95.7%
2022	0.0%	0.0%	0.0%	0.6%	92.5%	6.9%	0.0%	99.4%	95.9%
2023									

Overall we continue to have strong progression into further education, with the majority of our students moving on to Colleges both within and outside of the borough. Despite a slight dip in 2021 our into learning figures remain higher than the Wigan average.



Gatsby Benchmark Compass +

Benchmark	%	Areas to be addressed
1 A stable careers programme	76%	School website to have information specifically aimed at teachers and employers. To evaluate using systematic feedback from teachers, employers and parents.
2 Learning from career and labour market information	100%	Continue to: Encourage parents and carers to use careers path and LMI to help inform study/career decisions College attendance at Parents' Evening Parents to use and understand LMI on website Displays around school to be updated following ongoing heating updates taking place around school which may have caused some damage.
3 Addressing the needs of each pupil	81%	Develop a system to collect and maintain accurate data for each pupil on their destinations for 3 years after they leave school.
4 Linking curriculum learning to careers	100%	Careers and LMI to be included in all schemes of work to ensure that it is easily identifiable.
5 Encounters with employers and employees	75%	Increase meaningful encounters with employers for students in years 7 and 8.
6 Experience of workplaces	50%	No work experience in year 10. Alternatives to be explored.
7 Encounters with further and higher education	90%	Further Higher Education encounters need to be arranged
8 Personal guidance	100	Continue with progress and work on tracking



Careers Map

YEAR 7

- Pupils complete a GOALS activity in their induction to Shevington.
- Students complete the Future Skills Questionnaire.
- Pupils receive a 'Careers in the Curriculum' presentation delivered during Careers week.
- As a SAIL school, 'Skills For the Future' is tracked in log book, coaching, workshop and through SAIL tasks.

PSHEC Wider World

- Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations
- Financial decision making Saving, borrowing, budgeting and making financial choices
- Begin using Xello *(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)*

YEAR 8

- Dragon's Den SAIL task.
- As a SAIL school, 'Skills For the Future' is tracked in log book, coaching, workshop and through SAIL tasks.
- Students complete the Future Skills Questionnaire.

PSHEC Wider World

- Equality of opportunity in careers and life choices, and different types and patterns of work.
- Digital literacy - online safety. digital literacy. media reliability and gambling hooks.
- Continued use of Xello *(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)*

YEAR 9

- Curriculum Enrichment Programme including; careers fair– *Pupils have the opportunity to experience workplaces and to have encounters with employers & employees,*
- Students are offered access to a variety of activities including GM Higher careers programme.
- Careers Interviews – *independent careers advisor is available for pupils.*
- As a SAIL school, 'Skills For the Future' is tracked in log book, coaching, workshop and through SAIL tasks
- Students complete the Future Skills Questionnaire.
- Students take part in a variety of activities to support the options process. This can include open evenings, options meetings with a senior member of staff, subject specific taster sessions/lessons and assemblies.
- Options assembly and independent guidance through GM Higher.
- Meeting with parent and SLT to discuss options.
- Options talks in all subject areas.



PSHEC Wider World	<ul style="list-style-type: none">▪ Setting goals Learning strengths, career options and goal setting as part of the GCSE options process, career action planning, CV writing.▪ Continued use of Xello <i>(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)</i>▪ Employability skills: Employability and online presence
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YEAR 10

<ul style="list-style-type: none">▪ Runshaw, Wigan and Leigh, Winstanley, St John Rigby Sample Days – <i>Pupils have the opportunity to have an encounter with a further education provider. They choose subjects they are interested in studying at A-Level/BTEC and they have a day at a local college, experiencing taster sessions in those subject areas.</i>▪ College Master classes (as above)▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i>▪ Apprentice talks in assembly/PSHE.▪ College visits and seminars.▪ Year 10 Careers fair.▪ As a SAIL school, 'Skills For the Future' is tracked in log book, coaching, workshop and through SAIL tasks.▪ Students complete the Future Skills Questionnaire.▪ Students are invited to take part in the world of work challenge.	
PSHEC Wider World	<ul style="list-style-type: none">▪ Financial decision making; The impact of financial decisions, debt, gambling and the impact of advertising on financial choices▪ Preparation for and evaluation of readiness for work▪ Continued use of Xello <i>(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)</i>

YEAR 11

<ul style="list-style-type: none">▪ 'Prep for Work' Activities– <i>Pupils have the opportunity to have encounters with employers /employees. Pupils take part in interview skills and other workshops such as employability skills</i>▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i>▪ Assemblies – <i>A number of local colleges come in to lead assemblies giving pupils opportunity to hear information from further education providers.</i>▪ NCS presentations.▪ Year 11 Careers Fair.▪ As a SAIL school, 'Skills For the Future' is tracked in log book, coaching, workshop and through SAIL tasks.▪ Application sessions - students take part in an application session delivered by the schools Careers advisor and supported by attendance from local colleges when available. This provides guidance on and support to apply to college.▪ Apprenticeship application session - students are invited to opt into a focussed session to support with finding vacancies and the application process.	
PSHEC Wider World	<ul style="list-style-type: none">▪ College application process and your post-16 plan▪ Application help▪ Career identity



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| | <ul style="list-style-type: none">▪ Part time work and employability▪ Continued use of Xello <i>(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)</i> |
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All Years

Other possible Careers experiences (whole school)	<ul style="list-style-type: none">● Display Boards in a variety of areas <i>(at least 1 per dept)</i>● Whole School Career's Display Board – <i>maths corridor – updated with college open days etc</i>● Career's Interviews – Can book these through their form tutor● Linking subjects with Alumni● Each school trip to be planned will have a Careers link to one of the Gatsby Benchmarks.
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Throughout the year student feedback is regularly captured to inform and target our education and guidance. In addition to the above provision for all students we create bespoke support packages for individual students working in partnership with other agencies when students when it has been identified that an individual requires additional information and guidance examples of this could include but is not limited to students with EHCPs or SEND and students who have been identified as at risk of becoming NEET.



Monitoring & Evaluation

Monitoring activities include:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny
- Schemes of workFuture Skills Questionnaire

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities include:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination dataTermly evaluation completed on Compass.

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.