

Ely College and Bishop Laney
CEIAG Strategy
2020-21



Our vision

High quality careers education, information and guidance (CEIAG) is of huge importance to students, in all years, as they are prepared for the world outside of the college walls. This is especially true at the moment with the repercussions for the pandemic being felt in the job market. We recognise the importance of this and it underpins our vision for CEIAG at Ely College:

“Ely College will be recognised as a leading school nationally in the field of enterprise and work related learning. This will result in outstanding opportunities for students, a curriculum that better reflects the needs of the local economy, and an enhanced range of pathways to employment and training.”

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short and longer term and should be read in conjunction with the CMAT ‘Careers Education, Information and Guidance’ procedures document that can be found at:

<http://www.cmatrust.co.uk/information/policies/>



Objectives

- To meet the 8 benchmarks for good career guidance as identified by the Gatsby Foundation
- To gain the ‘Quality in Careers Standard’ accreditation, the nationally recognised award for CEIAG in English Secondary Schools
- To become recognised as the leading school in CEIAG in the East Cambs/Fenland area



Introduction

Ely College has statutory responsibility for securing access CEIAG for all pupils in years 8-13. We feel strongly that this should be extended to year 7. The purpose of the CEIAG is intended to assist pupils to make and implement education, training and occupation choices and to learn how to prepare for the workplace and their careers.

Careers guidance must include information on all 16-18 education or training options, including Apprenticeships. Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information.

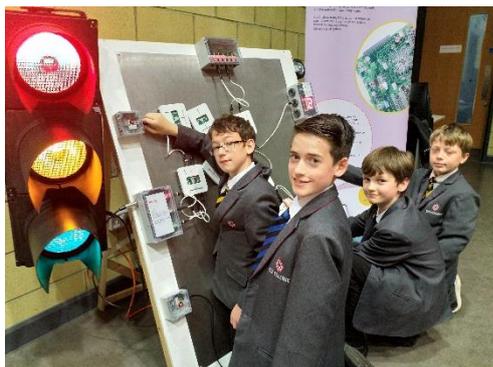
Ely College has strong links with outside agencies and is working to foster further links with universities and colleges and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET
- Careers work also supports strategies for student’s personal and social development by:
 - Building self-confidence and self-reliance
 - Promoting positive and informed attitudes to learning
 - Promoting leadership, organisation, resilience and initiative
 - Developing good communication skills



Aspects of CEIAG at Ely College are truly excellent. We have a well-developed and effective work experience program for year 10 students (moving online for this year) and our year 12 students are involved in a scheme to link with Business mentors. These are a point of contact for them to give advice on careers and future steps and be an additional support mechanism. However, we are acutely aware that there are areas where we can improve on and that it is our moral imperative to do so.

Our strengths



We fully meet 7 of the Gatsby 8 benchmarks and almost meet the final one.

Alongside this we do have strengths in our provision that we are proud of.

Our work experience and work shadowing programs

We view the opportunity for students to have a meaningful experience of the workplace of paramount importance in raising their aspirations and giving them greater insight into what life is like school. To this end we are proud that we are one of the few schools in the area where we arrange work experience for the whole of our Year 10 over a week during their Summer term and will continue to do so. This work experience is vital in:

- Students spending an extended period of time in a setting unfamiliar to them
- Students gaining and developing skills such as team working, independence, using their initiative and improving their communication skills
- Helping clarify their choices for UCAS Progress in choosing their Post 16 destinations.

We are currently investigating how we can deliver work experience (Year 10) and work shadowing (Year 8) this year.

The number of encounters our students have with employers and Universities

In 2019 our students totalled in excess of 3330 meaningful encounters, up from 2000 the year before. In years 7-11 this represented an average of 2.9 encounters per student over the year with each encounter giving our students insight into businesses and Further and Higher education establishments.

Our links with local businesses and agencies

We have highly developed links to a large number of local businesses ranging from the small scale to national companies. Examples of these links include:

- As a College we host a number of careers based events for our own students and for local primary schools
- The College initially setup and currently run the East Cambs Careers and Skills event at Ely Cathedral for local schools. This event attracts a huge number of providers and VI form colleges
- STEM events are frequent and varied within the college

We are also developing and fostering even closer links with agencies that can help us deliver an even better curriculum experience for our students. These include, but are not limited to:

- The CEC
- neaco
- Future First
- The Skills Service
- Form the Future

Gatsby Foundation 8 Benchmarks

The Gatsby Foundation was set up to work in areas that the trustees of the foundation are passionate about. One of these is Education and as part of that good careers guidance in schools. In 2013 the foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, with setting out what career guidance in England would be like were it good by international standards. His report identified 8 benchmarks that schools should work towards to improve and deliver high quality CEIAG provision.

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.
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.
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.
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.
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.
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.
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.
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. They should be expected for all students but should be timed to meet their individual needs.

Current analysis against the Gatsby Foundation benchmarks

The Gatsby Foundation provide a tool that allows us to see how the provision of CEIAG at Ely College compares against these benchmarks. Over the last few years our progress against meeting the benchmarks has been rapid.

	December 2017	October 2018	September 2019	December 2020
Benchmark 1	11%	82%	100%	100%
Benchmark 2	100%	100%	100%	100%
Benchmark 3	42%	81%	100%	100%
Benchmark 4	100%	100%	100%	100%
Benchmark 5	100%	100%	100%	100%
Benchmark 6	50%	100%	100%	100%
Benchmark 7	50%	75%	95%	95%
Benchmark 8	0%	50%	62%	100%

Most of the benchmarks we meet clearly, and now meet Benchmark 8 but there is one where there is more work needed.

Benchmark	Areas to improve
7	<ul style="list-style-type: none">Students should have had at least two meaningful visits to universities to meet staff and students

CEIAG Development Plan: Ely College and Bishop Laney 2020-2021

Objective	Actions
<p>Meet Gatsby 7: Encounters with further and higher education</p>	<ul style="list-style-type: none"> • Investigate and deliver online/virtual University visits for Yr10 and 13 • Increase the contact between years 12 and 13 with Universities via webinars
<p>Further improve the use of Unifrog through the college</p>	<ul style="list-style-type: none"> • Continue the use of Unifrog and further embed its use in PSHE lessons • Better internal monitoring of the usage statistics of Unifrog • Use the platform to help guide the 1:1 IAG interviews
<p>Gain the CEIAG award</p>	<ul style="list-style-type: none"> • Embed the CEIAG SoW through PSHE/RE lessons, assemblies and PLEDGES days • Collate the evidence required to gain award • Identify gaps in the evidence of current provision and address
<p>Enhance links with external organisations</p>	<ul style="list-style-type: none"> • Use the OA funding rate card activities to strengthen links with companies delivering • Dedicated displays in college reception and area on website highlighting and promoting our work with external organisations
<p>Mitigate the impact of the pandemic on the delivery of quality CEIAG</p>	<ul style="list-style-type: none"> • Employ a Level 6 Careers advisor with extended role to aid Careers leader • Use local contacts to access the highest quality digital/remote resources available • By the end of the academic year have maintained our progress against all of the Gatsby benchmarks having found novel ways to deliver the needed curriculum.