



Careers Education, Information, Advice and Guidance (CEIAG) at North Cambridge Academy 2024 to 2027

Careers Strategy 2024-26

The following procedures should be used in conjunction with the DfE (2017) 'Careers guidance and access for education and training providers' statutory guidance. All Meridian Trust Academies are encouraged to seek external Quality Assessment for their CEIAG activities.

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. We recognise the importance of this, and it underpins our vision for CEIAG at North Cambridge Academy. 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 Meridian 'Careers Education, Information and Guidance' procedures document that can be found [HERE](#). ([Meridian-Trust-Careers-Education-Information-Advice-and-Guidance-procedures-2023.pdf](#))

Our objectives are:

- To deliver high quality careers education that exceeds the provision required for the 8 benchmarks for good career guidance as identified by the Gatsby Foundation
- To develop and maintain a culture of high aspiration through a fully embedded CEIAG programme that grows appropriately with the growth of our school.
- To work towards submitting a successful application for the 'Quality in Careers Standard' accreditation, the nationally recognised award for CEIAG in English Secondary Schools

We intend our students to:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- Develop the aspirations and motivation to underpin their academic, personal and career development
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and confidently, and cope with change and transition.

At NCA, we have a strategy for CEIAG which adheres to the following principles:

- Provide access to a range of activities that inspire young people
- Build strong links with employers
- Offer a range of experiences to prepare students for the world of work
- Ensure good quality advice on KS4 and post 16 pathways to students
- Provide face-to-face advice and guidance through a varied careers programme
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16 (NEET), and the services that are available to support them
- Provide information to students about the financial support that may be available to help them stay in education post-16.
- Ensure that students are aware of out of school opportunities that could help them with their careers aspirations
- Stress the vital importance and powerful market value of a good GCSE in maths and English.

Introduction

North Cambridge Academy has a statutory responsibility for securing access to CEIAG for all pupils in Years 8-11. We are passionate about raising the students knowledge and aspirations so extend this to include 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 and T-Levels. 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.

North Cambridge Academy is forging links with external agencies and is working to foster further connections 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 (not in Education, Employment or Training)
- 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

We have a developed and effective work experience programme for Year 10 with all students aiming to complete at least a week of work experience at the end of year 10. We also invite an additional 40 students to take part in supplementary work experience days with Costello Medical to help them prepare for the world of work.

Strengths

We have a small careers team who are passionate about delivering an outstanding CEIAG programme. The PLEDGES programme is well established and compliments many of the transferable workplace skills needed in the workplace. Our academic mentoring programme enables every student to be well known and 1:1 guidance given regularly. Each tutor has the responsibility to support their tutees with the career journey.

We have numerous strengths in our provision that we are proud of.

Our Work Experience Programme

We currently have a database of employers we have two members of staff which support students with finding meaningful placement opportunities. Students partake in work experience in year 10 we allow in person, and virtual work experience opportunities. We also provide a bespoke work experience programme for our SEND students.

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. In addition to the full week of work experience we also offer 40 students an additional work experience day in the spring term. 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 their Post 16 destinations.

Student Encounters

There are a range of external partners who work with North Cambridge Academy, including Army Careers, Cambridge Regional College, College of West Anglia, Cambridge University, Anglia Ruskin University, AIM Apprenticeships, Form the Future, Hill Group, Costello Medical and Unifrog. The school's careers strategy identifies that collaborating with external providers is an important aspect of the programme.

We have been proud to work with Form the Future since 2021. Through their year group events bringing employers into school to targeted business mentoring for our pupil premium cohort to enabling us to contract a Level 6 careers advisor, they have been instrumental in enhancing our careers programme and supporting us to meet the Gatsby Benchmarks.

We have been proud to work with Form the Future since it was first established in 2015. Through their year group events bringing employers into school to targeted business mentoring for our pupil premium cohort to enabling us to contract a Level 6 careers advisor, they have been instrumental in enhancing our careers programme and supporting us to meet the Gatsby Benchmarks.

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 if deemed 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 Benchmark

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

	All schools nationally	Greater Cambridge and Greater Peterborough LEP	NCA Summer 2024
Benchmark 1	65.4%	65.8%	94%
Benchmark 2	80.7%	76.7%	100%
Benchmark 3	54.0%	61.6%	100%
Benchmark 4	76.1%	64.4%	81%
Benchmark 5	79.8%	82.2%	100%
Benchmark 6	64.6%	58.9%	100%
Benchmark 7	52.5%	52.1%	80%
Benchmark 8	74.8%	68.5%	100%

Our work now is focused on developing the provision for each benchmark ensuring that our provision exceeds what is required.

Areas for further development

To ensure that our provision is the best possible fit for the students of NCA and to ensure we provide the best possible provision we are continually reviewing our programme. The areas we have identified for further development are outlined below.

- Develop further the knowledge of the wider staff in the College around the Gatsby Benchmarks, to have a united knowledgeable front of the Careers provision
- Develop Gatsby 4 further so that careers information is embedded in all subject areas over the college with a focus in lessons every term. This is vital to link careers into the main curriculum and demonstrate the versatility and range of opportunities available
- Consider how parental engagement with careers could be developed further, using actions from the Meridian trust CEIAG committee. We know that parental knowledge is a key connection for our students and by engaging with them, our careers provision can have a more effective outcome
- Enhance further the links with other education providers and the Local Authority, particularly Higher Education and independent training providers, to fulfil Gatsby 7
- Collect destinations data from the current Year 11 cohort for Autumn 2024 and develop an alumni network to help form part of the careers provision
- Introduce careers lunches for employers to come and directly talk to students without disrupting the main curriculum. This will provide more individualistic opportunities for

students interested in a range of sectors.

- More explicit promotion of post-16 options to students in Year 9 onwards, to include T-levels and Apprenticeships. Students must be aware of all the available Post-16 options and providing them with the introduction of the information earlier would allow them to have longer to think about their decision
- Participate in the Brighter Futures with Virtual school to evaluate the impact of targeted careers support for the most vulnerable students