



**North East
Learning Trust**

Careers plan

Ashington Academy

NELT CEIAG Vision

Our young people are at the centre of everything that we do and Careers, education, information, advice and guidance (CEIAG) is fundamental to our ethos. Careers guidance is as much about inspiration and aspiration as it is about advice and it should prepare young people to be able to make informed choices about their future career pathways. The decisions that we make are entirely focused on the children in our care and on ensuring that we enhance their chances of success when they leave us. In order to achieve this, CEIAG remains at the core of everything we do because we realise that this approach is fundamental in achieving positive outcomes for all of our students. Our CEIAG programme encourages all of our young people to actively consider their futures, to recognise opportunities as they arise and to leave us with clear aspirations for the world of work, education and training.

The core values which underpin our vision:

1. Every child has the right to an excellent education.
2. Every child experiences excellence every day.
3. All young people, irrespective of ability or background, can and will be successful in our Trust.
4. We are inclusive and tolerant, engendering respect for individuality and difference.
5. Our approach to education is such that we support all children in our care to overcome any barriers to learning.
6. We encourage all of our young people to aim high and make the most of their talents.
7. We are dedicated to nurturing a sense of social responsibility and spiritual and personal development.
8. We provide a safe environment where young people are cared for.
9. Our schools are committed to creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning.
10. We foster integrity, resilience, creativity, good manners and sensitivity to the needs of others.



Ashington Academy

Vision Statement

Our students are ambitious with their career choices and have a clear understanding of how their time in school directly affects their career after.

Vision Rationale

Providing students with outstanding careers guidance is of the utmost importance. It is the key to opening our students' eyes to the possibilities and opportunities available to them once they leave school. It is our job to raise their social mobility, show them what is out there and guide them towards making good, appropriate education and careers choices that will enable them to have a rewarding career. It is our vision for careers guidance at Ashington Academy is that all students have access to appropriate and bespoke careers guidance at every stage of their academic career that enables them to successfully access the next stage of their career.

We deliver Careers Education in a variety of ways to all pupils from Year 7 to Year 13 and beyond to ensure that our young people are making informed and well supported decisions.

Our registration and Personal Development programme encourages our pupils to think about career planning from their earliest time in school and develop a positive approach in everything they do.

We are actively involved in a range of projects to enable our young people to understand the breadth of opportunities available to them in their future education and employment, and partner with a number of organisations that support us in this aspiration.

Core Careers Offer and Student Entitlement

All students at Ashington Academy have access to a fully-embedded and age-appropriate careers programme which includes CEIAG and work-related learning. This programme is strategically designed to ensure that our learners' needs are met throughout their journey with us. Our core offer to students includes the following:

- One-to-one careers guidance sessions with a qualified adviser. All students have at least one appointment by the age of 16; however, our most vulnerable learners are allocated multiple, and these are opened to our younger learners in the run up to options choices. We also work with the local county council to offer additional careers advice as needed.
- Advice and support are strategically tailored to ensure that the needs of all individuals are met.
- Curriculum learning is linked to the world of work.
- Students are encouraged to engage with local market information via Unifrog, registration activities and subject lessons.
- Parental support, guidance, and communication.
- Dedicated careers and skills lessons delivered via form tutors.



- Regular access to up-to-date careers information via lessons, online resources (including student POD), careers library and Unifrog.
- Further education visits, assemblies and events (including training and apprenticeship providers).
- Employer encounters, including STEM employers/training providers, including activities to challenge stereotypical thinking about the world of work.
- Experience of the workplace via work experience in years 10 and 12.

Teachers at Ashington Academy and qualified career professionals will support students' career development in the following ways:

- Giving them access to a broad, balanced and engaging curriculum that stretches and supports. Including a variety of STEM subjects, which will help them to gain access to a wide range of careers.
- Giving them access to a range of providers within the local area and learning about the opportunities that they have through assemblies, events, taster sessions and guided pathways.
- Giving them information and engaging in discussions within lessons, events and assemblies which promote sensible decisions about their futures.
- Giving them information and support linked to the process of applying for post-16 destinations.
- Giving them access to a qualified and impartial adviser throughout the year via individual meetings, drop-in sessions, workshops, events and on results day.
- Giving extra support, throughout the academic year and during transition periods, when students are identified as having additional needs.
- Giving students up-to-date information via notice boards, the school library, tutor time and online platforms.

Although we are child-focused, parents and carers can access support for their child in the following ways:

- Individual meetings (in person/telephone), parents' evenings, transition events and on results day.
- Careers information via computer-based programmes and the school website.
- Regular parent information packs emailed to KS4 parents

Strategic Objectives

1. Students have regular and meaningful encounters with a wide range of employers and training providers to allow them to make ambitious and informed choices about the next stage of their careers. *(Benchmark 1,5,6 and 7)*
2. Students are understanding, accessing and using good quality information about local and national jobs (Labour Market Information –LMI) to plan their educational pathways and careers, before key decisions and transition periods. *(Benchmark 2, 3 and 8)*
3. Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers guidance and maintaining accurate records of the work they do or and making full use of the school's tracking system for careers education. *(Benchmark 1,2,3 and 4)*



Our Current Provision – Summary

Here at Ashington Academy, we firmly believe that students are entitled to receive high quality Careers Education, Information, Advice and Guidance (CEIAG). The programme aims to develop their awareness of their skill set, make students aware of the opportunities available to them after school and encourage students to plan appropriately for their future. We aim to raise aspirations, broaden horizons and break down stereotypes so that all students are enabled to fulfil their potential. Through this, we aim to inspire students to greater achievement in their formal qualifications whilst with us and ensure successful progression to the next stage of their lives and the world of work.

Ashington Academy has a robust CEIAG programme that is integrated into all parts of our school community. It incorporates both formal CEIAG education, guidance activities and interviews, and careers information provided throughout individual subject areas. Students will be exposed to a variety of external speakers, employers and higher education provisions throughout their time at Ashington Academy. The programme also works closely with staff at the academy in order to develop their knowledge of careers in their subject area, as we firmly believe all staff are responsible for the ‘career education’ of our students, not just the careers team. Therefore, it is important that all staff maintain an up-to-date knowledge of the opportunities that relate to their subjects, encourage students to explore ideas and are happy to provide additional information to students, or to refer them to other resources/colleagues with a more specific knowledge.

In addition to the in-school programme we also aim to provide students with opportunities to experience the world of work and higher education facilities. We run a work experience programme in years 10 and 12 to allow students to develop their key employability skills and experience what it is like to go to work. We also endeavour to expose students to a range of local universities and colleges in order to support them in making informed decisions about their future studies.

We aim to continue to develop the careers provision to develop a greater range of experiences and resources over the coming academic years, such as the school website to support students and their parents/carers in researching and planning their futures. We aim to strengthen our relationships with external supporters, further and higher education providers, alumni and employers to widen the information and support for all our students to ensure they make successful transitions within and beyond Ashington Academy and go on to successful careers.

Careers Team

Mrs Rachel Watkins
Associate Assistant Headteacher – Careers Lead

Mrs Watkins leads on the development of careers provision across all year groups to ensure students understand progression opportunities available to them. She ensures that students are well informed about future careers and other education and training opportunities in



order to support with decision making around next steps and future destinations. She also leads on the ongoing development and resourcing of the careers programme and leads and supports other staff members to provide students with good quality career related activities as part of the tutorial programme and within the curriculum.

Miss Laura Smith

Assistant Headteacher – SLT Link for Careers

Miss Smith works with Mrs Watkins to ensure students from across the school understand future opportunities open to them; their progression through the school and into university or training; and to widen understanding of the career options available to them.

Ms Sue Bell

Head of Sixth Form

Ms Bell leads on supporting students with their progression through either the UCAS application process or other post-18 options and supports students returning to Sixth Form in Year 11. She also supports to design and deliver of the careers programme at Post-16.

Mrs Margret Robson Sixth Form Advisor

Mrs Robson works closely with Ms Bell and Miss Smith to provide personal guidance to all our sixth form students. She supports with their UCAS application forms and personal statements, as well as providing guidance interviews to each of our sixth form students regarding their post18 options. Mrs Robson also supports with the interviewing of each year 11 student who wishes to come back to sixth form.

Form Tutors

All form tutors play a key role in supporting our students with their future careers choices and developing positive young people through the high quality delivery of the careers and personal development programme at Ashington Academy.

Caron Mullin

Careers Advisor – Progress Careers

Caron is a former pupil and now works for Progress Careers. She works at Ashington three days a fortnight to provide impartial careers advice to all students. Any student can make an appointment with Caron, but she pays particular attention to year 11 and year 13 students.

David Coe

Enterprise Co-Ordinator

David works for the NELEP as part of the skills, employment, inclusion and progression team and his role focuses on education and business engagement as part of the North East Ambition programme. He supports the school with adopting and implementing the Good careers benchmarks and ensures we have access to an enterprise adviser who is a senior business professional, matched with the school with the aim to provide a key line of sight to the world of work and support the school to move forward with their careers. He also delivers staff training, ensuring staff are as highly skilled as possible.



Jonathan Cowey *Enterprise Advisor*

Ashington Academy has an Enterprise Adviser who is a prominent local figure from business and industry that supports the school in preparing students for the world of work. Jonathan Cowie, at Concentrix + Webhelp, is currently our enterprise advisor and he works closely with the school to ensure that students at Ashington Academy can learn from his experience and become aware and develop key transferable skills that will help them thrive in the 21st century ever changing work place.

Ian Yarrow / Zoe Crozier

Careers Advisor -Local Authority Learners with additional needs will receive additional support from Northumberland Council. Ian Yarrow and Zoe Crozier from the Local Authority Careers Guidance Team is attached to the school and will be invited to annual reviews when learners requiring an Education Health Care plan (EHCP) reach Year 11.

The Gatsby Benchmarks

We believe that Ashington Academy has a CEIAG programme that is structured, stable and meets the needs of all our young people. Our key aim is to ensure that the careers provision meets the requirements outlined in the Gatsby benchmarks

Current Compass Report

Gatsby Benchmark	Gatsby Benchmark	July 2023	March 2022(%)	Percentage of Schools Meeting Nationally (%)
1	A stable careers programme	100	100	65
2	Learning from careers & labour market information	100	100	81
3	Addressing the needs of each pupil	100	100	54
4	Linking curriculum learning to careers	100	100	76
5	Encounters with employers & employees	100	100	80



6	Experience of workplaces	100	100	64
7	Encounters with further and higher education	100	83	52
8	Personal Guidance	100	87	75

Areas for Development

- Use parental newsletters and social media outlets to regularly update students and parents about current labour market information.
- Continue to use Compass Plus and Unifrog to keep accurate records of student engagement and share student progress with parents at important times, such as option choices.
- Increase staff engagement with the CEIAG provision and ensure careers is embedded into the curriculum for all subjects.
- Regularly evaluate the current provision, with feedback from students, staff, parents & carers and external agencies.

Action Plan

<p align="center">Strategic Objective 1</p> <p align="center">Students have regular and meaningful encounters with a wide range of employers and training providers to allow them to make ambitious and informed choices about the next stage of their careers. <i>(Benchmark 1,5,6 and 7)</i></p>		
	Targets	Actions
<p>Year One</p> <p>2021-2022</p>	<p>Develop links with organisations and build on existing relationships.</p> <p>Increase the variety of businesses and organisations we work with within school.</p> <p>Use Unifrog to track careers interactions to ensure coverage across all students in all year groups as appropriate.</p>	<p>Meet with targeted organisations and get a service level agreement in place (see external engagement plan – appendix 7)</p> <p>Implement Unifrog across the whole school, via form codes and an assembly explaining how Unifrog works. Unifrog workshops for all students within tutor time.</p> <p>Highlight any students who need specific or additional support and ensure this takes place.</p>
<p>2022-2023</p>	<p>Continue to increase the variety of businesses and employers we work with.</p> <p>Continue to develop the use of Compass plus to track student careers engagement</p> <p>Use Unifrog and our evaluation programme to ensure the employers and employees used fit within student areas of interests and the current needs of the school.</p>	<p>Share resources across Bedlington and Ashington academy to ensure we are maximising our available resources.</p> <p>Student feedback from encounters.</p> <p>Unifrog analysis of student areas of interest.</p>

2023-2024	Increase employer and education links within curriculum areas (links to strategic objective 3)	<p>Begin the 'Lunch with' scheme to include student areas of interest using Unifrog preferences.</p> <p>Careers champions to work within departments to implement and embed this.</p> <p>Ensure students are using Unifrog and are accessing information about further education that allows them to make informed, ambitious post-16 and post18 choices.</p>
Strategic Objective 2		
Students are understanding, accessing and using good quality information about local and national jobs (Labour Market Information –LMI) to plan their educational pathways and careers, before key decisions and transition periods. <i>(Benchmark 2, 3 and 8)</i>		
	Targets	Actions
Year One 2021-2022	<p>Develop the information parents receive about the current labour market.</p> <p>Gather information about students current interests in terms of careers.</p>	<p>Develop parents evening hand out relating to labour market information and CEIAG information.</p> <p>Ensure the school website is regularly updated with current labour market information.</p>
2022-2023	<p>Continue to develop the information parents receive regarding LMI.</p> <p>Careers lessons at KS3.</p> <p>Raise awareness of LM with key year groups before transition periods (Year 9, 11 and 13).</p>	<p>Gather feedback from parents and use this to develop and adapt the information parents receive.</p> <p>Parent information evenings and Careers Fairs.</p> <p>Student to receive assemblies regarding LMI and how this affects their decisions. Online resources provided through Unifrog.</p>
2023-2024	<p>Staff confidence has increased regarding discussion LMI in their lessons and subject areas.</p> <p>Students are using LMI when making post-16 and post-18 choices and this will be evident in their guidance interviews</p>	<p>Departments to use and display LMI in classrooms. LMI is used regularly in lessons.</p> <p>Students have access to LMI through newsletters, Unifrog etc and use this information when making their 'next step' choices.</p>

	Greater focus of CEIAG activities to ensure they are taking into account of current LMI.	Sessions are planned with a focus on current gaps in the labour market for appropriate students. Use Unifrog to select students.
Strategic Objective 3		
Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers guidance and maintaining accurate records of the work they do or and making full use of the school's tracking system for careers education. <i>(Benchmark 1,2,3 and 4)</i>		
	Targets	Actions
Year One 2021- 2022	<p>Encourage all subject areas to lead CEIAG activities within their subject areas and are beginning to promote aspirational career choices for their students.</p> <p>Unifrog introduced to all staff and specific training to take place for interested staff.</p>	<p>Planning to incorporate some CEIAG links and staff make references to careers in lessons at specified points throughout the year, such as national careers week.</p> <p>Extra-curricular planning sheets to include a CEIAG reference to encourage staff to think about careers when planning trips.</p> <p>Staff receive CPD on CEIAG in lessons and Unifrog.</p>
2022- 2023	<p>All subject areas are implementing CEIAG initiatives in their subject areas and are promoting aspirational career choices for their students.</p> <p>Unifrog is implemented by all departments and students.</p>	<p>Department planning has CEIAG references.</p> <p>Staff are talking about careers in lessons and have some extra-curricular activities that link to CEIAG.</p>
2023- 2024	<p>Departments take ownership of and lead CEIAG within their departments.</p> <p>Unifrog is widely used in school.</p>	<p>Staff are talking about careers in lessons and have a wide range of extracurricular activities that link to CEIAG.</p> <p>Links with businesses are embedded in departments and there is regular contact within subject areas.</p> <p>Students and staff are engaged with Unifrog and it is used to monitor and</p>



		evaluate the CEIAG provision within school.
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Careers Programme

Below is a brief summary of our core CEIAG programme and aims. This core provision is subject to change due to availability of external providers. It will be reviewed at the end of each academic year. We also supplement this programme with additional sessions throughout the year, depending on student need.

Year	Key aim/objective	Key Meaningful Event	Link with Enterprise Adviser (JC - Webhelp) / Enterprise coordinator (DC - NELEP)	Key Careers Celebration Events	Registration / Unifrog Curriculum	Student & Parental Engagement
Y7	Development and understanding of key employability skills.	STEM Roadshow Careers Fair	Assembly: Skills to succeed Tutor drop in: Importance of skill development Activity: Business enterprise event	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities focusing on essential skill and LMI Unifrog – Classroom and online based activities focusing on student interests as well as developed understanding of careers	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June
Y8	Understanding the wide range of possible careers across all sectors.	NHS Performance Careers Fair	Assembly: Skills to succeed Tutor drop in: Range of careers Activity: Business enterprise event	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities focusing on essential skill and LMI Unifrog – Classroom and online based activities focusing on student interests as well as developed understanding of careers	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June
Y9	Understanding of different routes into careers. Considering how GCSE and A-Levels link to careers	Careers Fair Army STEM workshop	Assembly: Options presentation Tutor drop in: What to consider at options time Activity: Business enterprise event	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities focusing on subject specific careers and LMI Unifrog – Classroom and online based activities focusing on student skills and preparing for option choices	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June Parental options evening
Y10	Development of specific work-based skills	Destination Days Work Experience	Assembly: Presentation on success Tutor drop in: How to prepare for work experience – an employer's perspective	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities focusing on subject specific careers and LMI Unifrog – Classroom and online based activities focusing on personalised careers options and	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June Progress careers parental communications

		1:1 with Progress Careers Careers Fair	Activity: Mock interviews focusing on essential skills		preparation for work experience	Parental engagement evening
Y11	Understanding of information needed to make educated decisions about post-16 options, linking this to career routes.	1:1 with Progress careers Careers Fair	Assembly: Future destinations and routes Tutor drop in (Progress careers): Making the most of your careers appointment	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities focusing on subject specific careers and LMI Unifrog – Classroom and online based activities focusing on supporting students with next steps after school	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June Progress careers parental communications Parental engagement evening
Y12	Investigate career paths related to subjects studied	UCAS Fair University Visit Careers Fair	Assembly: Future destinations and routes	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities and presentations with a different theme each half term: <ul style="list-style-type: none"> - Work skills - Apprenticeships - Uni life Unifrog – Career pathway focus – P18 destinations	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June
Y13	Apply for and secure post-18 study or employment	UCAS Fair University Visit Careers Fair	Assembly: Future destinations and routes Tutor drop in (Progress careers): Making the most of your careers appointment	Green Careers Week – assembly and event (6-11 November) National Apprenticeship Week – assembly and event (5-11 Feb) National Careers Week – assembly and curriculum (4-9 March)	Reg – Classroom based activities and presentations with a different theme each half term: <ul style="list-style-type: none"> - Personal statements - Interview skills - Work skills UCAS – Personal statements for P18 destinations	Half termly student leadership team meetings and actions Termly newsletter – Nov / March / June Progress careers parental communications

Monitoring and Evaluation Plan

Ashington Academy has a robust CEIAG programme that is integrated into all parts of our school community. It incorporates both formal CEIAG education, guidance activities and interviews, and careers information provided throughout individual subject areas. Students will be exposed to a variety of external speakers, alumni, employers and higher education provisions throughout their time at Ashington Academy.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and we then use this information to inform future decision making. Monitoring activities adopted by Ashington Academy are:

- Learning walks
- Lesson observations
- Questionnaires – with students, staff, parents & carers and external agencies
- Student voice
- Work scrutiny
- Planning scrutiny

Evaluation activities are used to measure the impact of our careers programme and inform the planning of future events. Evaluation activities adopted by Ashington Academy are:

- Analysis of the whole school tracking system on Compass Plus
- Feedback from the personal guidance interviews
- Student voice
- Lesson observations
- Questionnaires – with students, staff, parents & carers and external agencies
- Destination data

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 using the Compass Tool.

Provider Access Policy Introduction

This policy statement sets out the school's arrangements for managing the access of 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.

Pupil Entitlement

All pupils in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships –through options events, assemblies and group discussions and taster events.

- To understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests Procedure

A provider wishing to request access should contact:

Mrs Rachel Watkins

Associate Assistant Headteacher – Careers Lead

Tel: 01670 812116

Email: admin@ashingtonacademy.co.uk

Opportunities for Access

There are a number of opportunities available to come into school to speak to pupils and/or their parents/carers. These may be at events such as a careers fair which will typically be organised in the second half of the summer term. We also have careers stands at parents' evenings as indicated by the school calendar, where employers/providers might speak with parents/carers and pupils. External providers and companies can also deliver year group assemblies which are short opportunities to speak to whole year groups.

It may be possible to arrange bespoke opportunities to address pupils, but any such arrangements are at the discretion of Ashington Academy and dependent upon restrictions in the calendar.

Additionally, providers can provide relevant literature to the school to be distributed to pupils and/or their parents/carers. Please speak to Miss Smith to identify the most suitable opportunity for you.

Premises and Facilities

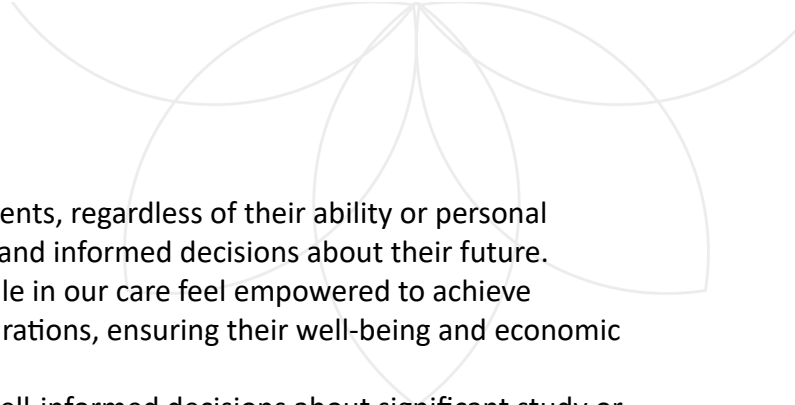
The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity and dependent upon availability at the time in question. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Conclusion

At Ashington Academy we are dedicated to ensuring that all students receive high-quality, individualised and relevant careers education. We are committed to the Gatsby Benchmarks and they are at the core of our strategic planning. As a school we are also fully compliant with the Baker Clause and allow access to all our students in order to ensure they make informed post-16 and post-18 choices.

Our CEIAG programme is strategically designed around the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. We are currently working towards achieving all eight of the benchmarks, as well as the Quality in Careers Standard. Through our carefully planned careers education, information advice and





guidance (CEIAG) programme all of our students, regardless of their ability or personal context are supported to make appropriate and informed decisions about their future. We aim to ensure that all of the young people in our care feel empowered to achieve personal success and leave us with high aspirations, ensuring their well-being and economic stability in their future.

We support and guide students in making well-informed decisions about significant study or career choices by providing access to impartial and independent information and guidance about the range of options (including vocational, academic and apprenticeships) available to them. By supporting and guiding students at crucial transition stages, informing them of all their options and introducing them to employers and the world of work, we aim to prepare them for their future regardless of the career route they wish to pursue.

Careers guidance is provided through our carefully planned CEIAG programme and we have a whole school approach to CEIAG. We provide students with a range of visits and work place experiences, as well as 'in house' careers events. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers guidance for all of our young people.

