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Careers Education, Information, Advice and Guidance (CEIAG) Strategy

1. 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.

2. 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 Bedlington 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 Tutorial and Personal Development programme encourages our pupils to think about career planning from their earliest time in school and develop 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.

3. Our current provision – summary

Here at Bedlington 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.

Bedlington 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 Bedlington 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 Bedlington Academy and go on to successful careers.

4. Current Compass Ratings

Gatsby Benchmark	School Current Score (%)	September 2019 (%)	School previous score (March 2019) (%)	Percentage of Schools Meeting Nationally (%)
A stable careers programme	70	94	88	21
Learning from careers & labour market information	100	60	40	45
Addressing the needs of each pupil	90	72	90	20
Linking curriculum learning to careers	75	81	81	38
Encounters with employers & employees	100	75	75	52
Experience of workplaces	100	100	87	47
Encounters with further and higher education	79	83	75	21
Personal Guidance	100	83	75	57

Green = improved

Amber = remained the same

Red = has declined

Context

1. Benchmark 1 – We felt we had been previously generous with how well the programme was being evaluated. We are currently looking at a variety of ways of evaluating the programme, as well as working alongside parents/carers and employers to improve provision.
2. Benchmark 4 – Due to staffing changes we felt that some subject areas were not as engaged with this as others. CPD is going to be provided to staff in those departments to ensure they are fully equipped to deliver careers in the curriculum.
3. Benchmark 7 – More work needs to be done in order to ensure students have information about independent training providers. We also need to look carefully at the number of visits for students to Universities and ensure these encounters are meaningful, rather than one size fits all.

Areas for Development

Use parental newsletters and social media outlets to regularly update students and parents about current labour market information.

Use 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, particularly English & Maths.

Regularly evaluate the current provision, with feedback from students, staff, parents & carers and external agencies.

Look at the number of opportunities students have to meet with independent training providers and visit universities.

5. Destination Data

Year 11

Destination	2017	2018 (%)	2019 (%)
Sixth Form	30	33	25
College	60	63	61
Apprenticeship	8	3	11
Army	0	0	1
NEET	0	1	3

Year 13

Destination	2017	2018 (%)	2019 (%)
University	70	72	46
College	0	0	4
Apprenticeship	7	4	17
Employment	23	24	25
Unknown	0	0	4

6. 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)*

7. Careers Team

Mrs Laura Windass

Careers Leader

Mrs Windass works with students from across the school to support their understanding of 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. She has developed and resourced the careers programme alongside Michael Laidlaw 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.

Mr Michael Laidlaw

Head of Sixth Form

Mr Laidlaw oversees the careers and personal development programme at Bedlington Academy. He 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. He also leads on the design and delivery of the careers programme at Post-16.

Mrs Kristen Lynn

Sixth Form Hub Manager, Guidance Lead and Higher Education Champion

Mrs Lynn is a Qualified Careers Adviser (L7) and undertakes personal guidance interviews with all students in year 11 and 13 and working with staff to develop their knowledge and understanding of local labour market information and opportunities.

She offers learners additional opportunities for students from years 7-13 to have a personal careers guidance interview. Parents' can speak with the Careers Adviser and can request to be present at their child's careers guidance appointment. Students can request this either by asking their tutor or a teacher, or by making a booking with Mrs Lynn in the Sixth Form Hub. Most careers appointments last about half an hour and all students who have a meeting with Mrs Lynn will receive an action plan summarising their plans and identifying their next steps.

Mrs Lynn also works closely with Mr Laidlaw implementing the careers and personal development programmes for the Sixth Form and supports with UCAS applications. She is also our Higher Education Champion and works with NECOP to ensure all our students have access to high quality information about higher education.

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 Bedlington Academy.

Ms Lorraine Hetherington

Enterprise Advisor

Bedlington 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. Lorraine Hetherington, Community Engagement Co Ordinator for the Bell Group, is currently our enterprise advisor and she works closely with the school to ensure that students at Bedlington Academy can learn from her experience and become aware and develop key transferable skills that will help them thrive in the 21st century ever changing work place.

Mrs Julie Ann Collins

Careers Advisor

Mrs Collins is a Qualified Careers Adviser (L7) undertakes personal guidance interviews with all students in year 11 at present. Mrs Collins is based at Easington Academy, which is part of the North East Learning Trust, and provides these guidance interviews as part of our strive to provide completely impartial advice to our year 11 students with regards to their post-16 choices.

Mrs Margret Robson

Sixth Form Advisor and Governor Link for CEIAG

Mrs Robson works closely with Mr Laidlaw and Mrs Lynn and provides 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 post-18 options.

Mrs Robson also supports with the interviewing of each year 11 student who wishes to come back to sixth form.

Ian Yarrow

Careers Advisor – Local Authority

Learners with additional needs will receive additional support from Northumberland Council. Ian Yarrow 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. Students who have an EHCP or are in Local Authority Care will also receive additional Careers Guidance appointments in year 10 from our own Careers Advisor, Mrs Lynn.

8. Careers Programme

Our current careers programme is outlined below. This is constantly being evaluated and updated throughout the academic year to ensure all our students receive the best possible provision. The programme outlined below is our core provision for students in each year group during the COVID pandemic.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Tutor Activities (Various)	Tutor Activities (Various) Alumni Assembly (5) Delivered virtually to students.	Careers Roadshow: Northumberland College (7) Tutor Activities (Various) Alumni Assembly (5,6)	Tutor Activities (Various) Newcastle Uni Trip (7)	STEM Assembly (4) PSHE: Light STEM (4) Tutor Activities (Various)	Melissa Bus: NHS Careers (5,6,7) Northumberland College Discovery Day (7) Tutor Activities (Various)
Year 8	Tutor Activities (Various)	Tutor Activities (Various) Alumni Assembly (5) Delivered virtually to students.	Tutor Activities (Various) Alumni Assembly (5,6)	Year 8 Options: Guidance Interviews (1,8) Future First: Options Workshop (1,8)	STEM Assembly (4) Tutor Activities (Various)	Kirkley Taster Day: Northumberland College (7) NHS Careers Performance (4,5,6,7)
Year 9	Tutor Activities (Various)	Lunch with... (various employers throughout the year) (5,6) Virtual Tutor Activities (Various) Alumni Assembly (5) Delivered virtually to students.	NECOP Mentoring (1,8) Tutor Activities (Various) Alumni Assembly (5,6) Lunch with... (various employers throughout the year) (5,6)	This is Creative Enterprise (2,4,5,6,7) Tutor Activities (Various) Lunch with... (various employers throughout the year) (5,6)	STEM Assembly (4) Digital Careers: Northumberland College (7) PSHE: Mock Interviews (5,6) Lunch with... (various employers throughout the year) (5,6)	Enterprise Challenge: (2,4,5,6,7) Tutor Activities (Various) Operating Theatre Live (7) Lunch with... (various employers throughout the year) (5,6)
Year 10	Tutor Activities (Various) Career Interests Questionnaire: Tutor (1,3)	Work Experience Launch and Parental Letter (6) PSHE: CV Writing (5) Tutor Activities (Various) Lunch with... (various employers throughout the year) (5,6) Alumni Assembly (5) Delivered virtually to students.	Tutor Activities (Various) PSHE: Post-16 Options (Tailored) (7) HE Workshop: David Hodgson (7) Which Job? Meet the employer PSHE workshop (5) Alumni Assembly (5,6) Lunch with... (various employers throughout the year) (5,6)	Tutor Activities (Various) Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7) Lunch with... (various employers throughout the year) (5,6)	STEM Assembly (4) Tutor Activities (Various) Select Guidance Interviews (3,8) PSHE: Employability Skills (5,6) Lunch with... (various employers throughout the year) (5,6)	Work Experience (6) College Taster Days – Newcastle and Northumberland (7) Careers Fair (Parents Evening) (2,5,7) Operating Theatre Live (7) Lunch with... (various employers throughout the year) (5,6)

Year 11	Tutor Activities (Various)	<p>PSHE: Revision Techniques (NECOP) (3)</p> <p>6th Form Open Evening (7)</p> <p>Ask Apprentice: Awareness Assembly (7)</p> <p>Alumni Assembly (5) Delivered virtually to students.</p> <p>Scott Wilkes: Medical Careers (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p> <p>Tutor Activities (Various)</p>	<p>Newcastle College Assembly (7)</p> <p>Ask Apprentice: How to Apply Workshop (7)</p> <p>Guidance Interviews (8)</p> <p>Alumni Assembly (5,6)</p> <p>Tutor Activities (Various)</p> <p>Northumberland College Assembly (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Ask Apprentice: Mock Interviews (7)</p> <p>Guidance Interviews (8)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p> <p>Tutor Activities (Various)</p>	<p>STEM Assembly (4)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p> <p>Tutor Activities (Various)</p>	Operating Theatre Live (7)
Year 12	Tutor Activities (Various)	<p>Scott Wilkes: Medical Careers (7)</p> <p>PSHE: Interview Skills (5,6)</p> <p>HE Workshop: David Hodgson (7)</p> <p>HE Workshop: Goal Mapping (7)</p> <p>Tutor Activities (Various)</p> <p>Alumni Assembly (5) Delivered virtually to students.</p>	<p>Industry Visits: Northumbria Uni (7)</p> <p>HE Workshop: Bridging the Gap (7)</p> <p>Tutor Activities (Various)</p> <p>CERN Trip (7)</p> <p>Alumni Assembly (5,6)</p>	<p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Future First: Uni Myth Busting (7)</p> <p>Careers Fair (5,6,7)</p> <p>Cambridge Uni Trip (7)</p>	Tutor Activities (Various)	<p>Work Experience (6)</p> <p>Tutor Activities (Various)</p>
Year 13	<p>UCAS Guidance and Interviews (7)</p> <p>Tutor Activities (Various)</p>	<p>Ask Apprentice: Awareness Assembly (7)</p> <p>Scott Wilkes: Medical Careers (7)</p> <p>UCAS Guidance and Interviews (7)</p> <p>PSHE: Interview Skills (5,6)</p> <p>HE Workshop: Goal Mapping (7)</p> <p>Tutor Activities (Various)</p> <p>Alumni Assembly (5) Delivered virtually to students.</p>	<p>Ask Apprentice: How to Apply Workshop (7)</p> <p>HE Workshop: Bridging the Gap (7)</p> <p>Tutor Activities (Various)</p> <p>CERN Trip (7)</p> <p>Alumni Assembly (5,6)</p>	<p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Ask Apprentice: Mock Interviews (7)</p> <p>Tutor Activities (Various)</p>		

9. Action Plan

Strategic Objective 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. <i>(Benchmark 1,5,6 and 7)</i>		
	Targets	Actions
Year One 2020-2021	<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>Continue to develop the Alumni support within school</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>Begin the ‘Lunch with’ scheme to include student areas of interest using Unifrog preferences. Continue Alumni assemblies.</p>
2021-2022	<p>Continue to increase the variety of businesses and employers we work with.</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>
2022-2023	<p>Increase employer and education links within curriculum areas (links to strategic objective 3)</p>	<p>Careers champions to work within departments to implement and embed this.</p> <p>Match up Alumni with faculties within school relating to areas of interest and expertise.</p> <p>Ensure students are using Unifrog and are accessing information about further education that allows them to make informed, ambitious post-16 and post-18 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. *(Benchmark 2, 3 and 8)*

	Targets	Actions
Year One 2020-2021	<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 staff confidence in discussing LMI with students.</p> <p>Ensure students all have access to good quality labour market information.</p>	<p>Develop parents evening hand out relating to labour market information and CEIAG information.</p> <p>Ensure the school website and social media outlets are regularly updated with current labour market information.</p> <p>Use Unifrog to collect this information from students. Analyse the information in terms of current LM.</p> <p>Staff to receive CPD from NELEP regarding LMI in subject areas.</p> <p>Greater use of tutor time – plan activities for form tutors to deliver based around current LMI</p>
2021-2022	<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 8, 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>Students to receive subject specific lessons on LM in their subject area, focussing on progression routes and LMI.</p> <p>Student to receive assemblies regarding LMI and how this affects their decisions. Online resources provided through Unifrog.</p>
2022-2023	<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>Greater focus of CEIAG activities to ensure they are taking into account of current LMI.</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> <p>Sessions are planned with a focus on current gaps in the labour market for appropriate students. Use Unifrog to select students.</p>

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 and making full use of the school's tracking system for careers education. *(Benchmark 1,2,3 and 4)*

	Targets	Actions
Year One 2020-2021	<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>
2021-2022	<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> <p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p>
2022-2023	<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 extra-curricular 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 evaluate the CEIAG provision within school.</p>

10. Monitoring and Evaluation Plan

Bedlington 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 Bedlington 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 Bedlington Academy are:

- Learning walks
- Lesson observations
- Questionnaires – with students, staff, parents & carers and external agencies
- Student voice
- Whole school careers tracking using Unifrog
- 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 Bedlington Academy are:

- Analysis of the whole school tracking system on Unifrog
- 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 (Laura Windass) and Head of Sixth Form (Michael Laidlaw) will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited using the Compass Tool. See Appendix Eight for more information about how this will be done.

11. Appendix One – Progression Framework

Year Group	Theme	Measurable Outcome	Activities	Gatsby Benchmark
7	To raise students awareness of a wide range of careers and pathways that are available.	All students will understand what a career is.	Northumberland College Careers Roadshow	7
			Game of Uni	7
			NUSTEM Workshop	4, 7
			Tutor Group Activities relating to CDI	2
		Students can articulate their strengths and how this aligns with 2-3 employability characteristics.	Tutor Group Activities relating to CDI	2
			Letter writing – English. What are we good at?	3, 4
			Who am I? Personality quiz.	3
			What am I like? Tutor Activity	3
		Students can list a range of careers linked to the subjects they study.	Which Career? Tutor Activity	2, 3
			Stereotyping & Gender Challenge workshop	4
			Job adverts and applications – Tutor Activity	2
			University and College Visit	7
			NHS Melissa Bus	5,6,7
8	To equip students with information to prepare them to make informed decisions about their GCSE options.	Students can articulate how their options support their future ambitions.	Strategic CEIAG Tutor Activities	2, 4
			Star Student – University Workshop	7
			Northumberland College Careers Roadshow	2, 7
			Future First Options Workshop	2, 7
		Students are aware of what LMI is and how it is important when selecting their GCSE options.	Career Vs Job	
			Alumni Events	5
			NHS Careers Performance	5
			What is the North East Labour Market?	2
		Students have selected appropriate GCSE options for their career ambitions and their academic ability.	Future First Options Workshop	3
			Guidance Interviews	3,8
			PSHE Options Event	3
			Options Evening Event	3
Northumberland College Taster Days	7			

9	For students to discover careers and career development.	Students will have an understanding of their strengths and employability skills and can use these to write a CV and job application.	Strategic CEIAG Tutor Activities	2, 4
			CV writing workshops	5
			Interests Questionnaire	3
			Speed Dating - Interviews	5
		Students will be aware of a range of creative and STEM related careers within the North East labour market.	Strategic CEIAG Tutor Activities	4
			TICE – High/Middle Ability Girls	2,3, 5,7
			NECOP – Raising Aspirations (Boys)	3, 5
			Kath Wildeman Literacy Workshop – Low ability students: Where Literacy Fits with Work	3, 5
		Students will develop their understanding of different Post-16 options available to them.	HE Workshop	7
			College Talks and Workshops – Newcastle and Northumberland (Kirkley)	7
			Northumberland College Taster Days – Targeted students	7
			Ask Apprentice Workshop	5
NECOP Mentoring programme	1,8			
10	Students will develop specific work-related skills as they continue to evolve into productive members of society.	Students will be able to articulate the work-related skills needed to be employable.		
			Strategic CEIAG Tutor Activities	
			Work Experience in July	
			Work Experience Launch – PSHE	
		Students will be able to articulate the different Post-16 options available to them and will have begun to select which one is most appropriate for them, with post-18 choices in mind.	CV Writing workshop – Enterprise Advisor.	
			University/College/Apprentice Visits depending on areas of interest.	3, 5,7,8
			Students and Parents to attend an information evening explaining different Post-16 options available to students.	3,7,8
			At risk of being NEET students will have received a guidance interview by the end of year 10.	3,8
			Most able students will have received a guidance interview by the end of year 10 to discuss all their options.	3,8
		All students will be able to articulate how to apply for jobs	Work experience	5,6
			CV Writing workshop – Enterprise Advisor.	5
			STEM Assembly	4,5

		and can relate their current studies to achievable jobs.	Alumni Assembly	5
			Which Job? Workshop with range of employers through NLEP.	2,5
11	Students will demonstrate a decisive and proactive attitude in applications for post-16 study.	Students will have secured a place on a course that they are enthusiastic about studying with a post-16 provider.	Alumni assembly and Scott Wilkes Medical Careers Talk	7
			6 th Form Open Evening	7
			Ask Apprentice Awareness Assembly	7
			Northumberland and Newcastle College Assembly and Pop-Up sessions	7
		All students will have a clear understanding of their post-16 route and what qualifications they need to achieve to get there.	All students will receive a guidance interview	8
			Students will all receive a follow-up interview with their tutor.	8
			Students at risk of not achieving the requirements for their chosen course will have a follow up interview.	8
			Parental information will be sent home regarding guidance interviews and outcomes so parents can best support their child.	8
		Students will have the skills and knowledge to be successful on their chosen Post-16 route.	PSHE: Revision Techniques (NECOP)	1,4
			Follow up Guidance Interviews: Tutors	3,8
			Ask Apprentice: Mock Interviews	3,5,7
			Ask Apprentice: How to Apply Workshop	3,5,7
			CV Writing	3,5,7
12	Students will investigate career paths related to their studies in Sixth Form.	Students will be able to articulate the work-related skills needed to be employable and demonstrate these in a work environment.	Personal Statement Writing: Tutor	1,3
			PSHE: Interview Skills	5,6
			Work Experience	5,6
			Careers Fair	5,6,7
		Students will begin to gain an understanding of the post-18 options available to them.	Careers Fair	5,6,7
			Industry Visits: Northumbria Uni	7
			Newcastle Uni Trip	7
			Scott Wilkes: Medical Careers	5,7
			Cambridge Uni Trip	7
			Lunch Time Pop-Up Sessions: Newcastle and Northumberland College	7
			Trends in HE & Graduate Employment in the North East: Tutor	2

		Students will be prepared for higher education, or the work place, by gaining skills to be independent learners and workers.	Personal Statement Writing: Tutor	1,3
			HE Workshop: David Hodgson	7
			HE Workshop: Goal Mapping	7
			HE Workshop: Bridging the Gap	7
			Future First: Uni Myth Busting	7
13	Students will exhibit a proactive attitude in applications for Post-18 study or employment to specialise in a subject or a skill.	Students will secure either an apprenticeship, a place at university or college, or a post of employment.	UCAS Guidance and Interviews	7,8,3
			Trends in HE & Graduate Employment in the North East: Tutor	2,7
			Ask Apprentice: Awareness Assembly, How to Apply and Mock Interview Workshops	2,7,8
		All students will have a clear understanding of their post-18 route and what qualifications they need to achieve to get there.	UCAS Guidance and Interviews	3,7,8
			HE Workshop: Bridging the Gap	7
			Follow up interview with tutors	8
			Parental information will be sent home regarding guidance interviews and outcomes so parents can best support their child.	8
			Students at risk of not achieving the requirements for their chosen course will have a follow up interview.	8
		All students will be able to articulate the skills they need to successfully apply for their chosen post-18 route.	UCAS Guidance and Interviews	3,7,8
			Ask Apprentice: How to Apply Workshop & Mock Interviews	2,7,8
			Lunch Time Pop-Up Sessions: Newcastle and Northumberland College	7,8
			Ask Apprentice: Mock Interviews	5,6
			Scott Wilkes: Support with Medical Applications.	7
PSHE: Interview Skills	3,5,6			

12. Appendix Two – Careers Programme

Our current careers programme is outlined below. This is constantly being evaluated and updated throughout the academic year to ensure all our students receive the best possible provision. The programme outlined below is our core provision for students in each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Tutor Activity: What is a career? (2) Tutor Activity: What is your dream job? (2)	PSHE Sessions: What are Skills? Introduction to Unifrog (1,7) Alumni Assembly (5) STEM Assembly (4) 3 x Tutor Activity: STEM careers, Stereotypes in Careers, Your Choices (various) Collapsed day: Careers Roadshow: Northumberland College (7)	2 x Tutor Activity: Career Terminology, Problem Solving	1 x Tutor Activity: NHS careers Newcastle Uni Trip (7)	PSHE: Light STEM (4) 3 x Tutor Activity: Unifrog Recording, Revision Tips, Skills for Careers	Melissa Bus: NHS Careers (5,6,7) Northumberland College Discovery Day (7) 2 x Tutor Activity: What does success mean for you? Armed Forces roles.
Year 8	Strengths and Weaknesses: Tutor (1) What is a Career? Tutor (6)	Collapsed day: Careers Roadshow: Northumberland College (7) STEM Assembly (4) 3 x Tutor Activities: Skills for careers, career terminology, identifying interests. Alumni Assembly (5)	2 x Tutor activities: Careers reflection and feedback, University vs	Year 8 Options: Guidance Interviews (1,8) Future First: Options Workshop (1,8) NHS Careers Performance (4,5,6,7)	Staff Profiles: Tutor (5) Job Vacancies in the Area: Tutor (2)	Kirkley Taster Day: Northumberland College (7)
Year 9	Interests Questionnaire: Tutor (1,8) Strengths & Skills: Tutor (1) Alumni Assembly (5) Lunch with... (various employers throughout the year) (5,6)	PSHE: Course Pursuit (7) Lunch with... (various employers throughout the year) (5,6) This is Creative Enterprise (2,4,5,6,7)	Construction Workshop: Northumberland College (7) NECOP Mentoring (1,8) What's Available in the North East? Tutor (2) Alumni Assembly (5,6) Lunch with... (various employers throughout the year) (5,6)	This is Creative Enterprise (2,4,5,6,7) How to Apply for Jobs: Tutor (6) Lunch with... (various employers throughout the year) (5,6)	STEM Assembly (4) Digital Careers: Northumberland College (7) PSHE: Mock Interviews (5,6) Lunch with... (various employers throughout the year) (5,6)	Enterprise Challenge: (2,4,5,6,7) CV Writing: Tutor (5,6) Operating Theatre Live (7) Lunch with... (various employers throughout the year) (5,6)

Year 10	<p>Alumni Assembly (5)</p> <p>What is Work Experience: Tutor (6)</p> <p>Enterprise Passports: Tutor (1,3)</p> <p>Career Interests Questionnaire: Tutor (1,3)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Enterprise Passports: Tutor (1,3)</p> <p>Work Experience Launch and Parental Letter (6)</p> <p>PSHE: CV Writing (5)</p> <p>Post-16 Options: Tutor (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Enterprise Passports: Tutor (1,3)</p> <p>PSHE: Post-16 Options (Tailored) (7)</p> <p>HE Workshop: David Hodgson (7)</p> <p>Which Job? Meet the employer PSHE workshop (5)</p> <p>Alumni Assembly (5,6)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Enterprise Passports: Tutor (1,3)</p> <p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>STEM Assembly (4)</p> <p>Enterprise Passports: Tutor (1,3)</p> <p>Select Guidance Interviews (3,8)</p> <p>PSHE: Employability Skills (5,6)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Work Experience (6)</p> <p>College Taster Days – Newcastle and Northumberland (7)</p> <p>Careers Fair (Parents Evening) (2,5,7)</p> <p>Operating Theatre Live (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p> <p>Careers Fair at Parents Evening (5,6,7)</p>
Year 11	<p>Alumni Assembly (5)</p> <p>Work Experience Reflection: Tutor (6)</p>	<p>PSHE: Revision Techniques (NECOP) (3)</p> <p>6th Form Open Evening (7)</p> <p>Ask Apprentice: Awareness Assembly (7)</p> <p>Scott Wilkes: Medical Careers (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Newcastle College Assembly (7)</p> <p>Ask Apprentice: How to Apply Workshop (7)</p> <p>Guidance Interviews (8)</p> <p>Alumni Assembly (5,6)</p> <p>Northumberland College Assembly (7)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Ask Apprentice: Mock Interviews (7)</p> <p>Guidance Interviews (8)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>STEM Assembly (4)</p> <p>Lunch with... (various employers throughout the year) (5,6)</p>	<p>Operating Theatre Live (7)</p>
Year 12	<p>Alumni Assembly (5)</p> <p>Personal Statement Writing: Tutor (1,3)</p> <p>Trends in HE & Graduate Employment in the North East: Tutor (2)</p> <p>Newcastle Uni Trip (7)</p>	<p>Scott Wilkes: Medical Careers (7)</p> <p>PSHE: Interview Skills (5,6)</p> <p>HE Workshop: David Hodgson (7)</p> <p>HE Workshop: Goal Mapping (7)</p>	<p>Industry Visits: Northumbria Uni (7)</p> <p>HE Workshop: Bridging the Gap (7)</p> <p>Interview Skills: Group Tasks: Tutor (5,6)</p> <p>CERN Trip (7)</p> <p>Alumni Assembly (5,6)</p>	<p>Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7)</p> <p>Future First: Uni Myth Busting (7)</p> <p>Careers Fair (5,6,7)</p> <p>Cambridge Uni Trip (7)</p>		<p>Work Experience (6)</p>

Year 13	Alumni Assembly (5) UCAS Guidance and Interviews (7) Work Experience Reflection: Tutor (6) Trends in HE & Graduate Employment in the North East: Tutor (2)	Ask Apprentice: Awareness Assembly (7) Scott Wilkes: Medical Careers (7) UCAS Guidance and Interviews (7) PSHE: Interview Skills (5,6) HE Workshop: Goal Mapping (7)	Ask Apprentice: How to Apply Workshop (7) HE Workshop: Bridging the Gap (7) Interview Skills: Group Tasks: Tutor (5,6) CERN Trip (7) Alumni Assembly (5,6)	Lunch Time Pop-Up Sessions: Newcastle and Northumberland College (7) Ask Apprentice: Mock Interviews (7)		
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13. Appendix Three – Detailed Action Plan, Year One

Objective 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.				
<i>Benchmark 1,5,6 and 7</i>				
Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3
Unifrog is bought and introduced to staff and students. Alumni programme agreed for this academic year (2020-2021)		Work alongside NELEP, enterprise advisor and other existing relationships to develop our existing network of contacts.		Unifrog is used to track students interactions and evaluated to ensure a range of encounters are taking place that raise aspirations of all.
Action	Milestone & Timescale	Responsible	Resources	Reporting
Unifrog package bought	July 2020	SLT	Cost split across academies	SLT
Unifrog introduced to staff	September 2020	Careers Leader	CPD time and support from Unifrog	Careers Leader to monitor and evaluate
Unifrog introduced to students.	January 2021	Careers Leader and Head of 6 th Form	Computer access for students and support from Unifrog	Careers Leader and Head of 6 th form to report to SLT
Unifrog introduced to parents.	TBA	Careers Leader and Head of 6 th Form	Refreshments Support from Unifrog	Feedback from parents
Decision made regarding current Alumni provision (Future Me)	September 2020	Careers Team	Meeting time	Careers Leader report to SLT
Develop network of employers to cover all sectors.	Ongoing throughout academic year.	Careers Leader & Enterprise Advisor	Meeting time	Update contacts list
Unifrog interactions evaluated.	At the end of each term.	Careers Leader and Head of 6 th Form	Meeting time	Careers Leader to report to SLT
Evaluate existing programme of events based on feedback and add/remove events.	Ongoing	Careers Leader and Head of 6 th Form	Meeting time	Update careers programme

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.

Benchmark 2, 3 and 8

Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3	
Tutor resources have been developed and are used by tutors. Unifrog survey completed with students.		Parents evening hand out is distributed at parents evenings with information regarding LM and CEIAG. Website has been updated with LMI.		Staff receive CPD around using LMI in lessons. Social media outlets have been regularly used to update parents with CEIAG and LM information.	
Action	Milestone & Timescale	Responsible	Resources	Reporting	
Tutor resources for first term have been developed.	July 2020	Careers Leader	Planning time	Careers Leader	
Students have logged onto Unifrog and completed interests survey. Survey results analysed and used to plan subsequent activities.	October 2020	Careers Leader Form tutors	Tutor time	Careers Leader	
Tutor resources for second term have been developed.	November 2020	Careers Leader	Planning time	Careers Leader	
Parents evening flyer developed.	January 2021	Careers Leader Head of 6 th Form	Planning time, printing budget	Careers Leader	
Tutor resources for third term have been developed.	March 2021	Careers Leader	Planning time	Careers Leader	
Staff to receive CPD regarding using LMI in lessons	July 2021	Careers Leader Head of 6 th Form NELEP representative	CPD time Meeting time prior	Careers Leader	
Website is regularly updated with current LMI for parents and students.	Ongoing throughout academic year.	Careers Leader and ICT team	Planning and implementation time	Careers Leader	
Social media outlets are regularly updated with current LMI for parents and students.	Ongoing throughout academic year.	Careers Leader and marketing team	Planning and implementation time	Careers Leader	

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.

Benchmark 1,2,3 and 4

Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3	
Unifrog is bought and introduced to both staff and students.		Staff to receive CPD around CEIAG in lessons.		Planning documents to involve specific CEIAG reference.	
Extracurricular activities booking form to have CEIAG link introduced.		Careers champions appointed by departments.		Unifrog evaluation and refresher for staff.	
		National Careers Week to have a high profile within school.			
Action	Milestone & Timescale	Responsible	Resources	Reporting	
Unifrog package bought	July 2020	SLT	Cost split across academies	SLT	
Unifrog introduced to staff	September 2020	Careers Leader	CPD time and support from Unifrog	Careers Leader to monitor and evaluate	
Unifrog introduced to students.	September 2020	Careers Leader and Head of 6 th Form	Computer access for students and support from Unifrog	Careers Leader and Head of 6 th form to report to SLT	
Unifrog introduced to parents.	TBA	Careers Leader and Head of 6 th Form	Refreshments Support from Unifrog	Feedback from parents	
Updated extracurricular booking form put in place.	September 2020	SLT	Time to produce the form	SLT	
Careers Champions appointed in departments	By end of January 2021	Careers Leader Head of departments	Meeting time with careers champions and NELEP	Careers Leader	
Training for careers champions	By end of Easter Term	Careers Leader	Meeting time with careers champions and NELEP	Careers Leader	
Staff CPD – Delivery of CEIAG in lessons and in the curriculum	February 2021	Careers Leader and SLT	CPD Time Support from John Riddell (or similar)	Careers Leader	
National Careers Week theme and activities in lessons	March 2021	Careers Leader Head of 6 th Form Careers Champions	Lesson and meeting time	Careers Leader	
Update departmental planning documents to include a CEIAG reference	July 2021	Heads of Departments SLT Careers Leader	CPD and meeting time Planning time for staff and departments	Heads of Departments & SLT	
Unifrog evaluation	July 2021	Careers Leader	Staff survey and meeting time	Careers leader	
Staff refresher of Unifrog	July 2021	Careers Leader and Head of 6 th Form	Staff CPD time for anyone who wants it	Careers Leader & Head of 6 th Form	

14. Appendix Four – External Engagement Plan

Contact 1 – Higher Education – NECOP (Stevie Donley-Radbourne)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>Working with Years 9-13 to deliver: Assemblies, Ambassador Sessions, Face to Face Mentoring and Visits.</p> <p>Year 9 Destination Success Peer Mentoring Enterprise Challenge</p> <p>Year 10 Buzz Personality Revision session</p> <p>Year 11 Revision session</p> <p>Sixth Form Goal Mapping Buzz Personality Bridging the Gap Social Mobility Peer Mentoring First Choice</p>	<p>Students have a full programme of events so they can decide whether HE is for them.</p> <p>Increase the link between Bedlington Academy and Partner Institutions Outreach Activity.</p>	<p>Needs: To encourage students to raise their aspirations.</p> <p>Interest: To engage and inform students and parents of HE options and finance.</p>	<p>Continue to develop the relationship.</p> <p>Develop the existing programme by adding additional session to the programme.</p> <p>Involve departments with the Outreach Activities and encourage them to facilitate one per academic year for KS3 and KS4.</p>	<p>Kristen Lynn (NECOP champion)</p> <p>Laura Windass (Careers Leader)</p> <p>Careers Champions (Individual departments)</p> <p>Ongoing</p>

Contact 2 – Further Education – Newcastle College (Bill Tyler)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Information Assemblies delivered to Year 11 and 13	<p>Continue with Assemblies</p> <p>Presence at Year 11 and 13 parents evenings.</p> <p>Attend Careers Fair</p> <p>Lunch time drop in sessions for interested year 11 & 13</p> <p>Taster Days for younger year groups (Yr 7-10)</p>	<p>Need:</p> <p>Introduce suitable students to college courses.</p> <p>Support students with applications.</p> <p>Raise parental awareness of college courses.</p> <p>Interest:</p> <p>Greater understanding of college courses available for both students and parents.</p> <p>Students and parents are informed of the suitable progression pathways.</p> <p>Increase in suitable student applications.</p>	<p>Liase with Bill regarding workshops for next year.</p> <p>Book in representative for parents evenings and careers fairs.</p> <p>Book in Taster days for younger years and select appropriate students (Interests form from Unifrog)</p>	<p>Laura Windass (Careers Leader)</p> <p>Ongoing</p>

Contact 3 – Further Education – Northumberland College (Natalie Cain)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>Information Assemblies delivered to Year 11 and 13</p> <p>Careers Roadshow delivered to Year 7 & 8 as part of PSHE Days.</p>	<p>Continue with Assemblies and Careers Roadshow.</p> <p>Presence at Year 11 and 13 parents evenings.</p> <p>Attend Careers Fair</p> <p>Lunch time drop in sessions for interested year 11 & 13</p> <p>Taster Days for younger year groups (Yr 7-10)</p>	<p>Need: Introduce suitable students to college courses.</p> <p>Support students with applications.</p> <p>Raise parental awareness of college courses.</p> <p>Interest: Greater understanding of college courses available for both students and parents.</p> <p>Students and parents are informed of the suitable progression pathways.</p> <p>Increase in suitable student applications.</p>	<p>Liase with Natalie regarding workshops for next year.</p> <p>Book in representative for parents evenings and careers fairs.</p> <p>Book in Taster days for younger years and select appropriate students (Interests form from Unifrog)</p>	<p>Laura Windass (Careers Leader)</p> <p>Ongoing</p>

Contact 4 – Apprenticeships – Ask Apprentice (Kathryn Smith)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>ASK currently deliver: Assemblies Year 11, 12 & 13</p> <p>Apprenticeship stand at Year 13 parents evening.</p>	<p>Continue with assemblies.</p> <p>Follow up with two further workshops: Application Support and Mock Interviews</p> <p>Presence at Parents Evenings for year 10 and above.</p> <p>Attend Careers Fair.</p>	<p>Need: Introduce students to apprenticeships</p> <p>Support students with applications for apprenticeships.</p> <p>Interests: Greater awareness and understanding of apprenticeship routes for students and parents.</p> <p>Students and parents are informed of the suitable progression pathways.</p> <p>Increase in suitable student applications.</p>	<p>Liase with Kathryn regarding workshops for next year.</p> <p>Book in representative for parents evenings and careers fairs.</p> <p>Use Alumni to source students who have gone on to apprenticeships to come and speak with interested students.</p>	<p>Laura Windass (Careers Leader)</p> <p>October 2020</p>

Contact 5 – STEM Careers – NUSTEM (Antonio Portas)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>STEM assemblies to all year groups during Science Week</p> <p>PSHE Workshop for year 7 around STEM careers</p> <p>STEM club for KS3 students</p>	<p>Continue with STEM assemblies – increase to 2 per year for each year group.</p> <p>University visits for KS3, 4 and 5 looking at STEM subjects and employment.</p> <p>Support Post-16 Science students in running a STEM club for KS3</p> <p>Use NUSTEM material during tutor time as STEM careers material.</p>	<p>Need: Introduce a wider range of students to STEM careers.</p> <p>Gender bias – encourage more female students to consider STEM careers</p> <p>Interest: Students have a greater awareness of STEM careers.</p> <p>Students and parents are more informed of the STEM careers available in the North East.</p>	<p>Liase with Antonio about assembly dates for next year.</p> <p>Liase with Antonio regarding possible visit days for each year group and book onto school calendar.</p> <p>Work with Antonio to develop STEM resources.</p> <p>Liase with Antonio regarding training for 6th form students.</p>	<p>Laura Windass (Careers Leader)</p> <p>Ongoing</p>

Contact 6 – Employer Engagement – Enterprise Advisor (Lorraine Hetherington)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>CV writing workshop delivered to Year 10 students.</p> <p>Meet the Employer carousel PSHE workshop for year 10.</p>	<p>Continue with the CV writing workshops for year 10, but with more structure.</p> <p>To support with Mock interviews for year 9 and 10 students.</p> <p>Work alongside Penny Arundel to support with employer encounters for all years.</p>	<p>Need: Greater student exposure to various employers.</p> <p>Students to have a useable CV for work experience and future use.</p> <p>Students to understand interview technique.</p> <p>Interest: Students have exposure to a wide variety of careers and can select careers that interest them.</p> <p>Students now understand what skills are needed for various careers.</p> <p>Students are prepared for the world of work with a CV and interview experience.</p>	<p>Liase with Lorraine with dates for next academic year.</p> <p>Training done with Lorraine around delivery of workshops.</p> <p>Liase with David Coe from NELEP around supporting Lorraine with activities.</p>	<p>Laura Windass (Careers Leader)</p> <p>Ongoing</p>

Contact 7– Raising Aspirations – Future Me (Katy De La Motte-Harrison)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>Alumni assemblies delivered to each year group during National Careers Week.</p> <p>Year 8: Future Me Options workshop</p>	<p>Continue with Alumni assemblies but increase to 2 per year for each year group.</p> <p>Run Lunch With... sessions throughout the year – use Unifrog to select appropriate alumni.</p> <p>Greater use of the Future Me workshops – Year 8, 9 and 12.</p> <p>Careers champions in departments have appropriate alumni links to work with.</p> <p>Alumni promotional material is used in registration with students to raise aspirations.</p> <p>Increase Alumni sign up to 100+ (currently at 61)</p>	<p>Need: To encourage students to raise their aspirations.</p> <p>Expose students to a wider variety of potential careers.</p> <p>Students to receive advice from Alumni about specific careers.</p> <p>Interests: Departments to have a specific link – greater onus on departments to plan.</p> <p>Students will be inspired and informed to a greater variety of potential careers.</p>	<p>Liase with new link (Katy – Ellie has left) regarding assembly dates.</p> <p>Discuss with Mike regarding Future Me subscription for next year.</p> <p>Liase with Katy regarding Lunch with sessions.</p> <p>Use Unifrog interests survey to highlight areas needed and which students to target to attend.</p> <p>Liase with Katy regarding workshops for next year.</p> <p>Promote Alumni material via social media, cards in results envelopes, information in parents evening packs and school newsletter.</p> <p>Provide departments with links to useful alumni.</p>	<p>Laura Windass (careers leader)</p> <p>Ongoing throughout year</p>

Contact 8– Newcastle United Foundation (Penny Arundel)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Met with Penny during careers event in school – initial meeting then cancelled due to COVID	<p>Students to attend mock interview event at NUFC.</p> <p>Penny to support with employer events within school.</p> <p>NUFC to have a presence at Careers Fairs in school.</p>	<p>Need: Students to be provided with greater exposure to a range of careers.</p> <p>Students to understand interview technique.</p> <p>Interests: Students have exposure to a wide variety of careers and can select careers that interest them.</p> <p>Students now understand what skills are needed for various careers.</p> <p>Students are prepared for the world of work with interview experience.</p>	<p>Liase with Penny regarding:</p> <p>Support that can be provided to the school</p> <p>Mock interview dates</p> <p>Careers Fairs</p>	<p>Laura Windass (careers leader)</p> <p>Ongoing</p>

15. Appendix Five – Monitoring and Evaluation Plan

Monitoring Strategy

Monitoring of the careers programme at Bedlington Academy is carried out by SLT, Head of Sixth Form and the CEIAG Lead. This is to ensure the careers programme is being implemented across the school and that all students are given the opportunity to access high quality CEIAG. This is done through learning walks, lesson observations, student voice and work scrutiny.

Whole school tracking is done by the Careers Leader to ensure all students receive individual opportunities and encounters to meet their needs. This includes meeting a range of employers, visiting workplaces, access to information about further and higher education and training providers. We also aim to raise the aspirations of our students through a comprehensive CEIAG programme. Students are therefore targeted depending on their aspirations and abilities. Some events are targeted in terms of specific groupings such as high attainers, pupil premium, SEND etc.

All careers related events led by external organisations are authorised and monitored by the CEIAG Lead and SLT.

Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers in Form Time	CEIAG Lead, Head of Sixth Form, SLT	Ongoing during each careers related form time	Learning Walks Students Voice
Careers in PSHE	CEIAG Lead, Head of Sixth Form, SLT	Ongoing during each PSHE lesson and drop down day	Learning Walks Student Voice
Careers in the Curriculum	SLT, RALs	During departmental reviews and observations	Lesson Observations Learning Walks Student Voice Work Scrutiny
Careers events/activities in school	CEIAG Lead, SLT, School staff supervising	During the event/activity Where appropriate, formal feedback will be sought just after	Staff presence at the event/activity Student voice Feedback questionnaires
Careers events/activities outside of school	CEIAG Lead, School staff attending	During the event/activity Where appropriate, formal feedback will be sought just after	Staff presence at the event/activity Student voice Feedback questionnaires

Evaluation Strategy

It is vitally important that we regularly gather information about the success of events and activities at Bedlington Academy to ensure that our CEIAG programme is of the highest standard. Evaluation helps us move forward and plan, resource and deliver the best quality CEIAG programme for our students.

We use a range of techniques to gather feedback, which are outlined below. Questionnaires and Student Voice are simple and effective ways of gathering feedback and it is used regularly to inform future decision making, planning and participation at events in the future. External organisations provide their own evaluation forms and we receive feedback from them where appropriate. Feedback is also provided for SLT and Governors on a termly basis by the CEIAG Lead and information is shared with parents and carers through the school website, social media pages and newsletters.

Evaluation Programme

Activity	Responsibility	Timing	Implementation
Careers in Form Time	CEIAG Lead, Head of Sixth Form, SLT	At the end of every term	Student Voice Questionnaires Form Tutor Voice
Careers in PSHE	CEIAG Lead, Head of Sixth Form, SLT	At the end of every term	Student Voice Questionnaires
Careers in the Curriculum	SLT, RALs	During Departmental Reviews	Departmental Student Voice
Careers events/activities in school	CEIAG Lead	After the event/activity	Staff Voice Student Voice Feedback Questionnaires
Careers events/activities outside of school	CEIAG Lead	After the event/activity	Staff Voice Student Voice Feedback Questionnaires
Guidance Interviews and Destination Data	CEIAG Lead, Head of Sixth Form, SLT	Ongoing during the year and at the end of the year	Student Voice Careers Advisor Voice Destination Data