



Key Stage 4 PRU

The Clifton Centre Careers Education, Information and Guidance Strategy (CE IAG) 2022-23

Vision: To implement and deliver a modern CEIAG and personal development offer to Clifton pupils that is benchmarked against best practice providing whole school approach to careers. The programme is designed to enable pupils to explore careers, personal development, enrichment activities and additional further develop strong futures and career learning. All of the activities will empower pupils to feel confident and ready to take their next steps. Pupils will be able to understand the correlation between their subject learning, academic attainment, self awareness and future success. The programme is mapped against both national and international frameworks of best practice to ensure effective tracking and measuring of impact.

Clifton has a Service Level Agreement with Career Connect and are fortunate to have an experienced CEIAG advisor who has worked with Clifton Pupils for nearly 10 years. Year 11 pupils have the offer of a face to face meeting at least once per week if required.

School Priorities and Objectives:

- Reduction in the numbers of pupils who are NEET
- To ensure a whole school approach to CEIAG in which all staff are able to deliver with intent and meeting learning objectives
- To ensure The Clifton Centre meets statutory requirements and exceeds all Gatsby Benchmarks
- All Year 11 pupils will leave school with an appropriate offer of education or training
- Raised aspirations across all year pupils so that they have a better understanding of the opportunities available to them
- Give opportunities for work experience and employer encounters
- Supporting pupils with SEMH needs or other barriers to successful Post 16 pathways

Whole School Objectives:

- **Increased academic attainment**
- **Understand the career offer, know, how, where, why and when to get help**
- **Understand qualifications, career pathways and how to use career related information**
- **Are able to make successful transitions**
- **Understand the correlation between academic achievement and future opportunities**
- **Develop skills to be resilient and manage mental well being**



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- Can make decisions and research options
- Have clear goals and a plan of action
- Achieving the 8 Gatsby Benchmarks (see below)

Framework for a whole school approach:

- All pupils will grow throughout their time at school
- All pupils have the opportunity to explore their future career options
- All pupils are able to manage their careers
- All pupils understand how to create future opportunities and networks
- All pupils have an understanding of how to create a work life balance
- All pupils can see the bigger picture and understand the how external factors can influence career choice

Education/Training /Work Provider Access:

The Clifton Centre welcomes visits and offers of advice, or work placements from education providers, businesses and training providers.

Any contact should initially be directed to Jon Hill j.hill@salford.gov.uk /0161 9211300, if you wish to discuss how you may be able to support our young people, for example to arrange a suitable time for a school visit, virtual meeting, or to arrange for students or staff to visit your premises.

We would also be able to discuss any requirements you may have if visiting us and facilities we may be able to provide.

All visits, placements or meetings are done on a bespoke basis and will always be done to meet the needs of individual pupils. All work placements will need to be assessed before commencement by Clifton Staff. A copy of our form is available on request.

- *Please note, any visitors to school will have to follow current Covid 19 guidance and procedures.*

The 8 Gatsby benchmarks

| Benchmark | Description |
|---|--|
| 1. A stable careers programme | Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. |
| 2. Learning from career and labour market information | Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |
| 3. Addressing the needs of each pupil | Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout. |
| 4. Linking curriculum learning to careers | All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |
| 5. Encounters with employers and employees | Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |
| 6. Experiences of workplaces | Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |
| 7. Encounters with further and higher education | All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |
| 8. Personal guidance | Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. |



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Process for review:

- The careers strategy is reviewed on an academic year basis
- Compass assessment is included on a termly basis
- Pupil, teacher, and parent feedback is gathered and analysed
- Destination data is analysed and used to make improvements
- Aspirations data is consistently gathered (once per academic year) and analysed
- Information is shared with Salford LEA when requested, e.g. NEET Data Collection sheets