



# Kingsmeadow School CIAG Plan 2019/20



	HT1	HT2	HT3	HT4	HT5	HT6
<b>Year 7</b>	Visit to Newcastle/Northumbria University to fit into REAL 'My Journey' project.  Assembly led by the drama dept: "What are the careers in drama and where can they take me?"	Assembly led by the creative dept: "Creative careers week"	Assembly led by the computing dept: "What are the careers in computing and where can they take me?"	Assembly led by the Engineering dept: "What are the careers in Engineering and where can they take me?"	Assembly led by the textiles/child development dept: "What are the careers in textiles/child development and where can they take me?"	Assembly led by the Spanish dept: "What are the careers in languages and where can they take me?"
<b>Benchmarks met</b>	2, 4, 7	2, 4	2, 4	2, 4	2, 4	2, 4
<b>Year 8</b>	Assembly led by the Drama dept - Where can careers in creative art take me?  Introduction to year 8 options process during form/assembly time.	Assembly led by the creative dept: "Creative careers week"  Year 8 options support and guidance provided by careers lead teacher.	Assembly led by the Creative Arts dept: "What are the careers in Creative Arts and where can they take me?"  Careers fair in school with over 25 employers, training providers, colleges and further education establishments. (17/01/2019)  Year 8 options evening led by careers lead, headteacher and assessment lead. Parents involvement. (22/01/2019)  REAL 'My future aspirations' project. Including visit to Newcastle/Northumbria University.  Careers lead support of option in tutor time.	Assembly led by the Science dept: "What are the careers in Science and where can they take me?"  Follow up interviews and one to one advice for students about options process provided by careers lead. "  Careers lead support in tutor time.	Assembly led by the English dept: "What are the careers related to English and where can they take me?"	Assembly led by the Maths dept: "What are the careers related to Maths and where can they take me?"  Students receive options classes and follow up one to one with any additional needs or issues.
<b>Benchmarks met</b>	2, 4, 7	2, 4	2, 3, 4, 5, 7	2, 3, 4, 8	4	3, 4, 8
<b>Year 9</b>	More able group mentoring provided throughout the year to help raise aspirations.  Labour Market Information lesson (carousel) delivered by careers lead and Job Centre (18.10.2018)  Assembly on post 16 options	More able group mentoring provided throughout the year to help raise aspirations.  Apprenticeship lesson (carousel) delivered by ASK apprenticeships (15.11.2018)  Assembly led by the creative dept: "Creative careers week"	More able group mentoring provided throughout the year to help raise aspirations.  Higher education lesson (carousel) "What is University and what is it like, what are the alternative HE options?" delivered by Future Me project. (13.02.2019)	More able group mentoring provided throughout the year to help raise aspirations.  Higher education lesson - GET REAL finance game (carousel) delivered by Future Me project. (25.02.2019)	More able group mentoring provided throughout the year to help raise aspirations.  "How can I make myself more employable?" lesson (carousel) delivered by careers lead (24.05.2019)  Experience of workplaces day 1 (WB 29/5/19)  Year 9 MA boys Future Me enterprise challenge	More able group mentoring provided throughout the year to help raise aspirations.  Social action projects and volunteering lesson (carousel) delivered by NCS. (11.07.2019)  Experience of workplace day 2 (Friday 21st June)  Year 9 boys Future Me enterprise challenge  Year 9 Future Me mentoring group
<b>Benchmarks met</b>	2, 4, 7	2, 4, 7	4, 7	4, 7	4, 5, 6, 7	4, 5, 6, 7
<b>Year 10</b>	NUFC Premier league enterprise challenge  Engineering visit to Nissan  Assembly on Sixth form	Careers assembly and follow up workshops delivered by Steve Shaw North East Motor Trade Apprenticeships (13.12.18)  Assembly led by the creative dept: "Creative careers week"	Careers fair in school with over 25 employers, training providers, colleges and further education establishments.	Experience of work day 3 (UNIVERSITY) (WB 11/03/2019)	Experience of work day 4 (WB 13/05/2019)  Introduction to CV's and application forms lesson & follow up tutorial work	Experience of work day 5 (WB 09/07/2019)  Introduction to CV's and application forms lesson & follow up tutorial work
<b>Benchmarks met</b>	4, 5	4, 5	2, 4, 5, 7	4, 5, 6	4, 5, 6	4, 5, 6
<b>Year 11</b>	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  Careers fair held at Metro Radio arena  Year 11 Motivational evening - R. Tickell in attendance to support with parent and students questions.  Assembly on Sixth form	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  One to one careers interview delivered by head of sixth form and careers lead  Students directed to college open evening / events  Careers assembly and follow up workshops delivered by Steve Shaw North East Motor Trade Apprenticeships (13.12.18)  Assembly led by the creative dept: "Creative careers week"	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  Sixth form open evening  Future aspirations day (carousel) CV & application forms (delivered by external provider), apprenticeships, further education and Sixth form (28/01/2018)  Year 11 extended tutorial week to complete CV's (WB- 04/02/2018)  All year 11 students have one to one mock interviews with employers or local colleges/university (11th February)	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  2nd round of one to one careers interviews head of sixth form and careers lead  Students directed to college open evening / events	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  Careers lead spends one week in each form class supporting any students with firm plans for post 16  Students directed to college open evening / events	One to one careers interview delivered by R. Tickell from JobCentre / Gateshead Council  Follow up by careers lead on any students without firm plans for post 16  Sixth form taster day
<b>Benchmarks met</b>	2, 3, 4, 5, 7, 8	2, 3, 4, 5, 7, 8	7, 8	7, 8	7, 8	7, 8

At Kingsmeadow Community School we provide all of our students with a stable careers programme. We will follow this CIAG plan in order to provide clear impartial Careers Information, Advice and Guidance to all of our students from year 7 through to year 11. The action plan is lead by Mr G.Dunlop who is the careers leader for the school and all students are able to approach Mr Dunlop every day during tutorial time if they feel that they need any further advice or guidance.

A major change this year will be the introduction of the schools new work experience provision. All students in year 12 will continue to have a one week 'traditional' work experience placement where they will gain a focused experience in a workplace linked to their own personal future career plans. However students in year 9 & 10 will have five separate 'experience of workplace' days, each through different employers. The idea behind this is that students will have a much larger number of valuable encounters with employers and employees and thus prepare students better for post 16 options.

The school careers lead also chairs the Gateshead schools careers leader network as well as working alongside the NELEP as well as a variety of other businesses and organisations in order to keep up to date with best practice and ensure students are offered the very best CIAG. In order to further embed the careers programme and monitor the effectiveness of the school's provision we plan to invite careers lead's from other school's into Kingsmeadow in order to provide feedback and assess the effectiveness against the GATSBY benchmarks.

We also provide guidance for students, parents and employers as well as a whole host of useful careers related websites.

Mr Dunlop our careers lead can be contacted at [gdunlop@kingsmeadow.org.uk](mailto:gdunlop@kingsmeadow.org.uk)

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

