



CEIAG PROGRAMME

Last reviewed on:	March 2025
Next review due by:	January 2026

INTRODUCTION

At Firwood, we provide a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills. Students receive appropriate Careers, Education, Information, Advice, Guidance (CEIAG) to identify the most appropriate Post 16 and 19 destinations. Our curriculum prepares students for employment / volunteering, apprenticeships, further college study and/or preparation to transition into social care adult services, so that all students can go on to make a positive contribution and engage with their community. Students can access employer/college visits, work experience, and attend presentations within school delivered by guest speakers from industry.

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, preparation for adulthood, work experience and provider access.

AIMS AND PURPOSE

- Prepare pupils for the transition to life after Firwood.
- Support pupils in making informed decisions which are appropriate for them.
- Provide pupils with well-rounded experiences.
- Develop personal characteristics such as social skills, communication, independence and resilience.
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible.
- Provide a person-centred approach to ensure that all students receive the most appropriate skills and knowledge to better prepare them for adulthood
- Help pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work or independent living.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Contributing to strategies for raising achievement.

COMMITMENT

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

We are committed to providing high quality guidance for our students and ensure that they are aware of their options and best prepared for their next step. Our careers programme is reviewed regularly and in consultation with the Enterprise Advisor Network we use the Compass tool to assess our performance against the Gatsby benchmarks for Good Careers Guidance.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

ENTITLEMENT

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures.

Our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Firwood is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand that what they are being taught will link to their future pathways. We work closely with external partners such as Connexions, GMCA, and DWP to support in the delivery of careers education and seek advice from the Enterprise Advisor Network. Our independent careers advisor is from Connexions and they support us with one-to-one interviews for KS4 and KS5 pupils as well as curriculum support and general advice.

We buy-in to the Connexions service to ensure that the students receive up-to-date and impartial advice from qualified careers advisors, are supported with transition to post 19 providers, receive employability sessions throughout the key stages and can access an enhanced transition programme.

We promote external providers delivering in school as much as possible and are eager to form partnerships with other organisations within our community. We have had various representatives from organisations within our community including Bolton at Home, Greater Manchester Police, Department for Work and Pensions, Carrs Pasties, ASDA, and Connexions, and students have the opportunity to take part in external courses delivered by external organisations.

OUR CONNEXIONS OFFER

Key Stage	Year	Content
KS3	7	Support the Transition Programme in school and deliver a group session linked to employability (one autumn term and one summer term)
	9	Support the Transition Programme in school and deliver a group session linked to employability (one autumn term and one summer term)
KS4	11	Careers advice and guidance interview (for those appropriate)
	11	Support the Transition Programme in school and deliver a group linked to employability (one autumn term and one summer term)

Sixth Form	13	Year 13 EHCP Reviews
	13	Summer term - introduction to the Year 13s (1 group session, 1 parent session)
	14	Year 14 EHCP Reviews
	14	Careers advice and guidance interview (for those appropriate)

CAREERS EDUCATION

- Pupil pathways onto accredited and vocational courses are planned and prepared for in KS4 and delivered in KS5.
- Meetings with families, the school, social workers, medical teams and all relevant people through our annual EHCP reviews.
- Impartial careers advice and guidance to KS4 and KS5 students.
- For those that it is appropriate, pupils in KS4 and KS5 undertake work experience and work-based placements and opportunities.
- Pupils in year 11 have to opportunity to complete taster options for the sixth form to support informed choices about future education, training and employment pathways.
- Participation in whole school events and celebration days.
- Guest visits from industry and the community and held throughout the year and in all key stages.
- Internal and external work experience available to KS4 and KS5 students.
- Functional skills, Young Enterprise Team Programme, NOCN, ASDAN and AQA provide students with quality education and recognise achievement.
- We are always looking to make links within the community and some students are able to take part in external courses ran by providers including Bolton at Home and the GMCA.
- To put careers at the forefront we run a whole school National Careers Week project.
- Students in KS4 and KS5 have the opportunity for in-house work experience in the bistro and vocational room.
- We promote preparation for adulthood and have had many students to go on to live independently. To help enable students gain independent skills we utilise our school flat to teach these skills.
- Enterprise projects take place throughout the year to promote skills for work and life.
- We welcome external and internal visits from industry and the community and employer encounters take place in all key stages.
- Our sixth form transition lead works closely with Connexions and organises visits to Woodbridge college and other providers for all year 14 students.

You can find a breakdown of the topics covered in our World of Work lessons through the planning documents available on the website. Links to careers education in the curriculum learning are highlighted in our curriculum plans which are reviewed and updated termly.

MONITORING

This policy is adaptative and responsive to the needs of our cohort and will be monitored regularly and reviewed annually. The careers programme is evaluated in a number of ways, including: student feedback on their experience of the careers programme and what they gained from it, staff feedback on careers lessons, work placement schemes, gathering informal feedback from external partners and from parents, quality assurance of careers lessons as part of the review process, student destination figures and the use of the Compass+ tool to assess the school's performance against the 8 Gatsby benchmarks.

PROVIDER ACCESS

Firwood High School uses the Gatsby Benchmarks as a guide to plan our CEIAG provision. As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to students.

We proactively seek to build relationships with these partners as we plan our CEIAG activities throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-14, to offer information on vocational, technical and apprenticeship qualifications and pathways.

Firwood High School ensures that staff involved in personal guidance and pastoral support are up to date on their knowledge of these post 16 and post 19 pathways, through our transition programme and a programme of Continuing Professional Development. Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting post 14, post 16 or post 19 option choices.

Our school's CEIAG provision is monitored for quality and impact by the schools Senior Leadership and Governance Teams and monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process.

A provider wishing to request access should contact: Sally Martin

Telephone: 01204 333 044

Email: smartin@firwood.bolton.sch.uk

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school's vocational room.

All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the school, interruption to preparation for examinations or rooming and space availability to host the activity.