



QUALITY IN CAREERS website ©

CEIAG Case Study:

Cotham School - Bristol

## The School

Cotham School is a successful and popular 11-18 co-operative academy in Bristol with 1470 students. For many years, the school has taken pride in the academic and personal success of its students and striven to secure the best possible outcomes for every student. The school culture is one where the full range of success – creative, sporting, academic, support for others and triumph over adversity is celebrated.

The school offers a broad and balanced curriculum and a stimulating range of extra-curricular activities, trips and visits to support wider learning. It seeks to provide an education that equips its students with the skills needed to succeed in the workplace. The ambition is for students to leave the school well prepared for a constantly changing future and ready to take their place in the increasingly global society.

## Career Education, Information, Advice and Guidance (CEIAG)

Cotham School feels that the main purpose of CEIAG is to provide students with the opportunity to engage in a wide range of activities that will contribute to their knowledge and understanding of the world of work and the qualifications pathways suitable for their individual needs. The school is committed to not just fulfilling its statutory requirements in this area but providing students with exceptional support and guidance throughout their time at school.

Cotham School achieved the *'Investor in Careers'* quality award (Nov 2015) *{now replaced by the national Quality in Careers Standard}* and the West of England LEP 'Employability Chartermark' (May 2015, re-accredited May 2016) both of which highlight good careers practice.

The school has a dedicated careers adviser with a Level 6 careers qualification who also acts as co-ordinator for CEIAG & Work-Related Learning (WRL). Another employee is employed to coordinate Work Experience and carry out some CEIAG administration. In addition, great care is taken to ensure that students receive independent external IAG through different providers.

The Senior Leadership team and governors fully support CEIAG & WRL and there is a link governor who is actively involved. A Careers Steering Group has been set up which brings together core staff and has created momentum for careers across the school. Close links are maintained with employers, businesses, further education colleges, higher education institutions and other schools.

Careers Education is mapped against the CDI '*Framework for careers, employability and enterprise education*'. It is delivered to all year groups (7-13) in tutorial and PSHE lessons and staff who deliver careers education receive training. The IAG Advisor meets with students on a 1:1 or group basis with all students receiving careers support at relevant times during their school life. Care is taken to ensure that the IAG given is impartial and relevant to each student's needs. Each student is carefully monitored so that appropriate support can be given as required. External IAG is provided through employer engagement and it is a high priority for all students to engage with employers, business, education and training providers from a wide range of sectors. This takes place in many different ways, for example: work experience, visits to external companies and businesses, collapsed employability/enterprise/raising aspirations days and visits to local universities and colleges.

The school values the wealth of knowledge and skills held by alumni and this is co-ordinated through Future First. Great care is taken to ensure that all students cover employability skills throughout their school life and all students take a GCSE examination in 'Preparation for Working Life'. Robust systems are in place for recording and monitoring IAG received by students and this is used to inform destinations data. The school is proud that it has a good record of ensuring all its students have a suitable post 16 offer.

All CEIAG is monitored carefully, with Careers and Work-Related Learning activities being regularly evaluated and reviewed to ensure that they meet student needs and government statutory requirements and guidance.

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