



QUALITY IN CAREERS WEBSITE ©

CEIAG Case Study: Abbey College, Ramsey, Cambridgeshire

The School

Abbey College is a successful secondary school and sixth form based in the rural town of Ramsey, Cambridgeshire with approximately 900+ students, covering a large area from the north of Huntingdon to the south of Peterborough and west of Cambridge.

The 'Abbey College Spirit' describes the set of virtues that underpins the school community. The spirit values comprise three key virtues: humility, intuition and passion, which all members of the school community work towards.

The schools' reward system is based around the virtues; students are recognised with stamps when they demonstrate excellence in the day's 'spirit 15' and they have a logbook to record evidence that they have demonstrated the virtues both in the wider school and in the community. Students who achieve the gold standard at the end of Key Stage 3 will take part in a special, gowned graduation service to celebrate their achievements. At Key Stage 4, students who achieve the gold award will earn a special tie which contributes towards the achievement of a prestigious purple tie in Year 11.

Career Education, Information, Advice and Guidance (CEIAG)

The CEIAG team consists of Jane Warne (Assistant Head Teacher), Lesley Pollard (Careers Leader), Clare Neville (Careers Coordinator), subject group Careers Ambassadors, Enterprise Adviser and two appointed CEIAG link governors.

Abbey College is committed to delivering a broad and balanced CEIAG programme throughout all year groups. The objectives of its CEIAG programme are that:

1. Students will be able to make informed decisions about their future
2. Every student will fulfil their potential
3. Students will develop skills for success

To do this the College expects all students to achieve a number of outcomes by the time they leave school:

- Know how to access and analyse information about local and national job opportunities. Understand the range of opportunities available and the variety of routes into different careers.
- Have had multiple opportunities to meet with employers from a wide range of sectors in order to understand different businesses and the sectors to which they belong, developing a general understanding of the world of work.
- Gain experiences and insight into real life working practices and environments through work experience and encounters with businesses.
- Challenge stereotypical thinking in the workplace.
- Understand and evaluate the full range of learning opportunities that are available to them, including academic and vocational routes and learning in schools, colleges, universities and apprenticeships.
- Recognise their strengths and preferences to help them make informed decisions. Identify areas of development in order to achieve their full potential and overcome barriers to progression.
- Recognise the different entrepreneurial and employability skills that will help them succeed in the world of work. Have the opportunity to develop and build on these skills.
- Identify out of school opportunities to develop career aspirations, such as volunteering or the National Citizenship Service.
- Opportunity to apply classroom learning to real world situations, developing life skills such as resilience, problem solving, decision making and team building in order to overcome real life challenges.
- Opportunities to understand the wide range of career choices that require success in maths and science, STEM (science, technology, engineering and maths) for both girls and boys.
- Have a career development plan tailored to their preferences, interests and needs.

All students study a CEIAG programme in conjunction with Social Studies, Form Time and the curriculum.

The aims of this programme are:

Year 7

- To provide students with a foundation CEIAG knowledge to be built upon as they progress through school and enable them to make informed decisions about their future.
- To inspire students by helping them to find out about a range of growing sectors and exciting jobs.
- To develop their self-awareness by identifying the employability skills they already have to help them succeed.

This will be achieved by:

- Creating a Careers Plan using an online careers program
- Self-awareness and skills development lessons in Social Studies
- Researching careers and presenting findings
- Participating in a STEM roadshow

- Attending the Guess the Professional employer activity
- Interview with a Year 12 student
- Attending a Careers Fair
- Linking subjects to careers activity in lessons

Year 8

- To widen their aspirations and find out about business sectors and jobs that will inspire and motivate them.
- To identify their preferences and interests in order to inform their decision making for KS4 options.
- They will begin to understand the various routes into different careers, including university and apprenticeships

This will be achieved by:

- Developing their Careers Plan to support with option choices
- Participating in Meet the Professional employer interview activity
- Attending a Careers Fair
- Participating in Girls in STEM Event
- Assemblies delivered by subject leaders
- Attending Options Event
- Linking subjects to careers activity in lessons

Year 9

- To gain an understanding of career development, self-management and how to take responsibility for their own future.
- To deepen their understanding of the business world. This will be achieved through encounters with businesses from a wide range of sectors.
- To develop employability skills required for the workplace.

This will be achieved by:

- Taking part in Employability Day
- Updating Career Plan to support with Year 10 work experience placement choices
- Attending a Careers Fair
- Linking subjects to careers activity in lessons

Year 10

- To take ownership of their personal growth, evidencing their skills development. They will reflect on the subjects they have chosen, their expected grades and how this will impact on their future options.
- To develop knowledge that will help them market themselves to employers with the ability to write a CV matching their own skills to courses or jobs and skills for interview success.
- To experience the world of work.

This will be achieved by:

- Updating their Career Plan to support post 16 option choices
- Attending a one week work experience placement
- Creating a CV
- Attending an Interview Skills workshop
- Work experience preparation lessons and assemblies
- Attending a Careers Fair
- Mentoring and Intervention sessions (Disadvantaged)

Year 11

- To have a post-16 plan and pathway that is best for them. Their plans will be informed by high-quality, impartial, independent advice and information to support them through the decision making process.
- To develop skills that will help them market themselves to employers and further education providers with the ability to match their own skills to courses or jobs and skills for interview success.

This will be achieved by:

- Individual careers guidance interview
- Mentoring sessions
- Creating a personal statement
- Researching and comparing options for post 18 using 'Unifrog'

Year 12

To be aware of gaps in knowledge and skills for post 18 and develop a plan to address these.

This will be achieved by:

- Work Shadowing one week placement
- Personal Statement workshop
- Interview event with Year 7 students
- Attending a Careers Fair
- University visits
- Further research and comparing options using 'Unifrog'
- Individual careers interview to support them through the decision making process.
- Mentoring sessions

Year 13

To have a plan for post 18 and a provision that is best for them.

This will be achieved by:

- A progression UCAS application programme

- Making choices post 18 using 'Unifrog'
- Mentoring sessions
- Mock Interview Day

CEIAG Evaluation

A range of methods are used for evaluation to ensure provision is relevant and continuously developed to meet students' needs. Students, parents/carers, employers and teachers have opportunities to review CEIAG provision throughout the academic year after all key activities.

Throughout all year groups there are student leadership teams who are involved in the planning and evaluation of CEIAG.

Each individual subject area has appointed Student Ambassadors who support with departmental CEIAG engagement and planning.

Measuring the Impact

The Careers and Enterprise Company's Compass+ Tracker is used to evaluate provision, as well as identifying areas for development and to target support for learners who have specific needs and interests. The CDI Framework has been used effectively to map the current provision and measure outcomes which has led to 0%, or very low number of NEET over the last few years.

Quality Assurance

In November 2020, Abbey College achieved the **Quality in Careers Standard** through the Licensed Awarding Body – Cambridgeshire County Council. Comments from the Assessor included:

- *A comprehensive programme across all years, with strong support internally from other staff, SLT and supportive Skills Service.*
- *Feedback seems to be done well. Having a range of staff taking an active role in the wider careers work is a positive. Positive feedback from various stakeholders is strong (parents, staff, visitors/employers).*
- *The headteacher and careers governor are very supportive of careers work and what happens in school. They very much want careers work to be central and 'core' to students time at school, as a way for students to see how their education relates to life afterwards.*
- *It is recognised that careers is much wider than just having Lesley and Clare in place, that other staff's input needs to happen, and does happen.*
- *Strong evidence seen on the visit, from students and range of staff that careers, employability and enterprise education happens, with all key stages and some good work happens with year 6 during their transition planning.*
- *Curriculum areas are strongly encouraged to include careers related work.*

- *All the students suggested that the careers work has an impact on their careers thinking and planning, they identified varied events and lessons that they could identify as careers related and the impact of these.*
- *Various staff identified that curriculum areas were actively promoting careers within their areas.*
- *Students, parents/carers and staff are actively encouraged to provide feedback both formally and informally. This feedback is acted upon.*

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