



## Co-op Academy Leeds CEIAG Programme

2025-26

Approved by: Natalie Jones Date : 4th September 2025	Last reviewed on:  4th September 2025	Next review due by:  September 2026
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Careers Leader : Rebecca Fox

### Rationale and Vision

Our academy is committed to ensuring all of our students have access to impartial careers advice and to a range of employers who can support them in considering their future. To help us do this, we align our CEIAG Plan to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for careers (January 2018) and aligns to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997.



The 8 Gatsby benchmarks are outlined below:

## 1. A stable careers programme

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<b>1. A stable careers programme</b>	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					

## 2. Learning from career and labour market information

<b>2. Learning from career and labour market information</b>	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
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## 3. Addressing the needs of each student

<b>3. Addressing the needs of each student</b>	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme.  Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
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## 4. Linking curriculum learning to careers

<b>4. Linking curriculum learning to careers</b>	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
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## 5. Encounters with employers and employees

### 5. Encounters with employers and employees

Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
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## 6. Experience of work places

### 6. Experiences of workplaces

Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.	Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
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## 7. Encounters with further and higher education

### 7. Encounters with further and higher education

Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.	Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
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## 8. Personal guidance

### 8. Personal guidance

Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.
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The vision for the development of CEIAG across our academy is to provide the very best opportunities to enable our students to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework of best practice we have a CEIAG programme that meets the needs of our ever changing cohort of students, providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work. We are always guided by our Coop values:

#### Do what matters most

What matters most is ensuring that our students achieve the best possible outcomes.

#### Be yourself, always

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

#### Show you care

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

#### Succeed together

Cooperating is what makes us different; we're better and stronger when we work together.

Incorporate Co-op values



	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<b>1. A stable careers programme</b>	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
<b>2. Learning from career and labour market information</b>	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
<b>3. Addressing the needs of each student</b>	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme.  Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
<b>4. Linking curriculum learning to careers</b>	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
<b>5. Encounters with employers and employees</b>	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
<b>6. Experiences of workplaces</b>	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
<b>7. Encounters with further and higher education</b>	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
<b>8. Personal guidance</b>	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					



### Intent

Our CEIAG programme is both bespoke and unique to our academy and is reviewed on an annual basis to meet our students needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academies context and core values. Our programme is designed to entitle all learners to develop their knowledge, skills, understanding and cultural capital they need to go on to destinations that meet their aspirations and interests. With this in mind we aim:-

- To provide impartial and independent advice for all pupils (Gatsby Benchmark 1 - 8)
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance (Gatsby 3)
- To support inclusion, challenge stereotyping and promote equality of opportunity (Gatsby Benchmark 3,4)
- To encourage participation in continued learning including higher education, further education and apprenticeships (Gatsby Benchmark 7,8)
- To develop enterprise and employment skills (Gatsby 2,3)
- To provide relevant information and understanding of the wide range of pathways and qualifications available to ensure students make the right choices regarding their post 16 / 18 options and hence reduce 'drop out' from and 'course switching' in education and training (Gatsby 3,5,6,7,8)
- To contribute to the economic prosperity of individuals and communities (Gatsby 2,5,7)
- To meet the needs of all our pupils through appropriate differentiation (Gatsby 3)
- To focus students on their future aspirations and opportunities (Gatsby 3,4,8)
- To involve parents and carers (Gatsby 1,2,5,6,7)
- To support the raising of the participation age and assist with positive destinations for all pupils post 16, 17 and 18 (Gatsby 1,4,8)
- To meet the needs of our current cohort of students across each year group (Gatsby 1,3)
- To use current LMI to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. (Gatsby 1,2,3)
- To use student's parents, staff feedback to reflect on our current provision in order to develop our future CEIAG programme (Gatsby 1,2,3)
- To provide additional support to specific vulnerable groups such as SEND and pupil premium (Gatsby 1-8)
- All stakeholders have a clear understanding of CEIAG and rationale and vision (Gatsby 1)



- To monitor and evaluate current provision in order to ensure our programme is quality assured in line with other curriculum areas (Gatsby 1)
- To share best practice with other Co-op academies at network events to ensure reflection and development of own programme (Gatsby 1)
- To ensure all students actively engage with a CEIAG tracking platform to support them in making informed choices about their Career development plan (Gatsby 1,2,3)
- To achieve / work towards a Quality in Careers award in recognition of all that our academy offers (Gatsby 1)

### Implementation

Our programme is taught via bespoke activities, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

CEIAG is delivered by a wide range of providers such as our internal Careers Advisor, teachers and support staff, FE Colleges, Universities, visiting speakers, employers and employees. This delivery includes bespoke workshops, assemblies, work visits, work experience, mock interviews, immersion days, careers fairs, step up days and via subject curriculum. Our students are supported and encouraged to explore possible pathways they may take in the future, to ensure they have the very best start in life. Our staff receive regular CPD to support them in embedding employability skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CEIAG related events and information about local market information (LMI) to UCAS applications to Apprenticeships. Parents are also encouraged to attend our CEIAG information evenings and parents evenings.

Year Group	Autumn Term 2023	Intended learning outcomes
7	Into University: Choosing Success. Gatsby 2, 3, 4, 7 Transition drop down day. Gatsby 1, 3, 4	Develop an understanding of strengths and employability skills. Understand the career learning journey and progression through





	Unifrog launch. Gatsby 1, 2 ,3 4	their time at CAL.
8	<p>Into University: Learning Techniques. Gatsby 2, 3, 4, 7</p> <p>Smart Cities -Ahead Partnership Gatsby 1, 3, 4, 5</p> <p>Unifrog launch. Gatsby 1, 2 ,3 4</p>	<p>Support with independent learning techniques. Further develop strengths and employability skills, linking to how they are relevant in the world of work.</p> <p>This fully funded, STEAM- themed project will support development; Knowledge and experience of careers in the tech and digital sector. Builds skills like teamwork, critical thinking, creativity, and presenting. Support CV and personal statements. Contextualising STEAM subjects within real world careers such as Engineering, UX design, user research, green technology, community design and accessibility tech.</p>
9	<p>GCHQ. Gatsby 1, 2, 3, 4, 5</p> <p>REACH Programme. Gatsby 1, 2, 3, 4, 5, 6</p> <p>Work Experience: Malta Culture Exchange. Gatsby 3, 4, 5, 6</p> <p>Unifrog launch. Gatsby 1, 2 ,3 4</p>	<p>Linking personal skills and qualities with curriculum learning to form career aspirations.</p> <p>Opportunity to gain insight from employees.</p> <p>Develop confidence and employability skills.</p> <p>Regular mentoring from a local business volunteer and engaging with local business.</p> <p>Workplace visit and experience, employer insight opportunities.</p> <p>Raise awareness of local businesses and roles in the sector.</p> <p>Develop confidence and employability skills, teamwork and leadership skills.</p>
10	<p>The Diana Award Gatsby 1, 3, 4, 5, 6</p> <p>Work Experience: Malta Culture Exchange. Gatsby 3, 4, 5, 6</p> <p>Unifrog launch. Gatsby 1, 2 ,3 4</p>	<p>Raise awareness of local businesses and roles in the sector.</p> <p>Develop confidence and employability skills, teamwork and leadership skills.</p>





11	<p>Careers:1-1 Guidance. Gatsby 1, 3, 8</p> <p>Further Education Provider Assemblies. Gatsby 1,2,3,5,7</p> <p>Into University: Post-16 Education Choices. Gatsby 3, 4, 5, 6, 7</p> <p>LEAP Young Entrepreneurs Challenge. Gatsby 1, 2, 3, 4, 5, 6</p> <p>Mock results and application day. Gatsby 1, 2, 3, 4</p> <p>Post-16 Information Evening. Gatsby 1, 3, 7</p> <p>Unifrog launch. Gatsby 1, 2, 3, 4</p> <p>Universify. Gatsby 3, 4, 5, 6, 7, 8</p>	<p>Personal guidance with post-16 routes and support in achieving this.</p> <p>Opportunity to speak to FE providers and employers and employees, with access to different routes to make informed choices before the application process.</p> <p>Raise awareness of post-16 progression routes.</p> <p>Gain insight on FE.</p> <p>Mentoring and encounters with FE students and educators</p> <p>To involve parents and carers on options available and key stages.</p> <p>To gain experience of the traditional application process in preparation for upcoming college and apprenticeship interviews.</p> <p>Develop teamwork, presentation and employability skills further.</p> <p>Regular mentoring from a local business volunteer and engaging with local business. .</p> <p>Students have access to detailed personal careers plans.</p>
Additional provision	<p>Career of the Week Focus in Form time. Gatsby 1, 2, 3, 4</p> <p>Careers:1-1 Guidance SEND. Gatsby 1, 2, 3, 4, 5, 8</p> <p>Pathway to Leeds College of Building. Gatsby 1, 3, 4, 7</p> <p>Future Skills Questionnaire. Gatsby 1,3,8</p> <p>Year 7 PIE- Future You. Gatsby 3</p> <p>Year 11 mentoring scheme. Gatsby 3</p>	<p>Continue building personal statements and CV for post-16 routes and college applications. Gathering evidence of personal skills, qualities and experiences.</p> <p>Build on knowledge of personal skills and qualities related to work.</p> <p>Mentoring and guidance with navigating post-16 routes and choices.</p> <p>Support with the application process for FE and next steps.</p>
Staff	<p>Careers focussed PDL. Gatsby 1, 2, 3, 4, 5,</p> <p>Go Higher West Yorkshire CPD Newsletter. Gatsby 1,2,3,4</p> <p>Strategic Partnership Group. Gatsby 3, 7</p> <p>Trust CEIAG meeting. Gatsby 1, 2, 3, 4</p> <p>WY Business and Careers Lead conference. Gatsby 1, 2, 3, 4, 5</p> <p>WY CEIAG meeting. Gatsby 1, 2, 3, 4</p>	<p>Support staff in providing a seamless, curriculum-wide agenda for careers.</p> <p>Work strategically to eliminate problems faced with vulnerable groups.</p> <p>Provide current LMI.</p>

Year Group	Spring Term 2024	Intended learning outcomes
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7	Ahead Partnership: Career Panel. Gatsby 1,2,3,5 Into University: Becoming an Independent Learner. Gatsby 1, 2, 3, 4 PSHE curriculum: Introduction to careers education, pathways, skills and qualities, LMI, dream jobs and stereotypes. Gatsby 1, 2, 3, 4	Opportunity to engage with representatives from different industries on their experiences, pathways, and desired skills and qualifications for job roles. To build on knowledge of post-16 options and personal skills and qualities related to work.
8	Ahead Partnership: Career Panel. Gatsby 1,2,3,5 Explore Languages. Gatsby 1, 2, 3, 4, 5, 7 PSHE curriculum: Entrepreneurial skills. Gatsby 1, 2, 3, 4	Raise awareness of local businesses and range of roles in industry. To develop enterprise and employment skills. Workplace experience and employee insight opportunities.
9	Ahead Partnership: Guest Speaker. Gatsby 1,3 Explore Languages. Gatsby 1, 2, 3, 4, 5, 7 GCSE options Information Evening. Gatsby 1, 3, 7 Into University: Careers Carousel. Gatsby 1, 2, 3, 4, 5 PSHE curriculum: GCSE options, FE and HE, CVs and part-time jobs. Gatsby 1, 2, 3, 4, 5 REACH Programme. Gatsby 1, 2, 3, 5, 6 Work Experience: Italy Culture Exchange. Gatsby 3, 4, 5, 6	Continue to develop understanding of different skill sets from a range of subjects and job roles. Gain insight on Higher Education to make informed choices for progression routes. Begin to gather evidence of personal skills and evidence related to intended career and progression route. Continue to learn from workplace visits to local businesses and gain mentoring experience. Build confidence and employability skills. Continue to learn from workplace visits to local businesses and gain mentoring experience.
10	Into University: Entrepreneurship. Gatsby 1, 2, 3, 4, 5 PSHE curriculum: FE and HE, CVs and cover letters, employability skills. Gatsby 1, 2, 3, 4, 5 University of Leeds: Business with Communications in the workplace. Gatsby 1, 2, 3, 4, 5, 6, 7	Continue developing enterprise and employment skills. Continue bullying on personal statements and CV. Identify a range of routes and pathways related to different subjects. Link curriculum learning to HE options.
11	Ahead Partnership: Mock Interviews. Gatsby 1, 3, 5 Career of the Week Focus in Form time. Gatsby 1, 2, 3, 4 Careers:1-1 Guidance. Gatsby 1, 3, 8 Into University: Post-18 Education Choices. Gatsby 1, 2, 3, 4, 5 PSHE curriculum: preparing for the workplace. Gatsby 1, 2, 3, 4	Personal guidance with post-16 routes and support in achieving this. To develop enterprise and employment skills. Facilitate informed decision-making. Gain experience of the traditional application and interview practice, with an opportunity to receive feedback and self-reflect on performance.



<b>Additional provision</b>	Career of the Week Focus in Form time, Gatsby 1, 2, 3, 4 Careers:1-1 Guidance SEND. Gatsby 1,2,3,4,5,6 Pathway to Leeds College of Building. Gatsby 1, 3, 4, 7 Future Skills Questionnaire. Gatsby 1, 3, 8 Year 11 mentoring scheme. Gatsby 3 Unifrog	Gain current LMI. Personal guidance with post-16 routes and support in achieving this. To provide additional support to specific vulnerable groups. Continue building personal statements and CV for post-16 routes and applications. Gathering evidence of personal skills, qualities and experiences.
<b>Staff</b>	Go Higher West Yorkshire CPD Newsletter. Gatsby 1, 2, 3, 4 Strategic Partnership Group. Gatsby 3, 7 Trust CEIAG meeting. Gatsby 1, 2, 3, 4 WY CEIAG meeting. Gatsby 1, 2, 3, 4	Support staff in providing a seamless, curriculum-wide agenda for careers. Provide current LMI.

Year Group	Summer Term 2024	Intended learning outcomes
7	Time4Change programme Gatsby 1, 4, 5, 6	Continue developing interpersonal skills, qualities and experiences in preparation for the world of work. Develop teamwork, leadership and presentation skills.
8	Into University: Buddy University Trip. Gatsby 1,3,7 Into University: Pathways to Success. Gatsby 1, 2, 3, 4, 5 Partnership with Lille. Gatsby 1, 2, 3, 4	Develop awareness of LMI, local opportunities and career routes.
9	Ahead Partnership: Speed Networking. Gatsby 1, 2, 3, 5, 6, 7 Into University: Introduction to University Life. Gatsby 1, 2, 3, 4 Partnership with Lille. Gatsby 1, 2, 3, 4 REACH Programme. Gatsby 1, 2, 3, 4, 5, 6	Facilitate informed decision-making. Opportunity to speak to local employees and gain insight of industry. Continue to learn from workplace visits to local businesses and gain mentoring experience. Gain qualifications relating to employability skills.
10	Ahead Partnership: Mock Interviews. Gatsby 1, 3, 5 C+K Careers:1-1 Guidance. Gatsby 1, 3, 8 Futures Week. Gatsby 1, 2, 3, 5, 7 Into University: Business in Focus. Gatsby 1, 2, 3, 4, 5 6 Into University: Communication in the Workplace. Gatsby 1, 2, 3, 4 Partnership with Lille. Gatsby 1, 2, 3, 4	Prepare for next steps after leaving CAL. Gain experience of the traditional application process. Opportunity to receive feedback and reflect on performance. Build on understanding of HE and alternative ways to gain qualifications. Experience the world of work through placements and work



	Futures Week Gatsby 1, 2, 3, 4, 5, 6, 7 Work Experience: Local Placements. Gatsby 1, 2, 3, 5, 6	related tasks.
11	Careers:1-1 Guidance. Gatsby 1,3,8	Personal guidance with post-16 routes and support in achieving this.
Additional provision	Career of the Week Focus in Form time. Gatsby 1, 2, 3, 4 Careers:1-1 Guidance SEND. Gatsby 1,3, 8 Pathway to Leeds College of Building. Gatsby 1, 3, 4, 7 Future Skills Questionnaire. Gatsby 1,3,8 Year 11 mentoring scheme. Gatsby 3 Unifrog	Gain current LMI. Personal guidance with post-16 routes and support in achieving this. To provide additional support to specific vulnerable groups. Continue building personal statements and CV for post-16 routes and applications. Gathering evidence of personal skills, qualities and experiences.
Staff	Careers focussed PDL. Gatsby 1, 2, 3, 4, 5, Curriculum mapping. Gatsby 1, 2, 3, 4 Go Higher West Yorkshire CPD Newsletter. Gatsby 1, 2, 3, 4 Strategic Partnership Group. Gatsby 3, 7 Trust CEIAG meeting. Gatsby 1, 2, 3, 4 WY Business and Careers Lead conference. Gatsby 1, 2, 3, 4, 5 WY CEIAG meeting. Gatsby 1, 2, 3, 4	Awareness of current and regional LMI, and the significance for students. Share best practice and successful intervention within the network. Support staff in providing a seamless, curriculum-wide agenda for careers. To maintain Quality in Careers standard.

### SEND and other vulnerable groups

All CEIAG opportunities are fully inclusive and are designed to engage with all students. However embedded within our programme are additional events / activities to support our students with SEND such :

- A series of 1 - 1 interviews , parents invited, support assistant available (Gatsby 1,3)
- Preparing for the world of work workshops (Gatsby 1,2,3)
- Structured KS4 transition programme in post 16 ie taster sessions / days, mentoring (Gatsby 1,2,3)
- Focused enterprise activity sessions (Gatsby 1,2,3,4)
- Structured mock interviews (Gatsby 1,2,3, 5,7)
- Supported work experience (Gatsby 1,2,3,5,6)
- Access to inspirational role models (alumni?) (Gatsby 1,3)



- Appropriate KS4 pathways available in curriculum (Gatsby 1,3,4)
- Work shadowing (Gatsby 1,2,3,5,6)
- Partnerships with employers with a diverse workforce (Gatsby 1,3, 5)
- Careers Advisor present at EHCP annual review in KS4 (Gatsby 1,3,8)

### Staff

- Annual update on LMI (Gatsby 1,3,4,5)
- Annual feedback on Compass (Gatsby 1)
- Directed time to develop CEIAG in the curriculum (Gatsby 1,2,3,4,5,7)
- PSHCE curriculum review (Gatsby 1,2,3,4)
- External CEIAG CPD ie visiting a local subject related business (Gatsby 1,2,3,4)

### Impact

Measuring the impact of our CEIAG programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all
- Tracking of Compass over time
- Reduced NEET figures over time (Include your 3 year trend for NEETs)
- - i.e NEET Figures (Not in Education, Employment or Training)



2021-22			2022-23			2023-24		
Y11			Y11			Y11		
Academy	Leeds	National	Academy	Leeds	National	Academy	Leeds	National
	3.14%			8.87%			8.6%	

- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in Persistent Absence over time
- Reduction in behaviour incidents including suspensions and Permanent Exclusions over time
- Increase in A2L data
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups ie SEND
- Reviewing progression data over time ie take up of Apprenticeships, entry into FE with reference to vulnerable groups ie SEND
- Development of employability skills after key events
- Employer engagement increasing



Co-op Academy  
Leeds

## Co-op Academy Leeds NEET Strategy

Most students within the Co-op Academy Trust successfully progress onto Higher Education or a higher level apprenticeship. There are however some students who do not progress to a positive destination due to lack of aspirations, skills and knowledge.

Evidence from the Department for Education (DfE) suggests the most common characteristics that influence the likelihood of a young person becoming NEET include time spent in care, low attainment levels, a SEND diagnosis, a fixed term or permanent exclusion, attendance on a programme of alternative provision. Regular collaboration with the school SENCO, the lead for supporting disadvantaged students, and the school lead for supporting LAC students will be essential.

We also know that parental influence can be extremely important in relation to raising aspirations; regular communication with parents/carers is key, and provides us as a school the chance to support them in supporting their young person.

### 3 strands

IDENTIFY/TRACK



SUPPORT/INTERVENTION



FOLLOW-UP





## RISK OF NEET INDICATOR (RONI)

The Careers & Enterprise Company released a research paper in 2016 showing how young people tend to make career decisions and the key points in the developmental growth where they start to formulate ideas about what they would like to do in the future. In the report the CEC identify 5 common styles of decision making in young people; fixed, gathering, satisficing, validating and disengaged.

All styles of decision making need to be supported in different ways. The styles highlighted in red are the styles of decision making that need to be addressed by the interventions and support in this strategy.

Styles of decision making*	Description	CAL Key Strategies
Fixed	Decided on a single option (whether appropriate or not); no desire to seek further information.	Careers Tutorials Weekly (All Years) Spring Talks Careers & HE Day Support from Progress Tutor
Gathering	Open to different options and seeking information in order to choose between them.	Careers Tutorials Weekly (All Years) Careers Adviser 1:1 Support from Progress Tutor
Satisficing	Considering multiple options; seeking information until the first acceptable answer is reached at which point it is accepted as a decision.	Progress Tutor 1:1 Spring Talks Careers & HE Day Future Plans Event
Validating	Decided on a single option and seeking information in order to validate that decision.	Support from Progress Tutor Careers Adviser 1:1
Disengaged	No decisions made about the future; no desire to make decisions; no desire to seek information.	Careers Tutorials Weekly (All Years) Progress Tutor 1:1 Parental Engagement Future Plans Event

\**Moments of Choice*, Careers & Enterprise Company



## PARENT/CARER CAREERS COMPETENCY FRAMEWORK

The Parent/carers Careers Competency Framework provides a series of outcomes for parents/carers that will help them in supporting their own young people. Parents/carers need to be supported through regular communication and through opportunities to better their own understanding about timescales, areas of support, etc.

Parents/carers of Key Stage 4 (14-16 year olds)		
What should they know?	What should they be able to do?	Personal attributes
The process of applying for post-16 options including for further and higher education and apprenticeships	Talk to their child about their feelings of transitioning to post 16 education or work.	Be honest about the 'empty nest' syndrome but don't burden your child with feelings of guilt or responsibility
Know about the schools careers programme including events and workshops for both themselves and their child	Encourage conversations with their child about the merits of different options for learning and work	Be open minded and non-judgemental
Know the referral process so that they can request a careers interview for their child.	Encourage their child to learn the basics of budgeting and financial management	Be aspirational for self, family and community
Know about sources of funding and other sources of financial support and how to apply for them	Ensure that their child has the knowledge and skills to live independently	Be an active citizen
Encourage a commitment to life-long learning	Encourage managed risk taking and adventure	Be aspirational for self, family and community



### Useful websites

Links to various FE colleges

Allerton Grange Sixth Form - <https://www.allertongrange.com/sixth-form-home-page/>

Elliott Hudson Sixth Form - <https://www.elliotthudsoncollege.ac.uk/>

Leeds City College - <https://leedscitycollege.ac.uk/>

Leeds College of Building - <https://www.lcb.ac.uk/>

Leeds Mathematics School - <https://lmas.ac.uk/about/>

Leeds Sixth Form College - <https://leedssixthform.ac.uk/>

Notre Dame Sixth Form - <https://www.notredamecoll.ac.uk/>

Roundhay Sixth Form - <https://www.roundhayschool.org.uk/sixth-form/curriculum/>

The Grammar School at Leeds - <https://gsal.org.uk/sixth-form/>

### Universities

The University of Leeds - <https://www.leeds.ac.uk/>

Leeds Beckett University - [www.leedsbeckett.ac.uk](http://www.leedsbeckett.ac.uk)



Leeds Art University - <https://www.leeds-art.ac.uk/>

<https://www.ucas.com/corporate/news-and-key-documents/news/new-ucas-hub-encourages-students-shoot-stars> (New Hub that has replaced UCAS progress)

[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk) (represents 24 leading universities, source of careers information & advice including 'informed choices' a downloadable guide to making post 16 choices)

<https://www.gov.uk/student-finance> (Student finance)

<https://universitycompare.com/> (comparing different universities)

<https://universitycompare.com/rankings/> (University rankings)

<https://www.unitasterdays.com/> (A directory of university events for school groups and individual students.\_

Apprenticeships



<https://www.gov.uk/apply-apprenticeship>

<https://www.ucas.com/apprenticeships-in-the-uk>

<https://www.apprenticeships.gov.uk/>

<https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships>

<https://allaboutapprenticeships.co.uk/>

<https://amazingapprenticeships.com/>

<https://careerfinder.ucas.com/jobs/apprenticeship/>

## Careers Games

<https://panjango.com/pages/panjango-online>

<https://icould.com/buzz-quiz/>

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal

## Online platforms

[www.unifrog.org](http://www.unifrog.org)



[www.startprofile.com](http://www.startprofile.com)

[www.cascaid.co.uk/xello/](http://www.cascaid.co.uk/xello/)

[www.grofar.com](http://www.grofar.com)

Labour Market Information (LMI)

<https://www.lmiforall.org.uk/>

Leeds

<https://www.wybusiness-skills.com/research-and-publications/leeds-city-region-labour-market-information-report-20192020/>

[Futuregoals.co.uk](http://Futuregoals.co.uk)

Provide careers inspiration to help you make that important next steps to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region.

<https://futuregoals.co.uk/careerstarters/> Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

[www.futuregoals.co.uk/remote](http://www.futuregoals.co.uk/remote)



FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!" -

Other

<https://nationalcareers.service.gov.uk/> (provides information, advice and guidance to help you make decisions on learning, training and work)

<https://www.careersbox.co.uk/> (A great source of up to the minute job profile films)

<https://icould.com/> (Career videos to find out about a wide range of careers and opportunities. Take the Buzz Quiz – it's great fun!)

<https://www.gov.uk/government/publications/careers-of-the-future> (what does the future hold!)

<https://successatschool.org/>

Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice. Get career smart and Register today! Success at school have highlighted some of the different careers that are helping us through the current crisis.

<https://www.notgoingtouni.co.uk/> (opportunities if you decide university is not for you)

<https://uk.job-applications.com/> (has useful videos, demonstrating how to complete the online applications for many top companies in the UK, as well as providing detailed information on salaries and interviews. Applications forms can be printed off directly from this site.)





<http://www.talkingjobs.net/> (An online video player that delivers a series of career case studies)

<https://www.skillsbuilder.org/homelearning>

Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

<https://www.thewowshow.org/students/>

The WOW Show (World of Work) - The WOW Show is a live online channel creating real-life encounters with the world of work to inspire young people about their futures. Have a look at some of the recordings and find out about any careers you are considering for your future.

<https://fledglink.com/>

This free app for students aged 13+ allows students to complete a digital CV and matches them with jobs, apprenticeships and other suitable opportunities.

<https://www.speakersforschools.org/experience-2/vwex/>

Speakers for schools - virtual work experiences Working with over 50 leading employers across industries, this offers students the chance to apply for interactive, high impact placements, through a safeguarded application portal and platform. During placements, students interact with employers, complete real work projects and work together to gain industry insights and skills.



<https://www.healthcareers.nhs.uk/>

Careers in Health Professions – Make a difference with a career in health. Get all the information you need to take the next step in your career. Health professions have been highlighted during the Coronavirus pandemic and demand is expected to increase. There are hundreds of types of careers in health available so it is definitely worth consideration. The NHS employs around 1.5 million people and there are over 350 roles to choose from, not just a doctor or a nurse! You can see a list of the careers available here: [stepintothens.nhs.uk/careers](https://stepintothens.nhs.uk/careers) and you can compare the many varied careers available here: [healthcareers.nhs.uk/explore-roles/compare-roles](https://healthcareers.nhs.uk/explore-roles/compare-roles)

## Parents

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>