

SEVA School- CEIAG Student Programme 2024-25

Aim	Year	Objectives	Content & Activities	Gatsby Bench marks
<p>To develop and refine young people's career and employability skills/ understanding.</p> <p>To ensure all young people have positive outcomes and destinations.</p>	11	<ul style="list-style-type: none"> • Refine careers and destination plan. • Execute personal careers plan. • Ensure Y11 are aware of all possible destinations and their benefits • Give pupils the skills and knowledge to be ready for employment 	<p>Undertake 1-1 personal career guidance meeting(s) with qualified careers adviser. Careers Co-ordinator to undergo Level 6 Careers Adviser, to ensure she can take 1-1's from 2025/26</p>	8, 3
<p>To develop and refine young people's career and employability skills/ understanding.</p> <p>To ensure all young people have positive outcomes and destinations.</p>	11 10	<ul style="list-style-type: none"> • Refine careers and destination plan. • Execute personal careers plan. • Ensure Y11 are aware of all possible destinations and their benefits • Give pupils the skills and knowledge to be ready for employment • Identify related Post 16 destinations • Develop a careers action plan <p>Personally experience the world of work and full recruitment process</p>	<p>Post 16 Pathways Series – Apprenticeship, Sixth Form, College</p> <p>Receive specific information from local post 16 providers (Baker clause)</p>	3, 7
			<p>Students complete post 16 applications – All supported and tracked.</p> <ul style="list-style-type: none"> • Collect pupil information to help track them after leaving Seva. 	3
			<p>ACE Time: Tuesday/Thursday P1, form time, assemblies</p> <p>Application processes, and skills for further education, employment, and career progression.</p> <ul style="list-style-type: none"> • How to use feedback constructively when planning for the future. • How to set and achieve SMART targets. • Students to become more aware of UNIFROG and it's components, to raise knowledge and awareness of employability skills • Effective revision techniques and strategies. • About options post-16 and career pathways. • About application processes, including writing CVs, personal statements, and interview technique. • Half termly careers assembly • How to maximise employability, including managing online presence and taking opportunities to broaden experience. • About rights, responsibilities, and challenges in relation to working part time whilst studying. • Building awareness of new study opportunities – T-Levels • Pupil Voice – MS Forms – child/parent voice • How to manage work/life balance. • Coping with exam stress – Pastoral support and external referrals • Parental engagement with FE options and apprenticeships 	2, 4
			<p>Experience the recruitment process- Write a CV, complete a full mock interview with a volunteer employer, including online pre-employment testing and group activity.</p>	3, 5, 6

	10 9	<ul style="list-style-type: none"> • Identify related Post 16 destinations • Develop a careers action plan • Personally experience the world of work and full recruitment process • Explore career ideas. • Understand and start to develop employability/transferable skills. • Understand key transition points and future pathways available • Prepare pupils effectively for options choices in SUM1 	<ul style="list-style-type: none"> • Experience a career sector- Undertake work experience (1 week) • w/c 30th June 2025 	5, 6
			<ul style="list-style-type: none"> • Reminder on Post 16/18 options 	3, 7
			<ul style="list-style-type: none"> • Visit careers events organised by Careers Hub 	3, 4, 5, 7
			<ul style="list-style-type: none"> • Raise awareness and knowledge of Post-16 pathways, ensuring pupils are aware of options available for FE / apprenticeships / degrees 	
			<p>ACE Time: Tuesday/Thursday P1, form time, assemblies</p> <p>Preparation for and evaluation of work experience and readiness for work.</p> <ul style="list-style-type: none"> • How to evaluate strengths and interests in relation to career development. • Half termly careers assembly • About opportunities in learning and work. • Building employability skills through curriculum study • Strategies for overcoming challenges or adversity. • Students to become more aware of UNIFROG and its components, to raise knowledge and awareness of employability skills • About responsibilities in the workplace. • Building awareness of new study opportunities – T-Levels • How to manage practical problems and health and safety. • How to maintain a positive personal presence online. • How to evaluate and build on the learning from work experience. 	2,4
	9 8	<ul style="list-style-type: none"> • Explore career ideas. • Understand and start to develop employability/transferable skills. • Understand key transition points and future pathways available • Prepare pupils effectively for options choices in SUM1 • Exposure and discovery of a wide range of careers and associated skills. • Understand future decision points and associated processes. 	<ul style="list-style-type: none"> • Transition points, education on post 16/18 pathways- suitability & pros/cons of each pathway. 	3, 7
			<ul style="list-style-type: none"> • Where can the different subjects take you? - link to option choices. 	2, 3, 4
			<ul style="list-style-type: none"> • Cross curricular links – subject SOW's for future careers in various subject areas. 	2, 5, 6,
			<ul style="list-style-type: none"> • University HE educational visit (Warwick / Coventry University) SPR2 – raising aspirations for further study at KS4, prepare them for Y9 options in SUM1 	3, 4, 5, 7
			<p>ACE Time: Tuesday/Thursday P1, form time, assemblies</p> <p>PSHE lessons, 1 hour per fortnight</p> <p>Employability and online presence</p> <ul style="list-style-type: none"> • About young people's employment rights and responsibilities • Skills for enterprise and employability (Link to Yr10 Work experience) • Labour market awareness opportunities ('Streetdoctors') • How to give and act upon constructive feedback • How to manage their 'personal brand' online • Habits and strategies to support progress. • How to identify and access support for concerns relating to life online 	2, 4

			<ul style="list-style-type: none"> • Guest speakers – career pathways from different industries • CV writing • Personal statements • Build awareness of employability skills • Build knowledge of FE options for Post-16 / apprenticeships 	
			<ul style="list-style-type: none"> • Options & Opportunities- What learning decisions & choices lie ahead – Y9 options 	3, 4, 7
	8	<ul style="list-style-type: none"> • Exposure and discovery of a wide range of careers and associated skills. • Understand future decision points and associated processes. • Exposure and discovery of a wide range of careers and associated skills. • To start to understand the level of education & qualification needed for some careers 	<ul style="list-style-type: none"> • How do people decide on careers & career planning 	3, 4, 5
	7		<ul style="list-style-type: none"> • Complete START/Other career quiz & Research job roles associated- Project 	3, 4, 5, 7
			<ul style="list-style-type: none"> • Employer Encounter trips 	2, 3, 4, 5, 6
			<p>ACE Time: Tuesday/Thursday P1, form time, assemblies PSHE lessons, 1 hour per fortnight Equality of opportunity in careers and life choices, and different types and patterns of work.</p> <ul style="list-style-type: none"> • About equality of opportunity in life and work. • How to challenge stereotypes and discrimination in relation to work and pay. • Guest speakers – career pathways from different industries • UNIFROG personality / job quizzes – raise awareness of personal employability skills and personality types • UNIFROG introduction assembly • Learning about public/private sector employment • Labour market awareness activities ('Streetdoctors') • About employment, self-employment, and voluntary work. • How to set aspirational goals for future careers and challenge expectations that limit choices (Link to Profession Project) 	2, 4
			<ul style="list-style-type: none"> • Why do we work? 	2, 3
	7	<ul style="list-style-type: none"> • Exposure and discovery of a wide range of careers and associated skills. • To start to understand the level of education & qualification needed for some careers 	<ul style="list-style-type: none"> • Introduction to careers sectors/families- linking to local and national trends in labour market information 	2
			<ul style="list-style-type: none"> • Guest speakers – career pathways from different industries 	3, 4, 7
			<p>ACE Time: Tuesday/Thursday P1, form time, assemblies PSHE lessons, 1 hour per fortnight Careers, teamwork and enterprise skills, and raising aspirations:</p> <ul style="list-style-type: none"> • How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity. • About a broad range of careers and the abilities and qualities, required for different careers. • Labour marker awareness opportunities • About equality of opportunity. 	2, 4

			<ul style="list-style-type: none"> • UNIFROG introduction assembly • How to challenge stereotypes, broaden their horizons and how to identify future career aspirations (link to 'Dream Big' project). • About the link between values and career choices 	

	Structure	Delivery
PSHE Lessons	KS3- X1 hour per fortnight. Approximately 6 hours dedicated career lessons.	KS3 Specialist PSHE Teacher
	KS4- Delivered through ACE time, form time, assemblies.	KS4- Form Tutor

Must also have:

CEIAG policy and additional provision for:

- SEN students (SEN Support & EHCP)
- Looked after Children
- Other minority groups e.g. HPA, PP, Disadvantaged

Key	
Assembly	A
Student Request	SR
PSHE Lesson	PL
Tutor Time	TT
Curriculum	C
Opt-in Activity	OI
Trip/Virtual Event	T/VE
Independent Task	I
Collapsed Timetable activity	CTT
Throughout year /On-going	TO
Head of Year ?	HOY
Head of Department	HOD
Needs to be developed	
Present	
In progress/Developing	