

## The Prescot School CIAG Map 2019 - 20

		Year Group Activities					
Benchmark	Description	7	8	9	10	11	
<b>A Stable Careers Programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Main activities within programme	Introduction to careers area and CIAG provision whilst at school	Support with making option choices	Big Bang trip Mock Interviews	College, Apprenticeship and University Assemblies	College applications
			Display to explain careers process	International Women's Day – Inspirational speakers coffee morning	International Women's Day – Inspirational speakers coffee morning	College Taster Days University Talks and workshops CIAG support interviews	College Interviews CIAG support interviews
			Careers within SMSC and life learning days	Careers within SMSC and life learning days	Careers within SMSC and life learning days	Work Experience Week Big Bang trip Careers within SMSC and life learning days	Careers within SMSC and life learning days
<b>Learning from Career and Labour Market Information</b>	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser		Careers within SMSC and life learning days	Careers within SMSC and life learning days	Careers within SMSC and life learning days Work with STEM ambassadors	Careers within SMSC and life learning days Keeping parents informed with opportunities, courses, apprenticeships, etc...	Careers within SMSC and life learning days Keeping parents informed with opportunities, courses,

	to make best use of available information.					apprenticeships, etc...
<b>Addressing the Needs of Each Pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	International Women's Day – Inspirational speakers coffee morning  CIAG support interviews (specific cases where guidance and support may be necessary due to educational or behavioural needs)	Support with making option choices Group and then one-to one CIAG sessions to support and inform before choices are made.	CIAG support interviews (specific cases where guidance and support may be necessary due to educational or behavioural needs)	College transition for SEND pupils  MAP Higher education pathways	College transition for SEND pupils  MAP Higher education pathways
<b>Linking Curriculum Learning to Careers</b>	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	Work within department areas to highlight career pathways within subjects. (Embedded into department planning – audit each term)	Work within department areas to highlight career pathways within subjects. (Embedded into department planning – audit each term)	Work within department areas to highlight career pathways within subjects. (Embedded into department planning – audit each term)	Next steps – GCSE subjects and college pathways.	Next steps – GCSE subjects and college pathways. Thinking further...University and Apprenticeship routes. Support from school departments and colleges to inform and inspire.
<b>Encounters with Employers and Employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are	Employer Engagement sessions during Learning for Life days. Speed networking	Employer Engagement sessions during Learning for Life days.	Employer Engagement sessions during Learning for Life days.	Employer Engagement sessions during Learning for Life days. Work within departments for further enrichment	Employer Engagement sessions during Learning for Life days.

	valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	International Women's Day coffee morning	International Women's Day coffee morning Mock Interviews  Big Bang trip	Work within departments for further enrichment using stem ambassadors and other practitioners.	using stem ambassadors and other practitioners.  Big Bang trip	International Women's Day coffee morning
<b>Experiences of Workplaces</b>	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Teacher interviews – jobs and career pathways.	Mock Interviews	Work place trips	Work Experience week and further working world visits and speakers.	
<b>Encounters with Further and Higher Education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.			University trip	College assemblies College taster days College/apprenticeship presence at parents evening	College and apprenticeship assemblies and interviews  University assemblies, speakers in lessons and fact finding/hot seat sessions.

						College transition support
<b>Personal Guidance</b>	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.	CIAG support interviews (specific cases where guidance and support may be necessary due to educational or behavioural needs)	Support with making option choices Group and then one-to one CIAG sessions to support and inform before choices are made.	CIAG support interviews – MAP, PP and SEND.	CIAG support interviews	CIAG support interviews