



Careers Education Information Advice and Guidance (CEIAG) at AKS

For Parents/Carers, Teachers and Providers
(Updated February 2024 / to be reviewed July
2025)

CEIAG (Careers Education Information Advice and Guidance) is taught within the Personal and Social Development (PSD) offer at Alderman Knight School.

The PSD curriculum is based on the PSHE Association SEND framework and this supports our school in providing a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content.

For CEIAG, at AKS, this is then enhanced by use of the **Job Explorer Database** and a series of lessons that use this and the SEND PSHE framework to equip the pupils with the necessary skills, information, advice, guidance and documents over a suite of lessons within the topic of the “World I Live In”. This is delivered in Spring 1 (just after Christmas).

In the term before “The World I Live In”, as part of preparation for this unit, pupils cover aspects around an awareness of their own personal strengths as well as skills for learning related to school, adulthood and employment. However, ‘The World I Live In’ section covers aspects of PSHE relating to **careers education, economic wellbeing, personal safety** (including assessing and managing risk) and **preparing for adulthood**. Though not yet a statutory part of PSHE education, this learning is critical to support the different levels of independence of pupils, as well as helping schools to meet the **Gatsby Benchmarks for careers education** as part of the DfE Careers Strategy. The Framework covers all of this and supports us at AKS to plan, assess, monitor and evidence progress and achievement in our pupils’ PSHE (PSD) education.

This planning is checked and quality assured by the Subject Lead for PSD to ensure we have sufficient coverage of this key area.



Below are many examples of where the framework focusses on CEIAG and Preparation For Adulthood;

Key Stage 2

WIL12 – Jobs people do	Respond to stimuli about the different jobs adults in school do.	Identify some different jobs that people we know do.	Identify some of the ways in which different adults who work in school contribute to school life.	Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future.	Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.	Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others. Recognise how strengths, qualities and things we learn in school might link to possible future jobs.
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Key Stage 3

<p>WIL14 – Preparing for adulthood</p>	<p>Respond to stimuli about adult life.</p> <p>Respond to stimuli about the different jobs adults do in school.</p>	<p>Recognise different types of living arrangement, including adult care, residential care and living independently.</p> <p>Explain what is meant by having a 'job'.</p>	<p>Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.</p> <p>Describe different jobs that family members, friends and people in the community may do.</p>	<p>Identify our aspirations for adult life (which may or may not include employment and independent living).</p> <p>Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p>	<p>Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).</p> <p>Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.</p> <p>Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).</p> <p>Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p>	<p>Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p>Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team-working skills).</p> <p>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>Identify people and organisations that can provide advice and support for our future employment.</p>
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Our spiral curriculum in KS2 and KS3 means that the pupils will revisit the same topics at a more advanced level each time they revisit the content.

Learning is logged in PSD folders and the PSD tracker and thus we can gauge the child's progress over phases of education.

At Key Stage 4 we deliver PSD through the ASDAN PSD accreditation and the units for this can be seen in the table below and are more focused on life skills and Preparation for Adulthood. This spans two years and leads progressively into the work covered at Post-16;



Key Stage 4 – ASDAN Units Year 10

YEAR 10 Groups	2022/2024 10A/10P Level 1 (8 credits)	2022/2024 10N Entry Level 2/3 (6 credits)
<u>Autumn Term 2022</u>	Making the most of Leisure (2 credits) <i>(Mental Wellbeing RSHE Curriculum)</i>	Making the most of Leisure (2 credits) <i>(Mental Wellbeing RSHE Curriculum)</i>
<u>Spring Term 2023</u>	Preparation for Work (2 credits)	Preparation for Work (2 credits)
<u>Summer Term 2023</u>	Healthy Eating (2 credits) <i>(Healthy Eating RSHE Curriculum)</i>	Using Technology in the Home + Community (2 credits) Yr 10 Individual Rights & Responsibilities (1 credit)
<u>Autumn Term 2023</u>	Healthy Living (2 credits) <i>Physical Health and Fitness, Health and Prevention RSHE Curriculum PSHE Framework – Healthy Lifestyles</i>	Healthy Living (2 credits) <i>Physical Health and Fitness, Health and Prevention RSHE Curriculum PSHE Framework – Healthy Lifestyles</i>
<u>Spring Term 2024</u>	Parenting Awareness (2 credits) <i>(Families RSHE Curriculum)</i>	Parenting Awareness (2 credits) <i>(Families RSHE Curriculum)</i>
<u>Summer Term 2024</u>	Unit Awards – Drugs Education AQA unit <i>(Drugs, Alcohol and Tobacco RSHE Curriculum)</i> Give and Get Consent GHLL resource <i>(Respectful relationships, including Friendships RSHE Curriculum)</i>	Unit Awards – Drugs Education AQA unit <i>(Drugs, Alcohol and Tobacco RSHE Curriculum)</i> Give and Get Consent GHLL resource <i>(Respectful relationships, including Friendships RSHE Curriculum)</i>



Key Stage 4 – ASDAN Units Year 11

YEAR 11 Groups	2021/2023 11S /11J – Level 1 Award (8 credits)	2021/2023 11W/11B Entry 2 / 3 Certificate (13 Credits) Additional 4 credits to be picked up in Vocation lessons eg community action, managing own money or Using Technology
<u>Autumn Term 2021</u>	Healthy Living (2 credits) <i>Physical Health and Fitness, Health and Prevention RSHE Curriculum PSHE Framework – Healthy Lifestyles</i>	Healthy Living (2 credits) <i>Physical Health and Fitness, Health and Prevention RSHE Curriculum PSHE Framework – Healthy Lifestyles</i>
<u>Spring Term 2022</u>	Parenting Awareness (2 credits) <i>(Families RSHE Curriculum)</i>	Parenting Awareness (2 credits) <i>(Families RSHE Curriculum)</i>
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<u>Autumn Term 2022</u>	Making the most of Leisure (2 credits) <i>(Mental Wellbeing RSHE Curriculum)</i>	Making the most of Leisure (2 credits) <i>(Mental Wellbeing RSHE Curriculum)</i>
<u>Spring Term 2023</u>	Preparation for Work (2 credits)	Preparation for Work (2 credits)
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In addition to the PSD lessons, careers is embedded in all subjects across the school. Staff have discussions with pupils and students about how the subjects relates to the world of work and when the skills or knowledge might be required. Teachers talk to pupils and students about future job roles linked to the subject and give advice when pupils and students are considering which subjects to choose at Year 10 and/or Year 12.



In February of each year the school celebrates National Apprenticeship Week. Teachers and Personal Tutors will cover different aspects of Apprenticeships and Supported Internships and try to break down myths that the pupils/students have.

In March of each year the school celebrates National Careers Week. KS3 and 4 have a school assembly delivered by the Careers Lead. Various activities take place during the week for all learners in the school. Around the same time in March, some Year 10 pupils to whom it is appropriate take part in a practice job interview with an external member of the local business community. For those students in Year 12, they also get an opportunity for a practice job interview from an unfamiliar person. This is an invaluable experience to get meaningful feedback from a professional linked to recruitment and have an opportunity to gain lived experience.

The Careers/Transitions Manager attends all Year 10, 11, 12 and 13 EHCP Reviews. Prior to each review, the Careers/Transitions Manager meets with the learner in advance to discuss their career aspirations and to update their transition plan. The transition is begun with all learners in Year 9 by a combination of the Personal Tutor and Careers/Transition Manager.

Every year group from Year 8 onwards has the opportunity for 2 employer encounters each academic year. As a school we aspire to have every year group having 2 meaningful employer encounters every academic year. This is a combination of employer workplace visits and visits to the school.



Post-16 – CEIAG coverage

Personal social, health and economic (PSHE) education including Relationship and Sex Education (RSE) in Post 16 is a 2-year rolling program that is centred around the four Preparation for Adulthood (PFA) areas:

- Friends, relationships and community;
- Health;
- Employment, and;
- Independent living.

CEIAG is embedded in all aspects of the PSHE curriculum to complement the bespoke lessons that students have in work-related learning. Students have one to two days a week following PFA related lessons which include:

- ASDAN Level 2 Employability
- AQA Unit Award Scheme Level 2 in Work-Related Learning
- Preparation For Adulthood
- Preparation For Work Experience
- Study Skills
- Personal Finance and Money Management

Within the Employability qualification, students will cover units such as Applying for A Job and Overcoming Barriers to Work. They will develop effective communication and teamwork skills. The unit award scheme looks into supporting health and safety knowledge and an understanding of different workplaces. The additional days working on these skills allows the opportunity for workplace visits and employer encounters to take place. The emphasis is on a mixture of theory, practical and giving some lived experience to put everything into context.



How We Measure The Impact

Key Stage 2 – 3:

Personal Tutor will record on a tracker the current level of knowledge and awareness of each pupil. This is reviewed termly and is stored online and in the pupil's PSD folder.

The PSD Lead will monitor and review these trackers.

Year 9 onwards:

Pupils are able to contribute to their Preparation For Adulthood aspirations to effectively ensure their voice is heard during the completion of their EHCP paperwork.

Pupils make informed decisions about their Year 10 subject choices.
The PSD Lead and Transitions Manager will monitor and review.

Key Stage 4 & 5:

Pupils and Students make informed decisions regarding their transition from AKS.
Pupils successfully complete their ASDAN PSD Accreditation at their appropriate level.

Students successfully complete their ASDAN Employability and Work-Related Learning Accreditations.

The PSD Lead and Transitions Manager will monitor and review.

