

Summary of CEIAG (Careers education) at The Smith Foundation Specialist College (WHSSC)

Aim:

Our careers programme aims to enable our students to make ambitious and informed choices about their futures, fostering their development into happy and successful adults who can confidently engage with the world.

Plan:

At William Henry Smith Specialist College (WHSSC), our key aim is to ensure that we take an all-years approach to our provision of Careers Education, Information, Advice, and Guidance (CEIAG), so that students begin to develop a real understanding, even at an early age, of careers and work-related information that nurtures their sense of enquiry. This process not only involves careers and higher/further education but also encourages students to explore their individual skills and aptitudes.

At Key Stage 3 (KS3), this groundwork prepares students for their qualifications as they progress to the 14-16 phase of their education. From Key Stage 4 (KS4) onwards, our CEIAG programme focuses on equipping students with the tools and knowledge they need to make well-informed career decisions and to seize future employment and learning opportunities. By the time our students leave school, they are prepared for the next stage of their journey, armed with the confidence and skills needed to thrive in their chosen paths.

At the WHSSC (Key Stage 5 onwards) we acknowledge the importance of high-quality careers education and guidance in fostering learners' development and enhancing their future opportunities. By assisting learners in acquiring self-development and career management skills, the college facilitates their transition into further training and employment, thereby contributing to the economy.

This unwavering commitment ensures that every learner is treated with respect and given equal opportunities to succeed. The careers education programme at WHSSC is mapped to Gatsby Benchmarks, the aims are:

- To raise achievement, increase motivation and aspirations and reduce NEET outcomes (Gatsby Benchmark 1,3, 8).
- To encourage students to become reflective learners who are self-aware of their strengths, skills and abilities and how these link to career and life planning; (Gatsby Benchmark 1,3).
- To develop the skills which will help students to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4).
- To support inclusion, challenge stereotyping, promote equality of opportunity and raise aspirations (Gatsby Benchmark 3).
- To encourage participation in continued learning, including higher education (Gatsby Benchmark 7).
- To encourage and develop an understanding of the world of work and career opportunities both locally and nationally through enterprise and employer led activities, including direct experience of the world of work through workplace visits and the use of labour market information (Gatsby Benchmark 2, 5 and 6).
- To contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing (Gatsby Benchmark 2).
- To make clear to students how their behaviour, attendance and learning skills are inherently linked to their career prospects and future prosperity. (Gatsby Benchmark 3).
- To encourage students to implement their career plans by providing personal guidance from a Careers Adviser and to review and evaluate their plans to make informed decisions and manage the transition process effectively and reduce NEET (Gatsby Benchmark 8).

In addition to the opportunities detailed above, at WHSSC we aim to ensure that all students:

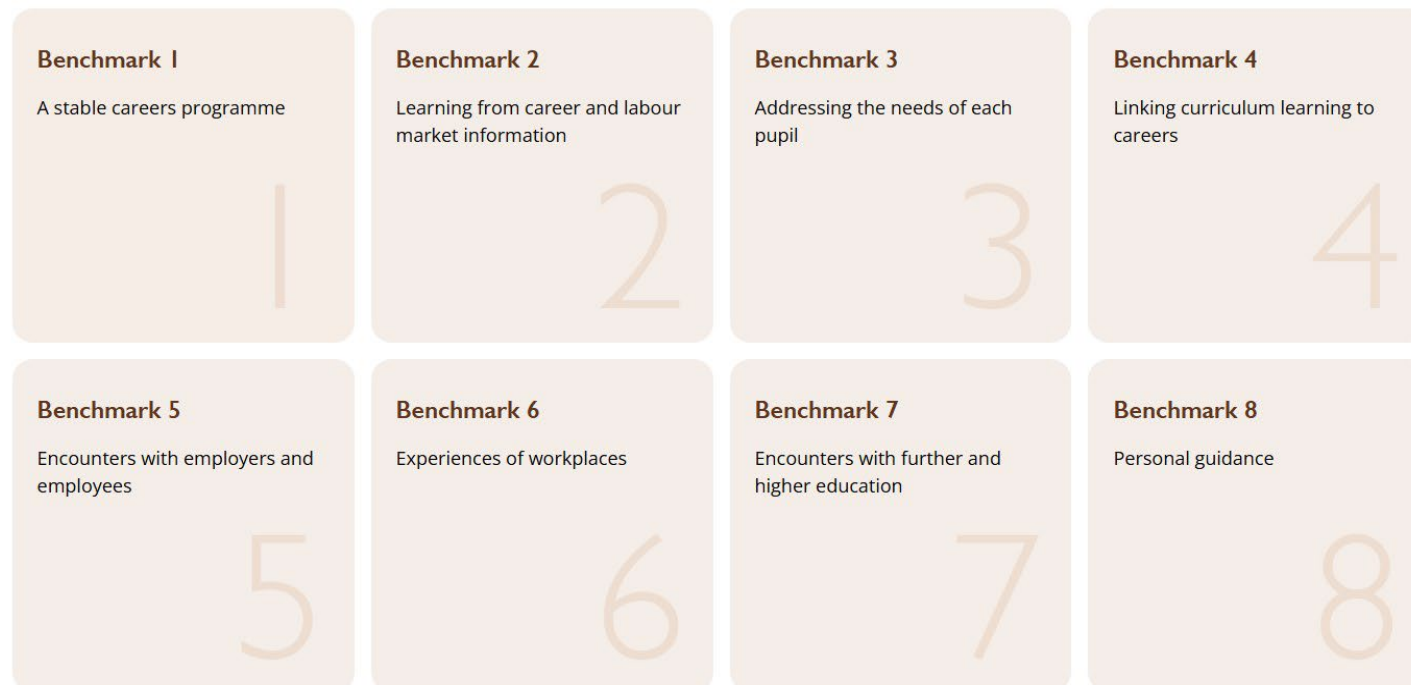
- Have had at least 1 meaningful encounter with an employer every year from Year 12
- Have had at least 1 meaningful encounter with a university every year from Year 12
- Have had at least 1 meaningful experience of the workplace every year from Year 12

A world-class career system

What are the Gatsby Benchmarks?

The eight benchmarks were first developed in 2014 to define world-class careers education, information, advice and guidance for young people in England, based on international evidence. Initially designed for secondary schools, their use has expanded to over 4,700 secondary schools, colleges and independent training providers.

The Gatsby Benchmarks have been adopted in government [statutory guidance for secondary schools](#) and guidance for colleges since 2018. Since then, national performance against the eight benchmarks has more than tripled.



Careers Plan 2024-2025

	Autumn	Spring	Summer	Gatsby Benchmarks
KS5 - Sixth Form	Students attend Careers events through their own colleges. Access to 1:1 independent, impartial careers advice and guidance for students to help them understand how curriculum learning links to the world of work and raise awareness of the local labour market.	Students attend Careers events through their own colleges. Trips and visiting speakers, Workplace visits Students invited to our College Careers fair-27/03/2025 Newsletter and LMI information on the website.	Students attend Careers events through their own colleges.	1,2,3,4,5,6,7,8
KS5 + -Specialist College	ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both transferable and industry-specific skills. Students are encouraged to explore and refine their artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork. Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to meet client	ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both transferable and industry-specific skills. Students are encouraged to explore and refine their artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork. Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to meet client needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the	ART The BTEC Level 1/Level 2 Tech Award in Art and Design focuses on developing creative skills and provides insight into the art and design sector. This two-year course offers a practical introduction to life and work in this field, allowing learners to acquire and enhance both transferable and industry-specific skills. Students are encouraged to explore and refine their artistic abilities, techniques, and knowledge while beginning to develop a personal portfolio of artwork. Throughout the course, participants engage in various projects that involve different media and specialist equipment. They also explore key areas within the creative sector, learning how to	1,2,3,4,5,6,7,8

	<p>needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or vocational qualification. Comicon-NEC Arena 28/11/24</p> <p>Media design Video Game Museum (Sheffield)25th Sept 25-Professional designer went through what his job is. Students got to design their own characters.</p>	<p>art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or vocational qualification. Sandal Castle-3rd March- Advertisement-learning to film and edit video footage Sealife-18th March-Photography practice -Research Jobs-Marine biology, customer service, tour guides.</p>	<p>meet client needs and produce art and design work that meets with specific project briefs. This qualification can prepare students for employment in the art and design sector and is suitable for those who wish to enter a particular area of work or pursue a related general or vocational qualification.</p>	
	<p>Science Autumn 1-ELC Science Materials and separations- Geologist or Bioleaching lab tec Autumn 1-ELC Science Organs and systems digestion- Dietician or Science teacher</p> <p>English Started a film club-Teaching how to write reviews-Careers in Journalism, film critics</p> <p>Preparation for Adulthood AQA 112071 – Managing Money – Budgeting, Records, Banks.</p> <p>PFA Focus E1 – to read and write to a functional level. PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions. PFA E5 – To express yourself clearly.</p>	<p>Science Spring 1- ELC Science Forces movement and stopping distances- Highways agency officer Spring 2-GCSE Bioenergetics- Fitness instructor</p> <p>Preparation for Adulthood PFA Focus E1 – to read and write to a functional level. PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions. PFA E5 – To express yourself clearly. PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn. OCR F11 – IT safety in the workplace. OCR M14 – personal skills + problem solving. OCR N8 – the world of work.</p> <p>Maths HMRC Visit-26/03/25 2 hr workshop on taxes and wages</p>	<p>Science Summer 1-GCSE Homeostasis- Optician Summer 2-GCSE Ecology- Analytical chemist</p> <p>Preparation for Adulthood PFA Focus E1 – to read and write to a functional level. PFA E2 – To use maths to a functional level. PFA E4 – To listen and follow instructions. PFA E5 – To express yourself clearly. PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn.</p> <p>Additional units to be added as created as the college is shifting from AQA Unit awards to OCR Diploma qualification. This will be</p>	1,2,3,4,5,6,7,8

	<p>PFA E6 – To pay attention and maintain focus. PFA E7 – To learn skills needed to get a job. PFA E8 – To be ready to learn.</p> <p>AQA 111205 – personal resilience. AQA 91146 – Opening a bank account. AQA 105491 – Managing personal finance.</p>	<p>English Theatre visit-All jobs within the theatre industry Media design</p> <ul style="list-style-type: none"> Bradford Yorkshire Games Festival 12/02/2025-Students attended two university type lectures one on Concept Art and one on Narrative. Then students spoke to a careers advisor who explained different types of jobs in the industry. Students helped their tutor with teaching a lesson at a local school experienced what it was like to work in a school <p>PDHL Various trips to gyms in local area learning about how to be a personal trainer</p>	<p>based around Life and Living Skills as started in Spring 2025. Maths Workshop with Banks-TBC after exams Politics Visit to Houses of Parliament- Sport Trip to a boxing competition-TBA- Research into competitive sport</p>	
Careers week	University Visits	<ul style="list-style-type: none"> C&K Independent Career interviews-26/03/2025 <p>College Careers Fair-27/03.2025 attended by;</p> <ul style="list-style-type: none"> ➤ C&K Careers advisor ➤ Bradford College ➤ Damarni Clothing Range ➤ Sanctus Boxing Academy ➤ Askern Bryan College ➤ Kirklees College ➤ Army ➤ Fire Service ➤ Gareth Potts Gym-PT ➤ Mind The Gap Theatre Company ➤ Yorkshire Water Board ➤ NHS 	<ul style="list-style-type: none"> University visits Photography & Media Careers Event (Manchester)-30/04/2025 Photography workshop-28/04/25 Raptor Awards Practical assessment-June 18th/19th/20th 	1,2,3,4,5,6,7,8

		<ul style="list-style-type: none"> Applications for Greene King Internships to be in 		
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Progression Framework

When	Aims/Objectives	Measurable Outcomes	Monitoring & Evaluation
By the age of 19	Empowers young people to plan and manage their own future	<p>Students could</p> <ul style="list-style-type: none"> make use of the output from doing an online interests' questionnaire make use of printed and online guides and directories of opportunities discuss the objections to institutions putting their 'vested interests' before the interests of young people draw up criteria for assessing the reliability of a range of both formal and informal sources of careers information investigate the claims made that link having an action plan and improving achievement pairs take turns in helping each other to reflect on their progress and achievement complete a career management skills checklist and identify skills that they need to work on discuss real life stories of how individuals have responded to the influences on them build a profile of their strengths and interests using a range of questionnaires use an occupations database to investigate related occupations that could suit someone like them complete a self-assessment questionnaire take part in a focus group discussion 	<ul style="list-style-type: none"> Print outs/copies of completed questionnaires photographic evidence careers portfolio, copies of applications references proof of attendance to workshops and careers events Completed CV and cover letter
By the age of 19	Respond to the needs of each student	<p>Students could</p> <ul style="list-style-type: none"> write a careers blog prepare and keep up-to-date the data source for producing their CVs draw up a checklist of how to prepare for a career guidance interview visit the careers advisory service of their local university complete a retention and achievement risk assessment with their personal tutor during induction discuss their future plans with their subject teachers in academic review meetings use the individual learning and career planning pages in their student diary 	<ul style="list-style-type: none"> Print outs/copies of completed questionnaires photographic evidence careers portfolio, copies of applications references

		<ul style="list-style-type: none"> • discuss their career goals with a mentor and work out the steps or targets on the way to achieving them • take part in a focus group discussion on aspects of the service for young people • complete an evaluation questionnaire on the support received • have an 'exit interview' with their personal tutor • discuss the support received at a College Council meeting 	<ul style="list-style-type: none"> • proof of attendance to workshops and careers events • Completed CV and cover letter
By the age of 19	Provides comprehensive information and advice	<p>Students could</p> <ul style="list-style-type: none"> • attend a lunchtime 'drop-in' session organised by the link personal adviser • complete a project/extended project on a career development topic of their own choice • visit a higher education fair • research Gap year websites • reflect on what they have learnt during careers week • interview last year's leavers at a Christmas reunion for them • go along to optional speaker programme sessions and discuss these issues with the speaker and other participants • test out the definition of 'career' as 'the evolving sequence of a person's experiences of work' • read the business press and research on the internet the latest trends in self-employment • use a careers information database to research self-employment opportunities in sectors that are of interest to them • interview employees about their experience of participating in voluntary and community activities • discuss the social value of voluntary and community work • participate in a money management programme designed for their age group • familiarise themselves with the key student finance websites • collaboratively create wiki articles on selected LMI topics • complete a project/extended project on the short, medium and long-term career prospects in an occupation that interests them • carry out research at your local Connexions centre • take part in an exchange work experience scheme • receive a health and safety briefing on the first day of work experience • take part in an HR managers' in-tray exercise • provide this feedback when giving information about their first destination on leaving school/college • complete a 'compliments, complaints and comments' slip for the local Connexions service 	<ul style="list-style-type: none"> • Print outs/copies of completed questionnaires • photographic evidence • careers portfolio, copies of applications • references • proof of attendance to workshops and careers events • Completed CV and cover letter

By the age of 19	Raises aspirations	<p>Students could</p> <ul style="list-style-type: none"> • review their achievements on work experience • write an article on 'the person who has influenced me most in my life' • discuss in small groups how they would deal with the successes and setbacks presented to them on 'situation cards' • peer-assess each other's assignments" • make a podcast about themselves set ten years in the future • identify the three most important values that would influence their decision whether or not to take a job that was offered to them • complete a 'work values' questionnaire • draw up a career action plan • working in a small team, interview visitors about their attitude to lifelong learning and present the findings to the other teams • investigate the necessity for lifelong learning in an occupation that interests them • share their insights with others through contributing to a forum discussion • examine the pros and cons of using family and friends as sources of careers advice" • write a letter to themselves to be opened in five years' time • give a good account of themselves in a 'mock' job interview 	<ul style="list-style-type: none"> • Print outs/copies of completed questionnaires • photographic evidence • careers portfolio, copies of applications • references • proof of attendance to workshops and careers events • Completed CV and cover letter
By the age of 19	Actively promotes equality of opportunity and challenges stereotypes	<p>Students could</p> <ul style="list-style-type: none"> • have a mentor to guide them through the process of sustaining the choices they have made • investigate the business case for promoting fairness, inclusion and diversity on their work experience placement • imagine what choices they would make if the fear of failure and other barriers were removed; and what the financial consequences might be • investigate salaries and rewards for a range of jobs that they are considering • discuss whether or not their school presumes that students who are capable of benefiting from higher education should choose it and what the consequences of following such a course of action unthinkingly would be • map the influences on them, including the school, and decide how to respond appropriately to them • find out about the work of the Equality and Human Rights Commission and other key organisations that promote equality of opportunity in careers and working life • analyse stories in the media of individuals who have dealt with such barriers in their careers • interview individuals about how they carried out their decisions 	<ul style="list-style-type: none"> • Print outs/copies of completed questionnaires • photographic evidence • careers portfolio, copies of applications • references • proof of attendance to workshops and careers events • Completed CV and cover letter

		<ul style="list-style-type: none"> • investigate the advantages and disadvantages of different personal styles when managing transitions • rate how well the school/college has equipped them to recognise and resist stereotypes • justify to an interested adult the values that have underpinned a recent career decision 	
By the age of 19	Helps young people to progress	<p>Students could</p> <ul style="list-style-type: none"> • discuss this as part of their induction programme • complete an application form for an imagined job with questions about the employability skills that they have demonstrated • write a personal statement in which they highlight how they have benefited from both the examined and no examined courses that they have taken • discuss how the choices of learning that they have made could give them a competitive advantage when applying for a course or job • talk to visitors who have invested in different forms of learning such as Apprenticeships, foundation degrees, e-learning, evening classes, etc. • investigate the financial return on investment from a first-degree course • participate in a mock selection interview • discuss how to maintain a network of contacts and supporters when looking for work • complete e-learning modules on the career's pages on the school's VLE • find out how a centralised vacancy service works, e.g. UCAS and the Apprenticeship Vacancy Matching Service • take part in an Enterprise Day • represent other students on the school council or sixth form committee • use the UCAS online application process • practise completing paper-based and online application forms • model their next career decision using a matrix method and 'weight' the selection criteria they use • review what they did at a previous decision point and explain what they will do differently next time • attend a Christmas 'alumni' event after leaving school and provide this information • complete a 'first destinations' questionnaire for the school 	<ul style="list-style-type: none"> • Print outs/copies of completed questionnaires • photographic evidence • careers portfolio, copies of applications • references • proof of attendance to workshops and careers events • Completed CV and cover letter