

Prenton High School for Girls: Careers and Enterprise programme



Policy

At Prenton High School for Girls we believe in making a difference to every student in our school. We aim to provide a challenging and academic curriculum that is supported by excellent teaching that ensures our students are equipped with the values, skills and behaviours for modern life in Britain. Our CEIAG programme aims to deliver and provide a wide range of activities that inform and prepare our students for their future pathways and careers. It aims to inspire, raise aspirations and challenge student's perceptions about a broad range of possible future pathways; providing them with all the information and skills they will need when they leave school. Also, we strive to support and engage with parents/ carers throughout their child's career journey and allow them to make well informed decisions about the future.

Using guidelines from the Department of Education and the Gatsby Guidance Benchmarks* we have identified four main areas to deliver through our CEIAG programme. Each area has a number of sub-sections to demonstrate how we will achieve this. The aims of our programme are outlined below and how they link to each of the Gatsby Benchmarks.

*The Gatsby Benchmarks are a list of 8 benchmarks that show what career guidance would be like if it were good by international standards. They were devised by Sir John Holman who was commissioned by the Gatsby Foundation, a charitable foundation set up by David Sainsbury, to look into good careers provision. He visited a number of countries around the globe and created these benchmarks from his research. They have been circulated widely and are seen by the Government and the Careers and Enterprise Company as a measure of success. They are not however seen as a tool to assess provision. We have used these as well as guidelines from the Department of Education to create our objectives.

The Gatsby benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further education and higher education
8. Personal guidance

With the implementation of our CEIAG programme benchmark 1 will be achieved.

	Key Aims	Gatsby Benchmark
A	To deliver personalised impartial Careers Advice that informs students of all future pathways.	
1	Provide impartial advice on post 16 pathways and careers (6 th Form Colleges, Apprenticeships, Employment, T Levels, School 6 th Forms, Vocational Colleges, In training or Full Time work)	1, 2, 3, 8
2	Provide extra CEIAG support for identified students in vulnerable groups (SEN, EHCP, CLA, PP and NEET students).	3, 8
3	To stretch high attaining students and to aim to improve the proportion of students going to university and Russell Group universities.	3, 8
4	To emphasise the importance of Maths and English for future employment.	3, 4
5	To promote the CEIAG programme around school and in lessons so that all students are aware of it and it is high profile.	1, 3, 4, 8
6	To challenge stereotypes and preconceptions, and to promote the wide range of career options in STEM.	2, 3, 4
7	To inform students of the local job opportunities and the current national labour market.	2, 8

B	Links with local employers, ex-students and external agencies	
1	To develop links with a number of outside agencies to improve careers provision.	5, 6
2	Develop further links with ex-students/Prenton Alumni, role models and mentors.	3, 7, 8
3	To improve links with local employers to help boost young people's attitudes and employability skills. To also inform them of roles and opportunities in the local area.	5, 6
4	To continue to develop and work with universities and further education establishments to inspire students and show them examples of further education opportunities.	7
C	Develop skill and behaviours students will need for working life in modern Britain	
1	To deliver a work experience programme that allows students to have first hand experience of the workplace. To develop more aspirational placements and further opportunities for students to experience different work places.	1, 6
2	To provide a range of activities that develop entrepreneurial and enterprise skills.	1, 4
3	To highlight and develop the range of work related life skills students gain in school. (Attendance, punctuality, problem solving, resilience, communication, interpersonal skills, teamwork, numeracy, creativity, self-motivation, organisation and leadership)	1, 3, 4
4	To introduce Unifrog to accurately record students' interactions and progress made through a range of CEIAG activities	3, 8
D	To analyse the impact of the CEIAG programme and continue to develop the CEIAG programme (On-going Self Evaluation)	
1	To gain feedback from students, parents/ carers and providers.	1
2	To analyse destination and drop out data. To then develop strategies to improve both measures.	1
3	To gain the Quality Careers Award	1
4	To evaluate the effectiveness of the CEIAG programme and improve any aspects that may need changing or developing	1
5	To develop the website to ensure it communicates effectively the CEIAG provision at Prenton High School	1

Year Group	Autumn Term	Overview	Gatsby Benchmark
7	<ol style="list-style-type: none"> 1. Careers unit of work during Learning for Life lessons ‘Developing Skills’ 2. 2 drop down session during extended form time: ‘What are Skills?’ and ‘Interests profile” (Unifrog resources) 3. Careers Assembly 4. Guest speaker 5. Enterprise Task 	<ol style="list-style-type: none"> 1. Careers, teamwork and enterprise skills, and raising aspirations. 2. Introduce students to skills and why they matter. They can then use this knowledge to identify their own skills. 3. Introduce students to different routes into employment and both local and national opportunities. 4. Push Talks: a non-for-profit organisation that delivers a range of topics to encourage students to make well informed decisions about their futures: Understanding failure and building confidence. 5. Students to work in small groups to produce a ‘Sustainable School’; Enterprise Day designed and delivered by FR Careers and Kimpton Energy (Enterprise Advisers) 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,7</p>
8	<ol style="list-style-type: none"> 1. Careers unit of work during Learning for Life lessons ‘Exploring Careers’ 2. 2 drop down session during extended form time: ‘What does success mean to you?’ and ‘Interests profile” (Unifrog resources) 3. Careers Assembly 4. Guest speaker 	<ol style="list-style-type: none"> 1. Equality of opportunity in careers and life choices, and different types and patterns of work. 2. Success means something different to everyone. Students will find out what it means to them in this session and will take a quiz to discover how their interest align with certain careers. 3. Remind students to different routes into employment and both local and national opportunities. 4. Push Talks: a non-for-profit organisation that delivers a range of topics to encourage students to make well informed decisions about their futures: Understanding failure and building confidence. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4,5,7</p>

9	<ol style="list-style-type: none"> 1. Careers unit of work during Learning for Life lessons ‘Setting Goals and Employability’ 2. 2 drop down session during extended form time: ‘What makes a great leader?’ and ‘Identifying Interests’ (Unifrog resources) 3. Careers Assembly 4. Guest speaker 	<ol style="list-style-type: none"> 1. Learning strengths, career options and goal setting as part of the GCSE options process. 2. Leadership shows in many forms and students will find out if they already possess the skills to lead others. Also, students will take a quiz to discover how their interest align with certain careers. 3. Remind students to different routes into employment and both local and national opportunities (link to Pathways) 4. Push Talks: a non-for-profit organisation that delivers a range of topics to encourage students to make well informed decisions about their futures: Understanding failure and building confidence. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4,5,7</p>
10	<ol style="list-style-type: none"> 1. Careers focus during Learning for Life lessons ‘Finance Planning’ 2. 2 drop down session during extended form time: ‘What makes a great team player?’ (Unifrog resource) and Unifrog session 3. Careers Assembly 4. Guest speaker 5. Shaping Futures workshops 	<ol style="list-style-type: none"> 1. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. 2. Students will discover how working as a team is critical in many careers. Also, students will access IT resources to log into their Unifrog account and update their profile, favourite subjects and careers. 3. Continue to raise awareness about different routes into employment and both local and national opportunities, especially relevant open evenings/ days. 4. Push Talks: a non-for-profit organisation that delivers a range of topics to encourage students to make well informed decisions about their futures: Making People Laugh and Getting Your Stories Across. 5. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,7</p>

11	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: Work Experience reflection and Unifrog session 2. Careers Assembly 3. Guest speaker 4. Shaping Futures workshops 5. Additional Assemblies with Local Employers, HE, FE, Apprenticeship and Independent Training providers 6. Additional Unifrog support (SEND, At risk of NEET) 	<ol style="list-style-type: none"> 1. Students will be given the opportunity to reflect on their year 10 work experience and thinking about their placement, they access IT resources to update their Unifrog accounts and favourite careers. 2. Focus on the different routes into Post 16 options/ employment and both local and national opportunities. Remind about deadlines and key dates. 3. Push Talks: a non-for-profit organisation that delivers a range of topics to encourage students to make well informed decisions about their futures: Learning Methodology. 4. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 5. Each week, students will attend a 2nd assembly to inform them about the opportunities they have both locally and nationally. 6. The SEND department will work closely with colleagues and outside agencies to support their transition to Post 16. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,7</p>
Whole School	<ol style="list-style-type: none"> 1. Personal Guidance 1:1 interview with FR Careers (year 11 and key students from other year groups) 2. Enhanced support and guidance for key students and students with an EHCP 	<ol style="list-style-type: none"> 1. Students to meet with L6 qualified careers adviser and obtain a detailed action plan. 2. Students' next steps are considered and supported. 	<p>8</p> <p>3,8</p>
Staff	INSET training session	Key updates and information delivered to staff: CGO and FR Careers	1

Year Group	Spring Term	Overview	
7	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: ‘What’s your dream job?’ (Unifrog resource) and National Careers Week session 2. National Apprenticeship Week Assembly 3. National Careers Week Assembly – guest speakers and alumni 4. Careers Fair 	<ol style="list-style-type: none"> 1. Introduce students to skills and why they matter. They can then use this knowledge to identify their own skills. 2. Inform students about apprenticeships and why they should consider them as an option of post 16 study 3. An assembly to launch the week of activities that will showcase and celebrate National Careers Weeks both through lessons and additional tasks/ workshops. 4. On site: this event will allow all students to meet and talk to a range of local and national employers. Also, students can meet training providers, local sixth colleges, and HE establishments. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p> <p>1,2,3,4,5,6,7</p>
8	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: ‘What are apprenticeships?’ (Unifrog resource) and National Careers Week session 2. National Apprenticeship Week Assembly 3. National Careers Week Assembly- guest speakers and alumni 4. Enterprise Task 5. Careers Fair 	<ol style="list-style-type: none"> 1. Find out what students' initial thoughts are on doing an apprenticeship or going to university with this information-gathering group activity. 2. Remind students about apprenticeships and why they should consider them as an option of post 16 study. 3. An assembly to launch the week of activities that will showcase and celebrate National Careers Weeks both through lessons and additional tasks/ workshops. 4. Students to work in small groups; Enterprise Day designed and delivered by FR Careers and Kimpton Energy (Enterprise Advisers) 5. On site: this event will allow all students to meet and talk to a range of local and national employers. Also, students can meet training providers, local sixth colleges, and HE establishments. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,6,7</p>
9	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: ‘GCSEs...choices!’ (Unifrog resource) and National Careers Week session 2. National Apprenticeship Week Assembly 3. National Careers Week Assembly - guest speakers and alumni 	<ol style="list-style-type: none"> 1. Help students make informed GCSE decisions. 2. Remind students about apprenticeships and why they should consider them as an option of post 16 study. 3. An assembly to launch the week of activities that will showcase and celebrate National Careers Weeks both through lessons and additional tasks/ workshops. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p>

	4. Careers Fair	4. On site: this event will allow all students to meet and talk to a range of local and national employers. Also, students can meet training providers, local sixth colleges, and HE establishments.	1,2,3,4,5,6,7
10	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: Apprenticeship session and National Careers Week session 2. National Apprenticeship Week Assembly 3. National Careers Week Assembly - guest speakers and alumni 4. Shaping Futures workshops 5. Careers Fair 	<ol style="list-style-type: none"> 1. To challenge misconceptions and stereotypes around apprenticeships. 2. Introduce students to a local apprentice/ member of alumni to talk about their experience of select an apprenticeships as a Post 16 study choice. 3. An assembly to launch the week of activities that will showcase and celebrate National Careers Weeks both through lessons and additional tasks/ workshops. 4. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 5. On site: this event will allow all students to meet and talk to a range of local and national employers. Also, students can meet training providers, local sixth colleges, and HE establishments. KS4 parents/ carers will be given the opportunity to come into school. 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p> <p>1,2,3,4,5,7</p> <p>1,2,3,4,5,6,7</p>
11	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: ‘What are T Levels?’ and ‘Money Matters’ (delivered by the Maths dept) 2. National Apprenticeship Week Assembly 3. National Careers Week Assembly - guest speakers and alumni 4. Shaping Futures workshops 5. Additional Unifrog support (SEND, At risk of NEET) 6. Careers Fair 	<ol style="list-style-type: none"> 1. Resources from Shaping Futures to educate students about T Levels and why they should consider and recognise them as a Post 16 option. Also, a session delivered by the Maths dept about the importance of making sensible financial decisions. 2. Introduce students to a local apprentice/ member of alumni to talk about their experience of select an apprenticeships as a Post 16 study choice. 3. An assembly to launch the week of activities that will showcase and celebrate National Careers Weeks both through lessons and additional tasks/ workshops. 4. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 5. Through Pioneer lessons, Learning for Life lessons 	<p>1,2,4</p> <p>1,2,3,4</p> <p>1,2,3,4</p> <p>1,2,3,4,5,7</p> <p>1,2,3</p> <p>1,2,3,4,5,6,7</p>

		<p>and during form time, key students will receive further support to enhance their Post 16 transition.</p> <p>6. On site: this event will allow all students to meet and talk to a range of local and national employers. Also, students can meet training providers, local sixth colleges, and HE establishments. KS4 parents/ carers will be given the opportunity to come into school.</p>	
Whole School	<ol style="list-style-type: none"> 1. Personal Guidance 1:1 interview with FR Careers (year 11 and key students from other year groups) 2. Enhanced support and guidance for key students and students with a EHCP 	<ol style="list-style-type: none"> 1. Students to meet with L6 qualified careers adviser and obtain a detailed action plan. 2. Students' next steps are considered and supported. 	<p>8</p> <p>3,8</p>
Staff	<p>Careers focus Twilight</p> <p>Staff to support with Careers Fair</p>		

Year Group	Summer Term	Overview	
7	1. 2 drop down session during extended form time: Future self (Unifrog session) and 'Skills review and Goal setting'	1. Students to think about their school journey and also to reflect on the skills and subject knowledge they have obtained throughout their first academic year of KS3.	1,2,4
8	1. 2 drop down session during extended form time: 'Career Superhero' and 'Decision Making' (Unifrog resources)	1. Students to practice writing a CV by creating one for your favourite superhero and also to see the importance in making key decisions throughout key points in life.	1,2,4
9	1. 2 drop down session during extended form time: 'Apprenticeships' and 'What are T Levels?' 2. Pathways launch 3. Enterprise Task 4. Visit to university campus	1. Resources made by NAW and Shaping Futures to educate students about the range of career/ post 16 studies pathways. 2. Students attend GCSE taster lessons before making informed decisions about their KS4 courses. 3. Students to work in small groups; Enterprise Day designed and delivered by FR Careers and Kimpton Energy (Enterprise Advisers) 4. Using funding from Shaping Futures, students will visit a local university to explore the campus and experience a taste of university life.	1,2,4 1,3,4 1,2,3,4,5,7 1,3,4,5,6,7
10	1. 2 drop down session during extended form time: 'Money Matters' (delivered by the Maths dept) and 'Escape Room' (Unifrog resource) 2. Shaping Futures workshops 3. 'World of Work' (work experience) 4. Additional Unifrog and WE support (SEND, At risk of NEET) 5. Visit to HE/ FE providers	1. A session delivered by the Maths dept about the importance of making sensible financial decisions and 'Students help Sally to escape a life of boredom by completing a series of puzzles and helping her discover her new career!' 2. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 3. Students will be off timetable and a range of tasks will prepare students for 3 days off site placements. The tasks include: mock interviews, CV writing and 'Prepare to Preform' (ADO) 4. Students will be visiting local post 16 providers to	1,2,4 1,2,3,4,5,7 1,2,3,5,6 1,2,3 1,3,4,5,6,7

		experience college life first hand.	
11	<ol style="list-style-type: none"> 1. 2 drop down session during extended form time: independent revision sessions 2. Shaping Futures workshops 3. Additional Unifrog support (SEND, At risk of NEET) 	<ol style="list-style-type: none"> 1. Students to utilise the drop down sessions effectively to ensure they are exam ready. 2. A bespoke range of activities designed to support and signpost students to key skills, schools, colleges and the wider community to ensure a successful future. 3. Through Pioneer lessons, Learning for Life lessons and during form time, key students will receive further support to enhance their Post 16 transition. 	<p>1,2,4</p> <p>1,2,3,4,5,7</p> <p>1,2,3</p>
Whole School	<ol style="list-style-type: none"> 1. Personal Guidance 1:1 interview with FR Careers (year 11/ 10 and key students from other year groups) 2. Enhanced support and guidance for key students and students with a EHCP 	<ol style="list-style-type: none"> 1. Students to meet with L6 qualified careers adviser and obtain a detailed action plan. 2. Students' next steps are considered and supported. 	<p>8</p> <p>3,8</p>
Staff	Staff to support with work experience		

CEIAG Programme – English	
Key Aim	Year 7
C3	Introduced to extra-curricular clubs such as Debate Club – students are encouraged to develop their communication and leadership skills whilst discussing a variety of current events and topics every week.
A4	Students have literacy lesson starters/ tasks to develop their individual understanding of SPAG across the curriculum (to emphasise the importance of English for future employment) and regular reading lessons.
Year 8	
A6, C3	Students develop their awareness of stereotypes in society, law enforcement and how to treat people in the workplace through their in-depth of a range of texts
C3	Students complete a range of drama activities to consolidate their knowledge of Shakespeare (skills required: teamwork, communication, creativity, leadership)
Year 9	
A6	Studying Kindertransport by Diane Samuels allows students to address stereotypes in society through research, class discussion and language analysis.
C2	BBC Young Reporter. In time for International Women’s Day, students will speak to an inspiring female sports player and complete a written task to emphasise the importance of key communication skills and team work.
Year 10	
A2, A3, C3	Students frequently work independently, complete timed responses and work towards tight deadlines in preparation for their English GCSEs (skills required: meeting deadlines, resilience, organisation, creativity)
B4, C3	Regular theatre trips to see educational plays such as Blood Brothers and An Inspector Calls are used to inspire students and enhance their learning beyond the classroom
B4	A group of students will attend an A level English Taster session at Birkenhead Sixth Form college to consider their options for the future and explore further educational establishments.
Year 11	
A4	Students improve their letter writing skills for the upcoming Language Paper 2 examination (transferrable skills: reinforces a positive attitude to formal applications in the workplace).
A3, A4, C3	Communication skills are developed through a formal Speaking and Listening activity
All years	
A3	Wirral Paperback of the Year - students are given the opportunity to enhance their higher level reading skills and discuss their views on preselected novels with other students from the wider community.
Extra-curricular	
C3	500 Word Challenge competition for year 7 students (skills required: creativity, organisation, working to deadlines)
C3	Readathon – students are encouraged to read and raise money for charity (skills required: self motivation, resilience)

CEIAG Programme – Maths	
Key Aim	Year 7
C3	All students study the FDP unit which includes working with money as well as percentage problems related to finance
C2, C3	Enterprise Task with a STEM focus.
Year 8	
A2, A5, C3	Students complete an Enterprise day which encourages all students to develop their work related skills, as well as their entrepreneurial/ financial skills.
Year 9	
A2, A5, C3	Students take part in a series of lessons with a CEIAG focus, introducing them to the idea of borrowing and interest.
	Students complete an Enterprise Theme Day which encourages all students to develop their work related skills, as well as their entrepreneurial skills.
Year 10	
A2, C3	Students take part in a series of lessons with a CEIAG focus, introducing them to salaries and payslips, including National Insurance and tax.
A4	Students study a unit looking at all aspects of ratio. This incorporates areas that students might meet in the workplace such as exchange rates, proportion, recipe calculations and speed calculations.
B4	A group of students will attend an A level Maths Taster session at a local school to consider their options for the future and explore further educational establishments.
Year 11	
A4, C3	Students work on the problem solving aspects of the maths GCSE strengthening their resilience and problem solving skills.
A4, A6, A7	Students are informed of careers open to them with a good grade in GCSE maths, and uptake of A level maths is encouraged where appropriate.
All years	
A4	All students have the importance of good Maths skills for future employment instilled throughout their time at school.
A4, C3	Whole School numeracy activities are developed to enhance students numeracy skills across the school in all relevant subject areas
C3	Students have the opportunity to take part in Pi Day activities, which help to promote the work-based skills of problem solving, teamwork, and communication.
Extra-curricular	
A3, C3	Cypher/ STEM club –able students are encouraged to develop their problem solving and teamwork in maths by tackling real world maths problems as well as taking part in a national competition.

CEIAG Programme – Science	
Key Aim	Year 7
B1	STEM CLUB
A6	Women in Science display board.
Year 8	

C2	Working Scientifically program encourages competition and enterprise, through problem solving investigations
A6/A7	Photons in the classroom at Liverpool University. Looking at job opportunities in Physics / current developments in Physics
	Year 9
B1	Science Ambassadors program (CCR). Student perform at Elevate event and awarded Science Ambassador badges in assembly
A6	Women in Science event at Liverpool University
D1	Science feedback questionnaires given to some y9 classes at the end of the year
	Year 10
A1	All Science staff promote Science careers and further study throughout GCSE study where topics reflect vocational aspect
A3	Separate Science students selected for Science residential at Liverpool University
A3	Separate Sciences offered to higher attaining students, most of which will continue A level Sciences and Science based degrees at Russell Group universities
A3	Nuclear physics master classes at Liverpool University and key students invited to join 'Young Medics' programme.
	Year 11
A3	Separate Sciences offered to higher attaining students, most of which will continue A level Sciences and Science based degrees at Russell Group universities
	All years
C2	Working Scientifically program
B2	Past students (currently studying Science A levels) invited to attend and help at open evening
C3	Practical work
B4	Science ambassador work, Photons in the classroom (see above), Science residential trips.
C3	Numeracy, teamwork and communication, problem solving and resilience built into all schemes of work
C2	Enterprise day: making soap, Robotics
	Extra-curricular
A6	STEM Club

CEIAG Programme – HUMANITIES

Key Aim	Year 7
A7	Students study industrial sectors and UK industrial history.
C3	Students complete a variety of teamwork tasks such as group map exercises.
	Year 8
A6	Students develop their awareness of stereotypes in society through the study of the international slave trade.
A7	Students study tourism in both the UK and abroad and through this gain an awareness of the various job opportunities therein.
C3	Liverpool SMSC field trip develops teamwork, organisational, numeracy and data collection skills.
	Year 9
A6	Students study the holocaust thus further informing them of stereotypes in society. Students study the 1920s and explore how the role of women

	and their place within the labour market has developed over time.
C3	New Brighton field trip develops teamwork, organisational, numeracy and data collection skills.
A6	Issues of prejudice explored through unit on human rights.
	Year 10
A6	Students study bootlegging in the 17 th century and thus learn about taxation and trade.
B4, C3	Regular educational visits to York, Formby and Birkenhead develop teamwork, organisational, numeracy and data collection skills.
B1, C3	RE ambassadors scheme develops resilience, teamwork and intrapersonal skills
	Year 11
A7	Students study UK industrial change and through this the opportunities therein.
C3	Students complete a variety of graphs on industrial change in the UK and abroad thus enhancing their numeracy and understanding of how UK industry has developed and will continue to develop.
	All years
B1	We are in contact with the Royal Geographical Association and Geographical Association and can link in with their student schemes.
A3	Lessons have differentiation built in – students assess their own levels of proficiency in a task and choose the level of challenge that best fits their ability profile.
A4	Literacy skills are embedded across all lessons.
A5	Humanities CEIAG display board shows successful graduates in the three subjects. Career progression is discussed particularly with year 9 students.
A6	Issues of prejudice, racism and the rise of Islamophobia are taught across all year groups.
B2, B4	The faculty continues to engage with HEIs through our hosting of two ITT trainees each year. We have also hosted former students as work experience placements.
	Extra-curricular
C3	Biannual field trips to Bay of Naples and Rome (tbc) develop teamwork, organisational, numeracy and data collection skills.

CEIAG Programme – MFL

Key Aim	Year 7
C3	Students are encouraged to develop their communication, interpersonal skills using the target language to ask for things – They are also encouraged to develop their resilience, while facing the challenge to learn new vocabulary on a weekly basis and also when facing unpredictable element in a conversation. Students have the opportunity to write creatively in the TL
A3	While doing the topic of school, we talk about the value of learning of languages and how universities are more and more inclined to ask for language qualification as it is recognised as a demanding and academic qualification
C2	They developed numeracy by learning numbers and maths skills in the target language and learning how to say the time in the Fr/Sp. Very often it also means to review how to read the time in English as many students arrive in secondary education without knowing to read a clock. They develop their literacy skills by studying grammar, translation, and creative writing.

	Year 8
C3	Students complete a range of activities in 4 different skills (reading, listening, speaking, writing) that consolidate skills such as skills teamwork, communication, interpersonal skills, teamwork, numeracy, creativity, self-motivation, organisation resilience and leadership.
C3	Debate– students are encouraged to Learn how to argue, how to defend a point of view, how to agree and disagree whilst discussing a variety of topics every half term.
C2-C3	Regular use of MFL magazines and websites are used to inspire students and enhance their learning beyond the classroom.
	Year 9
A 1/6 6- C3	Students study the topic of the world of work and have the opportunity to develop their understanding on how to build up a CV, and qualities required by employers, they also understand the importance of language skills for businesses.
A1 - A3	Students also develop an awareness of stereotype in society, and how to treat people in the work place.
A1-A6	Option evening with leaflet given to students describing the life skills students developed while learning a language that makes them more employable – with other information on why a language GCSE is invaluable when applying to University or looking for a job
	Year 10
A2-A3-c3 C2	Students frequently work independently, complete timed responses and work towards tight deadlines in preparation for their MFL GCSEs (skills required: meeting deadlines, resilience, organisation, making notes) Use of numeracy skills to develop understanding of data – Analyses of data -
C2-C3	Regular use of MFL magazines and websites are used to inspire students and enhance their learning beyond the classroom. Use of newspaper headlines in French or Spanish to be more aware of what is happening abroad and to learn what are the main preoccupations of young people in other European countries.
	Year 11
A4	Students develop further their writing skills for the upcoming MFL examination (transferrable skills: Translation in both TL/ ENG and reinforces a positive attitude to formal applications in the workplace).
A3-A4- C3	Communication skills are developed through a formal speaking and writing activities.
	All years
A3	They develop their literacy skills by studying grammar, translation, and creative writing.
C2	They develop the range of work related life skills students gain in school. (Attendance, punctuality, problem solving, resilience, communication, interpersonal skills, teamwork, numeracy, creativity, self-motivation, organisation and leadership). All these skills are at the chore of our lessons in MFL
	Extra-curricular
A6 + C2	Half term competitions that include quiz, cultural activities, creative skills and learning songs.

CEIAG Programme – Art and Photography

Key Aim	Year 7
C3	Projects that include pattern and repetition using legal means. Understanding copyright laws and the ethical guidelines used to create original

	work.
	Year 8
A6, C3, A7	Printmaking project: Students use team work to print and combine colours for final collagraph prints
A6, C3, A7	Digital Illustration – Students use Adobe Illustrator software (industry standard software) to produce illustrations, the experience gives them an opportunity to use commercial software used in industry.
	Year 9
A1, A7	Options taster lesson informing students about different careers linked to Art.
C1, C3, A7	Human Form project – students study a range of illustrators and how they became illustrators. They then design their own Gothic character that they turn into a model.
C1, C2, C3	Green Man project – students look at garden ornaments and learn how to produce their own products using the same commercial materials and techniques.
	Year 10
C3	Photoshop project based on Close Up images. Students learn how to use Adobe Photoshop (Industry standard software) and produce high quality images for their portfolios. Developing ICT skills and creativity
A2, A3, C3	Students begin a project based on the previous this year 11 exam, they choose a question and begin the process of creating their own project based on the Unit 2 question. Gives students the opportunity to experience the exam before their real exam the next year.
B1, B2, C1, C4	Project based on the work of Julie Dodd a practicing artist, Julie works with the student assisting them in creating their own work and understanding the role and challenges of being a practicing artist
	Year 11
A2, A3, C3	Students begin a project based on the previous this year 11 exam, they choose a question and begin the process of creating their own project based on the Unit 2 question. Gives students the opportunity to experience the exam before their real exam the next year.
A2, A3, C3	Unit 2 exam. Students work independently and to strict deadlines to create a final piece inspired by one of the themes from the question paper (Skills needed: creativity, organisation, meeting deadlines, resilience, problem solving) Students used
	All years
C3, C1, C4	Students undertake a series of skills, ensuring they have the grounding of skills they require to succeed in keys stage 4 and 5 (Organisation – each lesson students use a range of equipment and are responsible for getting them, using them and finally cleaning them and returning them to the correct place. Presentation – emphasis is always put on students to produce the possible work and ensuring presentation is high. Students learn to create their own designs and page layouts, learning rather by experience and being allowed to make and rectify mistakes.
	Extra-curricular
B1	End of year trip to Unit 12 Gallery. Students worked with working artist Jennifer Collier, learning new skills and techniques. Also gaining an insight into the working life of a practising artist.

CEIAG Programme – Design Technology Food	
Key Aim	Year 7
A4	Projects involve weighing, measuring, recipe costings which emphasise the importance of Maths
A4	Spelling H/L
Year 8	
A4	Projects involve weighing, measuring, recipe costings which emphasise the importance of Maths
A4	Spelling H/L
Year 9	
A4	Projects involve weighing, measuring, recipe costings which emphasise the importance of Maths
C3	Students support the Elevate programme and other primary liaison activities.
C3	Producing resources for open evening – food industry roles allocated to students including Head Chef, Quality Manager etc.
A6, A7	Where can DT take you? Taster lesson of career opportunities with DT – salary quiz
Year 10	
C3	Royal Marines ‘Healthy Lifestyles’ – opportunity to meet and hear from Marines about positive life choices, especially around staying healthy
Year 11	
C3	Projects require students to be creative, self- motivated, work to deadlines, resilient and organised
All years	
C3	DT involves problem solving, resilience, communication, team work, creativity, self- motivation, organisation and leadership
A4	Numeracy and literacy emphasised in all projects
Extra-curricular	
B4	Cooking Club – link to Wirral Met through the Wirral Bake off challenge

CEIAG Programme – Design Technology	
Key Aim	Year 7
A4	Projects involve measuring and calculations which emphasise the importance of Maths
C3	Boss of the Bench system – leadership opportunity within the lesson
Year 8	
A6, A4, A5, A7	Block Heads Project – Students design a wooden character to help with the CEIAG programme in a Primary School. Research different jobs and career opportunities.
C3	Boss of the Bench – leadership opportunity within the lesson.
Year 9	
C2, A4	Poppy Project/ Christmas Decorations Project - students design and make a range of products to sell
C3	Boss of the Bench – leadership opportunity within the lesson
A6, A7	Where can DT take you? Taster lesson of career opportunities with DT – salary quiz

	Year 10
C2, A4	Laser cut Christmas decorations - students design, make, cost and sell a range of decorations at Christmas concert
B1, A7	Young Enterprise/links with Unilever
	Year 11
C3	Projects require students to be creative, self- motivated, work to deadlines, resilient and organised
A3, A7	Extension activities to stretch brighter students and encourage relevant qualification essential for graduate jobs
	All years
C3	DT involves problem solving, resilience, communication, team work, creativity, self- motivation, organisation and leadership
A6	Challenging stereotypes with female technician and female DT teacher.
A4	Numeracy and literacy emphasised in all projects
	Extra-curricular
C2	Enterprise Club

CEIAG Programme – Computer Science/ICT	
Key Aim	Year 7
C3	Students develop basic skills in ICT in relation to how to use a computer properly the same way you would use in the real world.
C3	Teamwork exercises take place in numerous lessons to encourage collaboration and communication
	Year 8
A7, C3	Communication skills are developed through the use of technology via sound recording and presentation creation
C3	Real world use of software application are explored and developed including web design, app development and programming
	Year 9
A6	Students are shown videos of possible career paths in CS/ICT to address stereotypes that it is a male dominated environment
A3, C3, A6	Real world use of software application are explored and developed including data interrogation, web design and programming
	Year 10
A6, A1	Students are shown videos of possible career paths in CS/ICT to address stereotypes that it is a male dominated environment
A3, C3, A6	Real world use of software application are explored and developed through both ICT and Computer Science
	Year 11
A1, C3	Security implications within the computer world are explored and identified to highlight both dangers and how to stay safe
C3	Students learn problem solving and independence through the controlled assessment environment.
	All years
C3	Problem solving takes place in many aspects of the subject especially the Computer Science element and when they have issues with the machines and software. Pupils are encouraged to try to resolve problems themselves first or with their peers before asking for help a life skill from the real world

A4	Maths and English skills used widely across a range of topics from letter writing, emailing and calculating formula with an emphasis on getting it correct as in the world of work these skills are essential
	Extra-curricular

CEIAG Programme – Music	
Key Aim	Year 7
A4	Rhythm & Pitch unit- There is an emphasis on maths skills when working with rhythm. Students must count bars, and divide them to be able to work out different rhythms.
A3	Flying Project- Students are introduced to the job of Flying. They complete folly tasks and learn the skills related to Folying.
	Year 8
C3	Blues- Students work together to gain an understanding of how blues works and produce a performance and composition using the primary chords.
C2	Punk performance- Students begin to use a wide range of instruments to recreate “Teenage Kicks”
	Year 9
A1, A7	Options taster lesson informing students about different careers linked to music
A1, A7	Music industry unit- Students research the qualifications needed for specific job roles within the music industry
	Year 10/11
B4	BBC Philharmonic Trip- Students went to Media City to see a performance of Peer Giant by the BBC philharmonic orchestra
C3	Students undertake various performance opportunities.
A2, A3, C3	Component 1: Students work to strict deadlines to produce both a solo and ensemble performance
A2, A3, C3	Component 2: Students compose their own music. One piece is a free composition and the other is a composition to a set brief
	All years
C3	Students complete a range of different units related to different genres of music. During each project they perform as groups or individually and they compose a piece of music related to the particular genre studied. They also learn to effective use Garage band and different operating systems such as Mac software.
A4	During each unit all students complete keywords test designed to improve develop literacy skills
C3	Students have the opportunity to be involved in Prenton Theatre Company
	Extra-curricular
C3	Wicked Competition- Competing helps build skills and resilience
B3	Choir performances- The Choir have performed at various different places and events

CEIAG Programme – Performing Arts	
Key Aim	Year 7
C2, C3	Annie Project- Students use team work, communication, creativity and leadership
C2, C3	Lindy Hop project- Students choreograph dances using 4 key movements from lindy hop
Year 8	
C3	The terrible fate of Humpty Dumpty project- Students read through and act out a play that challenges bullying
C3, A6	Hairspray- Students challenge social stereotypes and preconceptions through Drama
Year 9	
A1, A7	Options taster lesson informing students about different careers linked to Performing Arts
Year 10	
B1, B4, A3	LIPA visit- Students visit LIPA to explore post16 education opportunities
C3	Production and Performance Unit: Students complete research based on different job roles within the industry
Year 11	
C3	Portfolio: Students work towards portfolio deadlines to produce a document of their professional skills
C2	Final performance: Students work independently and in groups to produce a final performance that uses skills related to the arts. They have a choice of the type of performance they produce e.g. musical performance, dance or drama.
All years	
B4	Students have the opportunity to attend Wicked at the Empire theatre (90 tickets sold)
C3	Students have the opportunity to be involved in Prenton Theatre Company
Extra-curricular	
B2	Prenton Theatre Company- Ex-students help deliver sessions and help with school productions
C3	Prenton Theatre Company- Students of all years work together to produce performances for 2 major school production per year

CEIAG Programme – PE	
Key Aim	Year 7
C3	We encourage resilience when performing a skill that they would find difficult we encourage them to continue to persevere
A6	To ensure that all girls understand that they too can play football and cricket that these sports are not male dominated even though predominantly males on TV

	Year 8
C2 C3	Pupils are encouraged to plan their own set plays within a group to see if they help them tactically win (TEAMWORK)
A4	Pupils study different activities in each half term to develop their knowledge of the different sports
	Year 9
A3, A6	To encourage more able pupils to become part of a club outside of school so they can develop their skills and performance
A1, A7	Options taster lesson in year 9 to see how many different careers PE can link into
	Year 10
A1 A2 C3	Discussion as to which jobs you could go onto do when they have their GCSE PE qualification Communication and teamwork when playing in sport
B2	To use ex pupils wherever possible as either a volunteer or work based sessions as role models and mentors to encourage the girls to aim high
	Year 11
B4	To try to inspire pupils by taking them to high quality matches or using high class quality facilities to encourage potential
C3	To teach and encourage pupils to play beyond school life knowing the rules and the markings of courts so they can lead and develop participation encouraging all to be involved in social interaction clubs not only the competitive ones
	All years
B4 C3	For all pupils to realise the importance of sport for their future health and wellbeing, and how being active helps to prolong life To encourage positive use of leisure time for all pupils.
A3 B1 C3	Playing sport with older more experienced women giving them an insight into how important sport is when performing to win Pupils are encouraged to develop tactics and work as a team to achieve success

CEIAG Programme – Vocational Studies	
Key Aim	Year 7
E.g. A1	N/A
	Year 8
	N/A
	Year 9
	N/A
	Year 10

A7	Health and Social emphasises in a number of lessons about various careers: nurse, care worker, nursery worker, manager etc.
	Year 11
C2	Health and social Care – producing resources for a health promotion – unit 5
	All years
	Extra-curricular

Gatsby Overview																					
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5
1. A stable careers programme	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Learning from career and labour market information	X					X	X														
3. Addressing the needs of each student	X	X	X	X	X	X			X			X			X	X					
4. Linking curriculum learning to careers				X	X	X								X	X						
5. Encounters with employers and employees								X		X											
6. Experiences of workplaces								X		X			X								
7. Encounters with further education and higher education									X		X										
8. Personal guidance	X	X	X		X		X		X			X				X					