



ALS CIAG Education

Independent and timely CIAG provision is essential for children and young people's individual development, as well as the development of society as a whole. At ALS we believe the importance of CIAG is central to the development and growth of pupils as people and at the heart of helping them to achieve positive destinations and life outcomes. This overview sets alongside the careers map which cites the careers activities completed from Year 7 to Year 13 and which Gatsby Benchmarks criteria each meets.

ALS also adheres to the Baker Clause and encourages all Year 11 pupils at the post-16 transition point to attend various open events at local providers and make multiple applications so that the right destination choice can be made by the pupil following GCSE results day. Training providers are also invited to our annual careers fayre to add depth to this provision in adherence with the January 2023 training provider guidelines.

GB1: A STABLE CAREERS PROGRAMME - Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

- Unifrog interests profile
- Work experience research
- Work experience contacts
- Completion of work experience
- CV design and development
- Post 16 choices provision for Year 11
- Preparing for interviews
- Mock interviews
- Money matters sessions
- Enterprise skills enrichment programme
- UCAS guidance and process
- Embedded into mentor time provision and PHSEE from Year 7-13
- Junior school phase pupils are invited to the Senior careers fayre
- Careers advisor and school leadership to provide one to one guidance at key points (Year 9, 11 and 13)
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GB2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION - Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. Unifrog careers library treasure hunt

- Completion of work experience
- Curriculum links to Business GCSE and A Level
- Pupils signposted to local insight events

GB3: ADDRESSING THE NEEDS OF EACH STUDENT - Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout

- Unifrog careers library treasure hunt
- Unifrog – what are skills?
- Unifrog interests profile
- Unifrog personality profile
- Unifrog recording activities
- Unifrog dream job
- Work experience research
- CV design and development
- Post 16 choices provision for Year 11
- Preparing for interviews
- Completion of work experience



- Completion of MOOCs
- Money matters sessions
- Mock interviews
- UCAS guidance and process
- Equality and diversity workshop and curriculum audit
- Careers advisor and school leadership to provide one to one guidance at key points (Year 9, 11 and 13)

GB4: LINKING CURRICULUM LEARNING TO CAREERS - All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- Unifrog careers library treasure hunt
- Unifrog what are skills?
- Unifrog competencies project
- Work experience research
- Post 16 choices provision for Year 11
- Enterprise skills enrichment programme
- STEM assembly guest speakers
- STEM karting and VEX events
- Career related EPQ projects

GB5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES - Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes

- Careers Fayre in school
- Work experience contacts
- Mock interviews
- Completion of work experience
- Assembly guest speakers programme
- Aspire Programme

GB6: EXPERIENCES OF WORKPLACES - Every student 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

- Year 10 and Year 12 work experience
- Aspire Programme
- Post 18 careers choices provision
- DofE volunteering

GB7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION - All students 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

- Edgbaston Higher Education Conference
- Y12 University visits and open days
- Post 16 choices provision for Year 11
- Completion of work experience
- UCAS guidance and process
- Post 18 careers choices provision



- Personal statement workshops and one to ones

GB8: PERSONAL GUIDANCE - Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs

- CV design and development
- Preparing for interviews
- Mock interviews
- Enterprise skills enrichment programme
- Completion of work experience
- UCAS guidance and process
- Post 18 careers choices provision