

GRACE COLLEGE

Careers Education, Information and Guidance



Key Information

This document contains the following information:

1. Our Careers Education, Information, Advice & Guidance (CEIAG) Programme Summary 2025-26
2. Information about how the school measures and assesses the impact of the careers programme on students.

Elsewhere on the College website you will find a related document:

3. Provider Access Policy – which sets out the College’s arrangements for managing the access of providers to students at the College for the purposes of giving them information about the provider’s education or training offer.

- Strategic Lead – Careers Education, Information, Advice and Guidance (CEIAG)
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Careers Education, Information, Advice & Guidance (CEIAG) Futures Programme 2025-26

Vision of the Futures Programme

“Raising aspirations, nurturing character, and preparing every student for a future of purpose and opportunity.”

At Grace College, we believe that every student has been wonderfully made in the image of God and entrusted with unique gifts, talents and potential. We believe in our students’ capacity to achieve excellence, to grow in character, and to use their skills for the good of others. The vision of the Futures Programme is to inspire every young person to imagine ambitious possibilities for their life beyond school and to equip them to pursue those opportunities with wisdom, confidence and resilience. From the moment they join us, students are encouraged to discover their strengths, broaden their horizons and develop a clear sense of purpose. We aspire for all Grace College students to leave us prepared not only to succeed in further education, training or employment, but also to flourish as individuals of character who make a positive contribution to their communities and to society.

Purpose of the Futures Programme

Careers education is a priority for Grace College because we are committed to raising aspirations and ensuring that every young person is fully prepared for life beyond school. Too often, students can underestimate their own potential or feel uncertain about the opportunities available to them. High-quality, consistent and inspiring Careers Education, Information, Advice and Guidance (CEIAG) ensures that all students are equipped to explore a wide range of future pathways and make informed choices. At Grace College, careers education is not just about preparing students for employment, but about building hope, ambition and purpose. It enables our young people to:

- Recognise and develop their unique gifts, talents and potential.
- Understand the breadth of opportunities available in further education, training and the world of work.
- Gain the confidence, skills and resilience needed to pursue aspirational goals.
- Make wise and well-informed decisions about their next steps in education, training or employment.

Through this, we aim to inspire all students to imagine ambitious futures, while equipping them with the tools and experiences they need to flourish personally, academically and professionally.

Aims of the Futures Programme

The Futures Programme at Grace College aims to:

1. **Raise aspirations** by ensuring all students, from Year 7 onwards, are inspired to explore the breadth of opportunities available to them in further education, training and employment.
2. **Develop self-awareness and character** so that students recognise their unique gifts, talents and values, and are equipped to make purposeful and wise choices for their future.
3. **Provide high-quality CIEAG** that is independent, impartial and fully aligned with national benchmarks, ensuring that every student has access to accurate and timely careers information, advice and guidance.
4. **Embed career development skills** through curriculum learning, personal development opportunities and enrichment activities, preparing students to adapt and thrive in a rapidly changing world.
5. **Ensure equity of opportunity** by targeting support towards students with the greatest need, while enabling all students to benefit from meaningful encounters with employers, higher education and training providers.
6. **Promote ownership and confidence** by equipping students with the knowledge, resilience and employability skills they need to take responsibility for their own career planning and next steps.

7. **Foster community and contribution** by preparing students not only for success in education and work, but also for active and positive engagement in wider society.

Our Core Offer

All students at Grace College will benefit from a structured and progressive programme of Careers Education, Information, Advice and Guidance (CEIAG), delivered through the Personal Development curriculum and supported by wider enrichment opportunities. The core offer ensures that every student will:

- Receive dedicated Futures Education sessions through the Personal Development curriculum each week.
- Take part in regular encounters with employers, training providers and higher education institutions, including at least three meaningful careers-related experiences each year.
- Be given access to the Unifrog online careers platform from Year 7 onwards, supported with guidance on how to use it to explore pathways, track progress and inform decision-making.
- Have opportunities to meet with the Careers Officer for personalised advice, with additional access to careers guidance at Parents' Evenings, the annual Careers Fair and scheduled drop-in sessions.
- Gain experience of curriculum-linked careers learning in every subject, once per term, to highlight the relevance of knowledge, skills and qualifications to future pathways.
- Complete future skills questionnaires to identify gaps in knowledge and ensure targeted support through the Futures Education programme.
- Receive guidance and practice in employability skills such as CV writing, applications, interview preparation and understanding of the labour market.
- Participate in a work experience placement during their time at Grace College, with tailored support for students with additional needs.

Gatsby Benchmarks

Benchmark	Description	Grace College's Offer
1. <u>A stable careers programme</u>	• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	Grace College delivers a structured Futures Programme from Year 7 to Year 11, embedded within the Personal Development curriculum. Careers education is planned, regularly reviewed, and published to students, parents, and staff to ensure consistency and accountability.
2. <u>Learning from career and labour market information</u>	• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour 3 markets and future study options to inform their support to their children.	Students receive regular input on local and national labour market trends, future employment sectors and skills needs through curriculum-linked lessons, assemblies, careers fairs, and UNIFROG. Parents are provided with information to support decision making at key transition points.
3. <u>Addressing the needs of each student</u>	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	Careers provision is progressive from Year 7 to Year 11, with activities building on prior learning. Personalised guidance is available through drop-in sessions, one-to-one interviews, action

	- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. - All pupils should have access to these records to support their career development. - Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	plans, and tailored support for EHCP students, ensuring all pupils, including disadvantaged and SEND, receive targeted advice.
4. <u>Linking curriculum learning to careers</u>	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	Every subject area identifies career connections within its schemes of learning. Teachers explicitly highlight how their subject knowledge, skills and qualifications lead to a wide range of career opportunities.
5. <u>Encounters with employers and employees</u>	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <i>A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</i>	All students have meaningful encounters with employers through annual careers fairs; workplace talks and visiting speakers. Year 10 students undertake work experience to develop employability skills and gain first-hand understanding of the workplace.
6. <u>Experiences of workplaces</u>	- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. - By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	Year 10 students complete a structured work experience placement supported by pre-placement preparation, communication skills training, and follow-up reflection. Additional workplace visits and projects broaden students' exposure to different employment sectors. Some students in Year 10/11 are directed onto the vocational pathway to ensure we address the needs of these learners. These students have a blend of school-based learning and placement days to allow them to achieve the greatest success.
7. <u>Encounters with further and higher education</u>	- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. - By the age of 18, all pupils who are considering applying for university should have had at least two 4 visits to universities to meet staff and pupils. <i>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i>	Students engage with a wide range of post-16 and post-18 providers, including local colleges, apprenticeship providers, universities, and the Associated Sixth Form for Emmanuel College and Grace College. This includes talks, open evenings and targeted workshops to support informed decision making.
8. <u>Personal guidance</u>	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	Every Year 11 student receives at least one one-to-one careers guidance appointment with a qualified Careers Advisor, supported by action plans.

		Weekly drop-in sessions and UNIFROG profiles provide ongoing personalised advice across all year groups.
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Monitoring, Review and Evaluation

Assessment of the impact of careers work at Grace College is focused on:

- Regular completion and analysis of the Careers and Enterprise Companies 'COMPASS' audit tool.
- The tracking of individual careers related events and visits to monitor student participation and experience.
- The feedback and evaluation of individual careers related events and visits – both by students and participant organisations / partners to evaluate the impact of the event upon our students and the quality of the event or visit.
- The recording and monitoring of student activity Unifrog to evaluate student use and progress.
- The tracking of individual IAG interviews to ensure all students benefit and to ascertain and support individual student needs (Unifrog).
- The tracking of intended and actual destinations of our students at the end of KS4 and KS5 to assess how well our students are succeeding in taking appropriate next steps in their education, training or employment.
- The monitoring of specific student objectives to ensure completion
- Retrieval activities built into the PD and CIEAG programme.
- Review of data collated from retrieval activities.
- Future skills questionnaires will be completed by Years 7,9 and 10 so that we can identify gaps in knowledge and then plug these through students' futures education programmes.
- Careers Officer attendance in Futures Education, Personal Development sessions which allows feedback to be shared with the Personal Development Lead (Mrs M Tiggs) to allow responses to be made in relation to misconceptions and stereotypes arising.

Futures Programme Delivery Plan

<u>Year 7</u>	
<u>Curriculum</u>	<u>Benchmarks Met</u>
Who am I? Students will begin to look at what work is through encouraging them to think about the following three questions: • What am I good at? • What are my hobbies and skills? • What do I need to improve? • What are my aspirations? The objective of these sessions is to start to think about their futures, raise aspirations and challenge stereotypes about careers options. Students will revisit this throughout their personal development sessions in all year groups to build upon their knowledge from previous years.	3
What are transferrable skills? Students will look at hard skills and soft skills and how these relate to the world of work so they can understand how they can benefit them in the future.	2,3
How can I build my skills? Students will begin to look at developing skills through the understanding of a growth mindset. They will learn that abilities are not fixed, and these can be developed through hard work and determination.	3
How do I set goals and plan? Students will look at what goals are and how setting goals can help them to achieve fulfilment in their futures. They will be encouraged to think about consider their dream jobs and what would be needed to achieve these. Students will be introduced to role models where their careers started with a "dream".	3

All students will attend a talk from someone in the world of work to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5
All students will learn about career options in each subject area. Students will be exposed to one potential job they can be doing in every topic they study within the subject to build their aspirations. There will be links to local labour market information within these.	2,3,4
All students will have access to personalised IAG through a weekly drop-in session after school with the Careers Officer.	8
All students have access to UNIFROG to enable them to access online information about the local labour market, local apprenticeship opportunities, and to complete a personality and interests profile to help them develop ideas about their future.	3,7
All students are invited to the Grace College Careers Fair. Students have an opportunity to hear from employers and further education providers including apprenticeships and T-Levels to support them with making informed decisions about their future.	5,6,7

<u>Year 8</u>	
<u>Curriculum</u>	<u>Benchmarks Met</u>
What is a career? As well as being taught about careers opportunities in all curriculum areas, students will access a lesson on what a career is. Students will look at how careers can bring fulfilment and the important of work-life balance within this for their health.	2,3,
What careers are available to me? Students will look at local labour market information and focusing on careers of the future and how students gain skills linked to these areas.	2,3,4
What are my options for the future? Students look at the different job sectors that there are and how these are over/underrepresented in the local area.	2,3,4
How is AI impacting the world of work? Students will learn about how innovation and technologies including artificial intelligence are having an impact on the world of work and the development of careers. Students will learn about the benefits and challenges that AI provides within the workplace.	2,3,4
All students will attend a talk from someone in the world of work to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5
All students will learn about career options in each subject area. Students will be exposed to one potential job they can be doing in every topic they study within the subject to build their aspirations. There will be links to local labour market information within these.	2,3,4
All students will have access to personalised IAG through a weekly drop-in session after school with the Careers Officer.	8
All students have access to UNIFROG to enable them to access online information about the local labour market, local apprenticeship opportunities, and to complete a personality and interests profile to help them develop ideas about their future.	3,7
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<u>Year 9</u>	
<u>Curriculum</u>	<u>Benchmarks Met</u>

How can I plan for KS4? Students will be introduced the options progress and how they will be supported through this. They will begin to look at the option choices they are able to choose.	2,3
How do I pick my options? Students will learn about how their options meetings with a senior member of staff will support their decision making. They will look at the different options for them post-16 and how their choices will fit in with this.	3
How can I plan for my future? Students will look at the options for them post-18 and how what they pick for their options will support them in each of the available paths.	2,3,7
What is short, medium and long-term planning? Students will link in what they have learnt about short, medium and long term planning to consider how their options will support them with achieving their future aspirations.	3
Year 9 students and parents have an opportunity to discuss GCSE option choices with staff and how they will translate into careers moving forward in the context of A Levels and Higher Education. Following the evening, Pathways booklets are made available for students and parents, and all options available on the College website.	2,3,8
All students will meet with a member of the senior management team to discuss their options for GCSE	8
There are opportunities for students to work with local universities on projects to break down stereotypes of attending university.	3,7
All students will attend a talk from someone in the world of work to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5
All students will learn about career options in each subject area. Students will be exposed to one potential job they can be doing in every topic they study within the subject to build their aspirations. There will be links to local labour market information within these.	2,3,4
All students will have access to personalised IAG through a weekly drop-in session after school with the Careers Officer.	8
All students have access to UNIFROG to enable them to access online information about the local labour market, local apprenticeship opportunities, and to complete a personality and interests profile to help them develop ideas about their future.	3,7
All students are invited to the Grace College Careers Fair. Students have an opportunity to hear from employers and further education providers including apprenticeships and T-Levels to support them with making informed decisions about their future.	5,6,7

<u>Year 10</u>	
<u>Curriculum</u>	<u>Benchmarks Met</u>
What is work experience? Students will learn about the purpose of work experience and where they can do this. Students will learn about how work experience can benefit them when applying to post-16 educational settings and when applying for part time jobs.	2,3,6
How can I build my transferrable skills? Students will revisit hard and soft skills which they learnt about in Year 7. They will begin to consider the skills they will gain on work experience and how they can benefit them in reaching their future aspirations.	2,3
What is a CV and how do I develop one? Students will have a CV writing session as part of their personal development lessons. They will look at the elements that make a good CV and how to make theirs stand out. They will develop their own CV with the support of their tutors.	<u>3</u>
What behaviours are expected in a workplace? Students will learn about appropriate behaviours in a workplace and how to deal with different scenario-	<u>3</u>

based challenges. Students will learn about the importance of Health and Safety in the workplace and their role within this.	
How can I plan for work experience? Students will learn about communication with placements and how they can do this effectively to build confidence in their oracy when speaking to potential placements or employers.	3
A Year 10 workplace visit programme (work experience) will take place in Summer 2026. Every student will be able to be prepared for this through their futures education session once a week in the term leading up to work experience. In addition, students will have targeted assemblies to be able to help them with securing a placement. ECHP students will be given 1-1 support by the Careers Officer.	5,6,8
All students will attend a talk from someone in the world of work to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5
All students will learn about career options in each subject area. Students will be exposed to one potential job they can be doing in every topic they study within the subject to build their aspirations. There will be links to local labour market information within these.	2,3,4
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<u>Year 11</u>	
<u>Curriculum</u>	<u>Benchmarks Met</u>
What are my post-16 options? Students will all have an assembly on the options for them post-16 and the structures of these including sixth form, college, apprenticeship, employment, t-levels.	2,3
How do I choose the right path for me? Students will look at their future aspirations and setting goals to achieve these. They will consider how the different routes to their aspirations will look to support them with making the right choice.	2
Is university the right choice for me? Students will attend a talk from Newcastle University and explore the options for them post-18.	7
What does Newcastle College offer? Students will attend a talk from Newcastle College to hear about the opportunities available to them.	7
What does Gateshead College offer? Students will attend a talk from Gateshead College to hear about the opportunities available to them.	7
What does the associated sixth form offer? Students will attend a talk from the Associated Sixth Form for Emmanuel and Grace College to hear about the opportunities available to them.	7
What are apprenticeships and T-Levels? Students will look at case studies of students that have gone onto study t-levels and apprenticeships to consider if this is the right path for them. They will learn about the benefits of these in developing hard and soft skills and what type of sectors they could go into through these.	3,7
All students will have a 1-1 careers appointment with the school's careers advisor. Students will be given an action plan following this to look at their post-16 choices.	8

All students are invited and encouraged to attend the Associated Sixth Form open evening. This event includes talks and resources within academic departments on their Sixth Form courses and links to careers and higher education opportunities.	7
All students will attend a talk from someone in the world of work to highlight employment sectors which will be important in the future and to ensure that students have meaningful encounters with the world of work.	2,5
All students will learn about career options in each subject area. Students will be exposed to one potential job they can be doing in every topic they study within the subject to build their aspirations. There will be links to local labour market information within these.	2,3,4
All students will have access to personalised IAG through a weekly drop-in session after school with the Careers Officer.	8
All students have access to UNIFROG to enable them to access online information about the local labour market, local apprenticeship opportunities, and to complete a personality and interests profile to help them develop ideas about their future.	3,7
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Sixth Form CEIAG

Grace College is part of the Associated Sixth Form for Emmanuel College and Grace College, providing students with a wide range of post-16 academic and vocational pathways. While sixth form provision is delivered at Emmanuel College, Grace College students receive comprehensive careers guidance to support informed decision making about their next steps. Details of the current sixth form offer, including course information and admissions guidance, can be found in the [Emmanuel College Careers Programme Information](#). An Assistant Head of Sixth Form, who is a member of Grace College staff, is based at Emmanuel College for five afternoons each week to provide direct support, advice, and transition guidance for Grace College students considering post-16 study.

Provider Access Statement

A provider wishing to request access should contact Mrs R Kirby (Careers Officer).
Telephone: 0191 442 2000
Email: rkirby@gracecollege.org.uk

Opportunities for access

A number of events, integrated into the College's Futures programme offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

All students are entitled to the following provision in secondary school from Years 8-13:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses. Please speak to Mrs R Kirby to identify the most suitable opportunity for you.