

## CEAIG at Dixons Newall Green

Careers lead: Stephen Garvey

### Principles

Our unifying 'sentence' is "all students will have access to independent guidance, a broad range of information about different careers and information on different qualification pathways in order for them to make informed decisions about their future".

- At Dixons Newall Green, our mission is that the academy ensured that all students succeeded at university, or a real alternative, and lived a fulfilling life. Our values of hard work, integrity and fairness support this mission, and our language, routines and structures constantly reinforce the metaphor of 'climbing the mountain' and thus, careers education permeates everything that we do. Our drivers of 'mastery, autonomy and purpose' ensure all students are intrinsically motivated to achieve their full potential and to see the doors education can open. All our artefacts in school support this mission and we understand the importance of the CEAIG programme in helping us to achieve that mission.
- The planning of our programme has been informed by the Trust-wide careers policy, which is regularly updated and reviewed. The aims and principles of our all through careers' education have been devised to ensure that the careers policy supports our careers programme. Careers leaders across the Trust meet regularly in cross cutting teams to discuss current information about the labour market, reflect upon key careers research and share best practice.
- We base our decision-making on comprehensive insights from the local, national, and global labour market landscapes. This approach allows us to stay abreast of the latest trends and developments, ensuring that our careers education provision remains dynamic and adaptable. By continuously evolving and shifting our approach, we strive to provide our students with the most relevant and valuable opportunities to succeed in their future endeavours.
- Staff are regularly updated on the range of routes available to students and current labour markets. The careers lead regularly imparts knowledge of updated careers information to staff either through CPD sessions or email.
- Purpose is a key driver, and therefore, careers education underpins the entire curriculum. Every subject at Dixons Newall Green is committed to supporting the careers provision. As seen below, in each subject, a careers spotlight is shared and discussed at least once every cycle. This means that every child learns about over thirty different careers within one year.
- At Dixons Newall Green, we understand that each subject is unique and therefore the head of each department is given the autonomy to offer careers within the curriculum, which are the best fit for their subject. Each subject's offerings are listed on their curriculum principles. Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to.
- The academy uses the START platform to collect information from students so that we can provide tailored and specific careers-based opportunities. Regular interactions with the START platform allow students to explore further careers linked to their interests and areas of strength. Furthermore, it gives access to updated labour market information (LMI). All interactions and the yearly careers plan are recorded on Compass+, which allows us to track engagement in careers activities.
- Dixons Newall Green will collaborate with Bridge GM to bridge the gap between education and employment for students in Greater Manchester. Through employer engagement and support from Bridge GM, we will enhance our Careers Education Information Advice and Guidance (CEIAG) by integrating employability skills across our curriculum. We will establish connections with local businesses to understand future needs and address industry-specific abilities. This partnership will enable us to create an exciting curriculum that incorporates real-world applications and industry perspectives, preparing our students for successful careers.

### Throughout their careers' education, students at Dixons Newall Green will:

- Undertake various work-related experiences.
- Reflect upon and refining aspiration.
- Increase knowledge of education, training, and career opportunities.
- Develop a career plan to help achieve the academy's mission and fulfil potential.
- The careers curriculum will address social disadvantage by providing all students with:
- Knowledge about university including the logistics of finance and applications.
- A full range of workplace experiences.
- Information from all sectors including those in the locality of Manchester and in wider areas.



## Overview

	Cycle 1	Cycle 2	Cycle 3
Y7 Lower Peak	<p><b>Write and record sentences (GB2, GB8)</b> Students will explore and discuss a range of careers and their aspirations.</p> <p><b>START careers (GB2)</b> Students will set up their careers profile on START in order to explore the pathways and potential industries available to them.</p> <p><b>Careers lesson (GB7)</b> Universities – what are they, what do they do, how do we get there?</p>	<p><b>Careers Game (GB1, GB3, GB4, GB5)</b> A whole year group mentoring activity which is designed to introduce students to the world of work.</p> <p><b>A levels (GB5, GB3, GB5, GB7)</b> Students will be visited by students from a Sixth Form Academy who will give information about A levels and degrees. They will give information about careers to which those qualifications may lead.</p> <p><b>Careers lesson (GB1, GB2)</b> What do employers look for?</p>	<p><b>Employer Encounters (GB5)</b> Students will be visited by a range of local and national (STEM and creative) employers who will discuss different careers pathways related to with them.</p> <p><b>Careers week activities (GB3)</b> Careers week will support students in addressing workplace stereotypes and support discussions around the gender pay gap.</p> <p><b>(Transition) University of Manchester expedition (GB6 GB7)</b> Students will visit Manchester University. For some students this will be their first experience of a higher education institute.</p>
	<p><b>Linking curriculum (GB4)</b> Art: Careers in design (natural forms topic) Computing: Careers in mathematics and data analysis (binary topic) English: Careers in creative writing Spanish: Teaching English in Spain Geography: Careers in nature conservation (hot deserts topic) History: Careers in heritage management (medieval England topic)</p>	<p><b>Linking curriculum (GB4)</b> Computing: Careers in software development (algorithms topic) English: Careers in the theatre Spanish: Translator / interpreter, careers at AXA Geography: Careers in meteorology (climate change topic) History: Careers in pathology (black death topic)</p>	<p><b>Linking curriculum (GB4)</b> Art: Careers in nutrition (food glorious food topic) Computing: Careers in programming (programming topic) English: Careers in copywriting Spanish: Careers at Air Spain, Emirates or British Airways Geography: Careers in political risk analysis (urbanisation topic) History: Careers in curating (changes in early, modern Europe topic)</p>
Y7 Lower Peak	<p><b>Linking curriculum (GB4)</b> Maths: Careers in animation (Unit 1: linear sequences) and interior design (Unit 2: perimeter) Music: Careers in performance (West African percussion topic) Religious Education: Careers in social care and medication (beliefs and values) Science: Careers in research science (science skills topic)</p>	<p><b>Linking curriculum (GB4)</b> Maths: Careers in astronomy (Unit 3: angles) and catering (Unit 4: fractions of amounts) Music: Careers in freelance performance (classical music topic) Religious Education: Careers in human rights (Hinduism) Science: Careers in forensic science (body topic) and midwifery (reproduction topic) Stretch lectures: Careers in medicine (epidemics and their control topic)</p>	<p><b>Linking curriculum (GB4)</b> Maths: Careers in banking (Unit 5: simple interest) and medicine (Unit 6: statistical diagrams) Music: Careers in performance (popular music topic) Religious Education: Careers in education and training (Why do people suffer?) Science: Careers in ecology and veterinary medicine (ecology topic) Stretch lectures: Careers in physics and astrophysics (space and the universe topic)</p>
Y8 Lower Peak	<p><b>University of Oxford expedition (GB7)</b> Students will visit and complete a range of activities at Oxford University in order to see the pinnacle of higher education institutions.</p> <p><b>START careers (GB2)</b></p>	<p><b>Options (GB2, GB3, GB8)</b> Students will engage with a range of subject leaders and senior leaders to discuss next steps in their learning and begin to decide which subjects might support them in achieving their career aspirations.</p> <p><b>T levels (GB2, GB5)</b></p>	<p><b>Careers week activities (GB2, GB3)</b> Careers week will support students in addressing disability stereotypes (GB3) and support discussions around their impact in the work place.</p> <p><b>Employer Encounters (GB5)</b></p>



	Cycle 1	Cycle 2	Cycle 3
	<p>Students will return to their careers profile on START in order to explore activities related to GCSE options.</p> <p><b>Careers lesson (GB7)</b> GCSEs – what are they, where do they lead, what is the difference between a GCSE and a vocational option?</p>	<p>Students will be visited by providers who will give information about approved technical educations They will give information about careers to which those technical qualifications or apprenticeships may lead.</p> <p><b>Careers lesson (GB2, GB3)</b> How do we find jobs? Where do we find jobs?</p>	<p>Students will be visited by a range of digital employers who will discuss different careers pathways related to with them.</p> <p><b>Girl Tech (GB2, GB3, GB5, GB6)</b> Girl Tech will allow students to meet female role models working at a organisation that employ digital talent. They will attend workshops and Q&amp;A careers panels</p>
	<p><b>Linking curriculum (GB4)</b> Art: Careers in photography (portraiture topic) Computing: Careers in cyber security (e-safety topic) English: Careers in journalism and the media (19<sup>th</sup> Centuring Voices) Spanish: Careers at Nestlé, careers at Bonne Maman Geography: Careers in volcanology (volcanoes topic) History: Careers in the civil service (empire and slavery topic) Music: Careers in songwriting (Modern classics) Maths: Careers in banking (Unit 1: simple interest) and medicine (Unit 2: statistical diagrams) Religious Education: Careers in art (Christianity) Science: Careers in medicine / nursing (body topic) and mechanical engineering (chemical reactions topic)</p>	<p><b>Linking curriculum (GB4)</b> Art: Careers in biology and zoology (birds and insects topic) Computing: Careers in games design (hardware and software topic) English: Careers in TV and film (Romeo and Juliet) Spanish: Careers at Cartier Geography: Careers in international aid (development topic) History: Careers in urban planning (industrial revolution topic) Maths: Careers in ecology (Unit 3: index laws), cryptanalysis (Unit 4: forming and solving) and in fashion design (Unit 5: area) Music: Careers in music technology (Classic hip hop and modern pop) Religious Education: Careers in research (Philosophy) Science: Careers in pharmacology (health and disease topic) and chemical engineering (chemical reactions topic)</p>	<p><b>Linking curriculum (GB4)</b> Art: Careers in architecture (urban landscaping topic) Computing: Careers in programming (programming topic) English: Careers in journalism and the media (Animal Farm) Spanish: Careers at Lacoste, careers at Decathlon Geography: Careers in glaciology (glaciation topic) History: Careers in the armed forces and medicine (World War One topic) Maths: Careers in space travel (Unit 6: speed,distance,time) and architecture (Unit 7: plans and elevations) Music: Careers in sound production (Jazz and funk) Religious Education: Careers in ethical and social justice (ethics) Science: Careers in horticulture (plants topic) and environmental science (environmental chemistry topic)</p>
Y9 Middle Peak	<p><b>Anne Frank Youth Trust (GB3)</b> Students will learn about different forms of discrimination, their impact and how to bring about change. They will perform a piece of spoken word to their peers.</p> <p><b>Careers lesson (GB7)</b> Apprenticeships – What are they, where can we find them, where do they lead?</p>	<p><b>National Apprenticeship week</b> Students will learn about higher level apprenticeships in DEAR and then they will be given the opportunity to attend talks on apprenticeships and find out what they can offer.</p> <p><b>Brightside mentoring (GB1, GB2, GB4, GB5, GB7)</b> Volunteers from local/national businesses will support students to receive tailored advice and guidance about their future pathways over a structured online mentoring programme.</p>	<p><b>Careers week activities (GB2, GB3, GB5, GB7)</b> Careers week will support students in addressing racial stereotypes (GB3) and support discussions around their impact in the work place.</p> <p><b>Careers fair (GB5)</b> Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p>



	Cycle 1	Cycle 2	Cycle 3
		<p><b>Careers lesson (GB3)</b></p> <p>What is a CV? How do we write one? What is it used for?</p>	<p><b>High Fliers Clarion event (GB2, GB3, GB6)</b></p> <p>A 2 day event in which students get to experience what is like to work in a law firm, engage in team building exercises and ask questions during a careers panel.</p>
	<p><b>Linking curriculum (GB4)</b></p> <p>Art: Careers in 3D art (food observational studies topic)</p> <p>Computing: Careers in cyber security (computer systems analysis)</p> <p>Spanish: Careers at YSL, careers at Citroen</p> <p>English: Careers in PR (The Gothic)</p> <p>Geography: Careers in sustainability (UK resources topic)</p> <p>History: Careers in public relations (life in Nazi Germany topic)</p> <p>Maths: Careers in architecture (Unit 1: plans and elevations), land surveyance (Unit 2: scales) and computer game design (Unit 3: sequences)</p> <p>Music: Careers in performing (The Development of Pop Music)</p> <p>PE: Careers in physiotherapy (muscular system and movement analysis topic)</p> <p>Religious Education: Careers in community development (Christian beliefs)</p> <p>Science: Careers in microbiology (cell biology topic)</p>	<p><b>Linking curriculum (GB4)</b></p> <p>Computing: Careers in graphic design (graphic design topic)</p> <p>English: Careers in Law (Purple Hibiscus)</p> <p>Spanish: Careers at Louis Vuitton</p> <p>Geography: Careers in paleontology (natural hazards topic)</p> <p>History: Careers in the police service (life in Nazi Germany topic)</p> <p>Maths: Careers in network coverage (Unit 4: loci) and meteorology (Unit 5: construct and solve equations)</p> <p>Music: Careers in composing for television and film (composing for film topic)</p> <p>PE: Careers in cardiology (cardiovascular system unit)</p> <p>Religious Education: Careers in public relations (Islamic beliefs)</p> <p>Science: Careers in the energy industry (energy topic)</p>	<p><b>Linking curriculum (GB4)</b></p> <p>Art: Careers in animation (national forms topic)</p> <p>Computing: Careers in engineering (algorithms and programming topic)</p> <p>English: Careers in teaching and teaching English as a second language (Poetry and Identity)</p> <p>Spanish: Training at Le Cordon Bleu</p> <p>Geography: Careers in architecture (economic change topic)</p> <p>History: Careers in historical conservation (migration to Britain topic)</p> <p>Music: Careers in arranging (songwriting topic)</p> <p>PE: Careers in personal training (fitness unit)</p> <p>RE: Careers in the clergy (Christian practices)</p> <p>Science: Careers in epidemiology (disease topic)</p> <p>Maths: Careers in surveyance and cartography (Unit 6: Pythagoras) and medicine (Unit 7: probability)</p>
Y10 Upper Peak	<p><b>Post-16 Encounters (GB7)</b></p> <p>A range of post-16 providers will speak to students will encourage students to think about the next steps in their educational journey.</p> <p><b>Young Scholars network</b></p> <p>Designed to develop a network of peers and improve knowledge associated with securing future opportunities, the YSN will support our students to think about their next steps.</p> <p><b>Careers lesson (GB7)</b></p> <p>Sixth Forms – what are they, what can we study there, where do they lead?</p>	<p><b>Careers Interviews (GB8)</b></p> <p>Students will receive impartial careers guidance from a trained careers guidance councillor.</p> <p><b>Mock interviews and preparation</b></p> <p>Clarion will support our students by delivering a session on what a good interview looks like and then our students will engage in their first mock interview</p> <p><b>Careers lesson (GB3)</b></p> <p>How do we prepare for an interview? What may I be asked? How should I act and behave?</p>	<p><b>Employer Encounters (GB2, GB3, GB5)</b></p> <p>Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them. This will be planned using the data from the careers interview in C2.</p> <p><b>Careers week activities (GB2, GB3)</b></p> <p>Careers week will support students in deciding what post 16 provider would be the most suitable for them and their future. Students will be visited by a range of students from a sixth-form and University of Manchester who will discuss their careers aspirations and what is like to be at a sixth form.</p> <p><b>Brightside mentoring (GB1, GB2, GB4, GB5, GB7)</b></p> <p>Volunteers from local/national businesses will support students to</p>



	Cycle 1	Cycle 2	Cycle 3
			receive tailored advice and guidance about their future pathways over a structured online mentoring programme.
Y10 Upper Peak	<p><b>Linking curriculum (GB4)</b></p> <p>Art: Careers in digital art (natural forms topic)</p> <p>Computing: Careers in website design (web design topic)</p> <p>English: Careers in politics (An Inspector Calls)</p> <p>Spanish: Careers at Airbus, careers at Renault</p> <p>Geography: Careers in zoology (tropical rainforests topic)</p> <p>History: Careers in law (migration to Britain topic)</p> <p>Maths: Careers in network coverage (Unit 1: loci) and meteorology (Unit 2: construct and solve equations)</p> <p>Music: Careers in musicology (classical music topic)</p> <p>PE: Careers in sports coaching (skill acquisition topic)</p> <p>Religious Education: Careers in police (Christian practices)</p> <p>Science: Careers in electric engineering (electricity topic)</p>	<p><b>Linking curriculum (GB4)</b></p> <p>Art: Careers in graphic design (portraiture topic)</p> <p>Computing: Careers in app development (computer programming topic)</p> <p>Spanish: Careers in energy (EDF and Engie)</p> <p>Geography: Careers in disaster coordination (tropical storms topic)</p> <p>History: Careers in the National Trust (site study)</p> <p>Maths: Careers in surveyance and cartography (Unit 3: Pythagoras) and medicine (Unit 4: probability)</p> <p>Muis: Careers in musical theatre (film and theatre music topic)</p> <p>PE: Careers in sports development (factors affecting participation topic)</p> <p>Religious Education: Careers in medicine (religion and life)</p> <p>Science: Careers in civil engineering (forces topic)</p>	<p><b>Linking curriculum (GB4)</b></p> <p>Art: Careers in sculpting (portraiture topic)</p> <p>Computing: Careers in network administration (computer systems topic)</p> <p>English: Careers in publishing (Power and Conflict Poetry)</p> <p>Spanish: Careers in the charity sector (Les Verts, Médecins Sans Frontières)</p> <p>Geography: Careers in nuclear engineering (energy topic)</p> <p>History: Careers in journalism (Elizabethan England topic)</p> <p>Music: Careers in sound production (rock music topic)</p> <p>PE: Careers in drug testing (ethics in sport topic)</p> <p>Religious Education: Careers in law (crime and punishment)</p> <p>Science: Careers in analytical chemistry (chemical analysis)</p> <p>Maths: Careers in scientific research (Unit 5: complex graphs) and graphic design (Unit 6: 3D shapes)</p>
Y11 Upper Peak	<p><b>Mock results, options and advice (GB3, GB8)</b></p> <p>Students will receive their mock results followed by an impartial guidance meeting with an external careers leader to discuss what the results mean to them, where their next steps are and their options for further study.</p> <p><b>Application support for academic and vocational routes (GB3, GB8)</b></p> <p>Students will work with the careers lead, advisors and senior leaders to create applications for a number of providers in order for them to be able to make informed choices about their future.</p> <p><b>Parents' Evening Workshop (GB2)</b></p> <p>Students will engage with external providers to help make decisions about their next study options, this supports parents and students in developing understanding. Local providers will provide up to date local labour market information.</p>	<p><b>Mock results, options and advice (GB3, GB8)</b></p> <p>Students will have a impartial guidance meeting with an external careers leader to discuss what the results mean to them, where their next steps are and their options for further study.</p> <p><b>Post-16 Taster Session (GB2, GB3)</b></p> <p>Students will experience a range of taster sessions as local post-16 education providers to support them in making informed choices.</p> <p><b>Post 16 interview practice (GB5, GB7, GB3)</b></p> <p>Before their post 16 interview, year 11 will engage in a mock interview with Clarion. This will give them a taster of what to expect in the future interview and will be tailored to their needs i.e which sixth form they are applying for.</p>	<p><b>Transition Support (GB2)</b></p> <p>Tailored sessions for students who may have trepidation about leaving the academy to go to college. External providers will deliver sessions on how they will be supported at college.</p>



	Cycle 1	Cycle 2	Cycle 3
<b>Linking curriculum (GB4)</b>			
Art: Careers in marketing and advertising (portraiture topic)			
Computing: Careers in business intelligence (computer systems topic)			
Spanish: Careers at Google, careers at EY Law			
Music: Careers in ethnomusicology (performance plans and fusions topic)			
Religious Education: Careers in uniformed public services (peace and conflict)			
Science: Careers in manufacturing engineering (resources topic)			

### Additional local opportunities:

Bridge GM offer ample resources that can be tailored to support our careers offer. Visit: [Bridge GM](#) for more information.

### 4x4 in Schools

The Land Rover 4x4 in Schools Technology Challenge is an international challenge aimed at key stage 3, 4 and 5 students in school / young people aged 11 – 19 years old in any out of school initiative (i.e., STEM Clubs, Scouts, Cadets, Guides, Youth Clubs, etc...).

The challenge involves 4 to 6 team members working together to design and build a radio controlled 4-wheel-drive (4x4) vehicle, to set specifications, that can successfully negotiate a specially designed test track that emulates real life and what a full scale 4x4 vehicle can do. The challenge is an excellent opportunity for young people to work in teams and gain an awareness and understanding of project management using key skills.

### Adopt a School

This is a scheme organised by Class of Your Own whereby a member organisation (or consortium) commit to funding a minimum 2 year programme providing recognised construction relevant qualifications to young people. Class of Your Own (COYO) aims to promote careers in the construction industry and with employers providing sponsorship (£6000 a year) and offering mentoring and school engagement COYO provides:

- Design Engineer Construct! Online curriculum resources
- One day Eco classroom Workshop – a professionally led STEM focused event for up to 80 students
- Expert workshop sessions
- Autodesk Design Academy/Entertainment Suite Software and accredited training on this for up to two teachers per school

### Association for Science Education

SchoolScience.co.uk is sponsored by industrial and research partners who provide free on-line science resources for teachers and students. This site is free for all users and promotes both resources created for this site and external resources from around the world.

### Barclays Life Skills

LifeSkills created with Barclays, has one single-minded ambition – to inspire young people to get the skills they need for a better future. They have a lot of really useful resources that you can access by registering for free on the site.

### BP Education Resources

Free resources from BP for ages 11 to 19, Key Stages 3, 4 and 5 (KS3, KS4, KS5) and Curriculum for Excellence 3rd and 4th Levels and Senior phase. BP also runs the Ultimate STEM Challenge and STEM Clubs

### Bright Knowledge

There is a huge amount of information on this site for guidance on the different career and education routes that parents and carers could use to support their child. Whether it's considering university, further education or an apprenticeship. Here are some of the best areas to look at:

- Careers – interviews with professionals in a range of sectors giving insider advice on how you can follow in their footsteps.
- You can afford to go to Uni booklet – a great resource to use if your child is considering this route and you would like a clearer picture of the costs involved.

### Business in the Community



BITC believes that the best and most effective way for businesses to support young people facing social disadvantage is to form long term partnerships with the schools that those young people attend.

Using a detailed needs analysis assessment head teachers can define the priorities that they want their business partner to help with. This can be across 4 key areas:

- Leadership and governance
- The Curriculum
- Enterprise and Employability
- Wider Issues

### **Career Connect**

Career Connect is a charity who are passionate about providing high quality independent careers advice, bridging the gap to learning and employment and better life chances for young people and adults. They provide a wide range of career management services, some funded by Local Authorities and schools and colleges in your area. They are also delivering their Reach for the Future programme across pre-identified schools in Greater Manchester.

### **Career Hacker**

Careers and employment information from a broad range of platforms, including social media sites and job market data, to map out the pathways taken by people who are succeeding in their chosen career. This is then translated into an easy-to-understand chart, showing the skills required to achieve success in a host of careers within the Digital Sector. The product makes it simple and straightforward for people to identify the skills they will need to enter a particular industry, and vitally, offers insight that can be used by educators to better align courses to meet current and future industry requirements.

### **Career Ready**

Career Ready is a UK wide charity linking employers and schools and colleges to try to open the world of work for 16-18 year olds.

Its objectives are:

- Increased employment chances for young people in the UK
- Increased number of young people in the UK who are ready for the world of work
- Increased number of sustainable educations – business relationships contributing to the delivery of high-quality careers and employability work in education.

### **Careers Advice for Parents**

This website is a great place for parents and carers to start for very clear and simple advice around helping their child with their option choices. It contains sections on choices at 16+, apprenticeships, gap years, finance and choosing careers.

### **Careers advice: Help for Parents of Children with Special Needs or Disabilities**

This site provides a high-level overview of some of the national organisations that can help you support young people with the transition from school into higher education, further education, training and employment.