



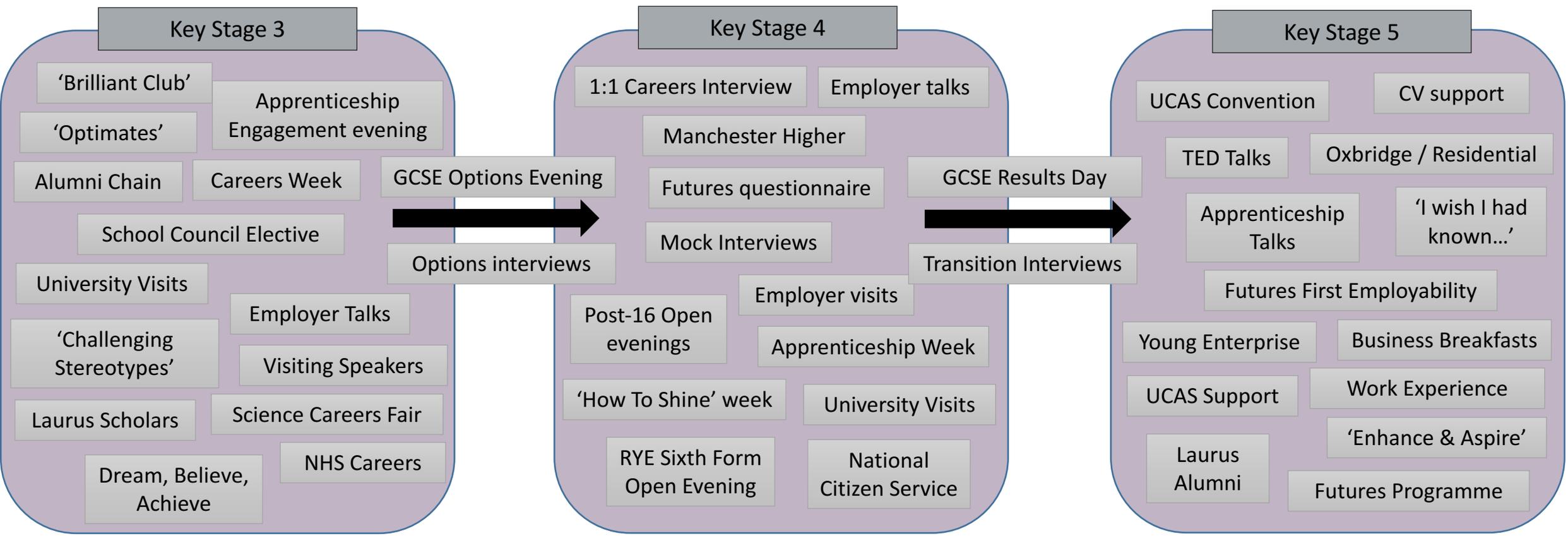
The careers programme is overseen by a named careers leader. The information contained in this document is not exhaustive and is intended to give a flavour of the strategy and content covered.

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The following data shows the destination of students in Tameside on leaving KS4 (Year 11) in 2015. This is the latest data provided by Gov.UK.

	Tameside	England
In full time education	87%	90%
Apprenticeships	9%	6%
Employment	6%	3%
Not staying in education or employment	7%	5%

Gatsby Benchmark	Headline	Summary	Examples
1	'A stable careers programme.'	Our programme is varied, structured and multi-faceted. The programme is championed by a Careers Leader who takes feedback to review and develop the offer.	<ul style="list-style-type: none"> <li>Electives.</li> <li>Enhance and Aspire.</li> <li>Presentations.</li> <li>Trips and visits.</li> </ul>
2	'Learning from career and labour market information.'	Our staff, students and parent/carers are shown what is available and up to date LMI informs the long term development of our provision.	<ul style="list-style-type: none"> <li>Assemblies.</li> <li>Information bases.</li> <li>Careers themed weeks.</li> <li>Briefings and publications.</li> </ul>
3	'Addressing the needs of each pupil.'	We aid our students to set challenging targets and help them to reach these goals. Our programme is responsive and doesn't allow anyone to fall.	<ul style="list-style-type: none"> <li>Transition meetings.</li> <li>Futures questionnaires.</li> <li>How to shine week.</li> </ul>
4	'Linking the curriculum to careers.'	Our staff look for opportunities to link to the curriculum through themed weeks. We have a particular focus on STEM and the importance of English and Maths.	<ul style="list-style-type: none"> <li>STEM Careers week.</li> <li>National Careers Week.</li> <li>Biology, Maths and Languages awareness weeks.</li> </ul>
5	'Encounters with employers and employees.'	We look for every opportunity possible to increase the number of meaningful encounters that our students have with employers and employees.	<ul style="list-style-type: none"> <li>Challenging stereotypes event.</li> <li>How to shine week.</li> <li>Enhancement of trips and visits.</li> </ul>
6	'Experiences of workplaces.'	Our staff look for creative ways to increase the experience of the work place. This is done by specific visits but also by extracting all opportunities from every trip.	<ul style="list-style-type: none"> <li>Enhancement of trips and visits.</li> <li>Big Bang Science Fair.</li> <li>Employer presentations.</li> <li>FirstTec Challenge</li> </ul>
7	'Encounters with Further and Higher Education.'	We provide our students with a range of opportunities to link with further and higher education. We believe that this should be done from the moment students join our school.	<ul style="list-style-type: none"> <li>Manchester Higher</li> <li>Talks and presentations.</li> <li>Subject link days.</li> <li>University Trips</li> </ul>
8	'Personal guidance.'	We recognise the importance of impartial and qualified careers guidance which can be enhanced by subject specific support.	<ul style="list-style-type: none"> <li>1:1 interviews.</li> <li>Optimates</li> <li>Transition meetings and presentations.</li> </ul>



- Information bases
- Careers-based Assemblies
- Careers Themed Weeks (STEM, Apprenticeships)
- Futures Briefings
- Business and Enterprise Events
- Personal Finance
- Apprenticeship Store
- University Visits
- Employer Visits

**Academic Aspiration**  
 All students, regardless of background, will achieve the highest possible academic outcome. Students will be able to access the route of their choice

**Culture, Creativity and Rhetoric**  
 Take part in productions and visit the theatre. Play a musical instrument as part of a concert. Debate with your peers and present to an audience

**Leadership and Service**  
 Lead projects and teams in a number of different settings and contexts. Positions of responsibility across subjects and Houses. School Council Representatives.

**Competition and Physical Endeavour**  
 Compete within House events and represent the school. Lead others and take coaching roles. For example D of E.

**Our vision is for every student, regardless of background or circumstance, to achieve the grades and develop the qualities which will open up the door to the future of their choice**



Laurus Ryecroft is committed to improving our CEIAG offer. We have opted to be part of a national network that connects schools and colleges with employers and careers programme providers. Through a partnership with the Careers and Enterprise company we are supported to work together to provide our students with effective and high quality encounters within the world of work. We work with a local Enterprise Coordinator who has connected us with an Enterprise Advisor. What follows is an overview of how we are working together to improve and enhance the strategic direction of our provision.



## Strategic Pillars of our Futures Programme

### Aspirational Goals

Informed  
CEIAG

Explicitly part  
of every day

Opportunity  
for all

### Laurus Trust Cornerstones



LEADERSHIP  
& SERVICE



CULTURE,  
CREATIVITY,  
& RHETORIC



COMPETITION  
& PHYSICAL  
ENDEAVOUR



ACADEMIC  
ASPIRATION

### Purpose

- Create a plan of intent for the Futures programme at Laurus Ryecroft.
- Allow all stakeholders to play their part in the implementation of the futures programme
- Implement a stable programme from throughout Year 7 to 13.
- Be a leading school within the Laurus Trust for CEIAG provision.

### Aims and Objectives

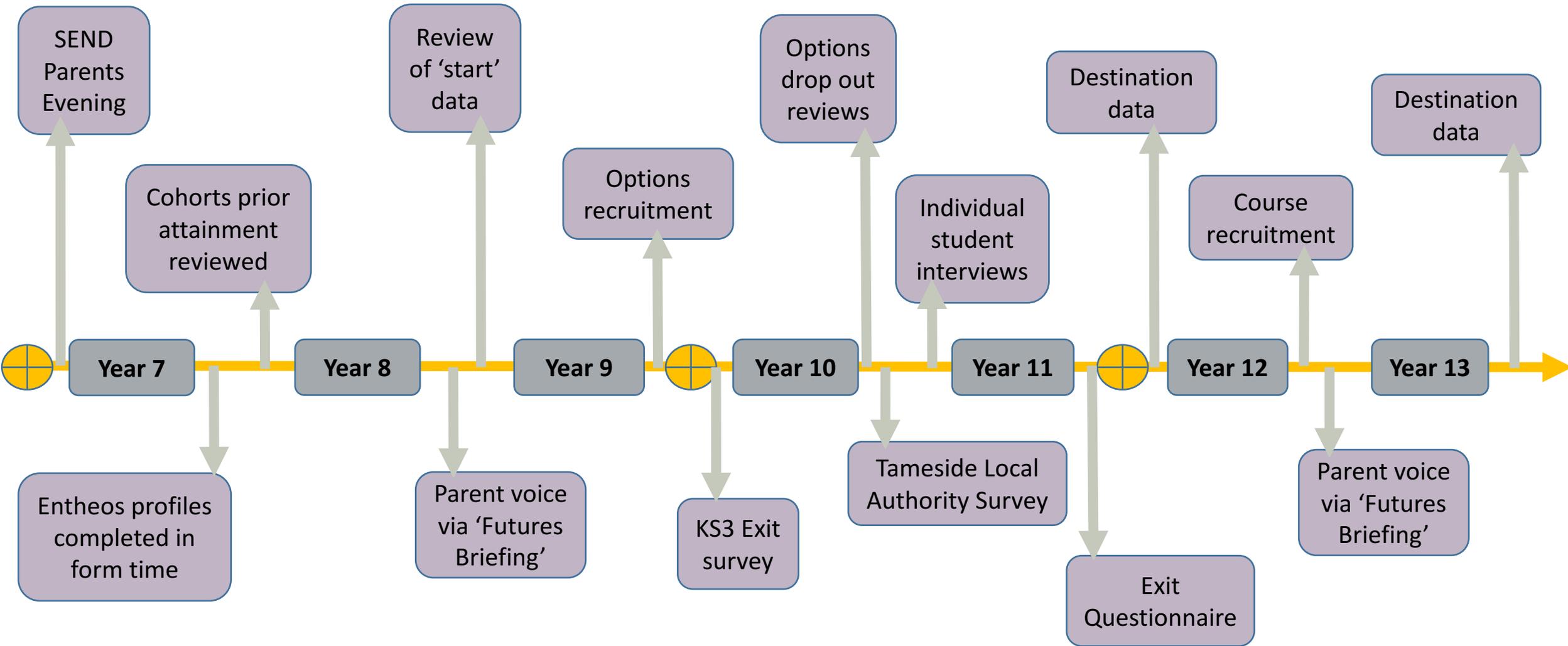
- Increase the number of employer encounters that our students have in every year group
- Curriculum learning to have clear explicit links to the world of work
- Give our parents, students, and staff the tools and expertise to talk, discuss, and explore all future options.
- Inspire our students to access routes previously thought impossible
- Allow students to find pathways they never knew existed
- Develop larger and longer lasting networks
- Respond in a timely manner to the data available to us
- Gain external validation and recognition for the quality of our CEIAG

### 2019-20 Strategic Action Plan

- Create working groups to look at the following: KS3, STEM provision and transition to Key Stage 4.
- All stakeholders to be responsible for making sure the needs of each and every student is addressed through our entire programme.
- Sharing access to appropriate, wider networks
- Timely peer review of progress towards goals

# FUTURES

As part of the strategic development of our CEIAG programme we continue to review the available data wherever possible. As well as responding to current LMI we also develop our plan in relation to information collated from a variety of sources. This diagram attempts to show where we collect data that allows us to review and amend our Futures Programme





### Key

AS: Sessions delivered as a presentation or assembly to the year group

TT: Taught sessions usually delivered during Tutor time

EE: Encounter with employer or employee external to Laurus Ryecroft

IE: Encounter with employer or employee internal to the Laurus Trust

2019-20 CEIAG Calendar	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
<b>Year 7</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) 1 Page Profile</li> <li><input type="checkbox"/> (TT) Achievements</li> <li><input type="checkbox"/> (AS) Why not you</li> <li><input type="checkbox"/> SEND Parents Evening</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (IE) National Poetry Day</li> <li><input type="checkbox"/> (AS) Introduction to START</li> <li><input type="checkbox"/> (IE) Visiting Author</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (EE) Uncovered Presentation</li> <li><input type="checkbox"/> (EE) STEM Ambassadors Event</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (EE) Bletchley Park</li> <li><input type="checkbox"/> (IE) F1 in Schools</li> <li><input type="checkbox"/> (EE) Sector Segments (Construction)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (IE) Laurus Scholars</li> <li><input type="checkbox"/> (AS) People who help us (Public Services)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (EE) Enterprise Day</li> <li><input type="checkbox"/> (IE) Salters Chemistry Festival</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (TT) Brainology</li> <li><input type="checkbox"/> (AS) Schools and Work</li> <li><input type="checkbox"/> (AS) Why not you</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) What can you do now</li> <li><input type="checkbox"/> (AS) START 1</li> <li><input type="checkbox"/> (AS) GRIT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Tenner Challenge</li> <li><input type="checkbox"/> (TT) Who does what job</li> <li><input type="checkbox"/> (AS) START 2 – Employability</li> <li><input type="checkbox"/> (AS) LMI</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (TT) Making Decisions</li> <li><input type="checkbox"/> STEM Ambassadors Event</li> <li><input type="checkbox"/> (AS) Futures Options</li> <li><input type="checkbox"/> (IE) F1 in Schools</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (EE) First Tec Challenge</li> <li><input type="checkbox"/> (AS) The Hero Myth</li> <li><input type="checkbox"/> (IE) Jobs at Ryecroft</li> <li><input type="checkbox"/> (EE) PP Aspiration Event</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) Personal Finance – Pay Day</li> <li><input type="checkbox"/> (TT) Buyer Beware</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) Where do I want to go</li> <li><input type="checkbox"/> (TT) My Support Network</li> <li><input type="checkbox"/> (TT) Personal Qualities</li> <li><input type="checkbox"/> GM Higher Presentation</li> <li><input type="checkbox"/> (EE) Tameside Futures Event</li> <li><input type="checkbox"/> (IE) Challenging Stereotypes Event</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) Skill and Jobs</li> <li><input type="checkbox"/> (AS) GRIT</li> <li><input type="checkbox"/> MFL Parents Evening</li> <li><input type="checkbox"/> (IE) Sector Segments</li> <li><input type="checkbox"/> (IE) First Tec Challenge</li> <li><input type="checkbox"/> (EE) Rylands Library</li> <li><input type="checkbox"/> (EE) SETA Engineering</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) Which way now</li> <li><input type="checkbox"/> (TT) Potential Barriers</li> <li><input type="checkbox"/> (AS) START 3</li> <li><input type="checkbox"/> (AS) Options Assembly</li> <li><input type="checkbox"/> Options and Booklets LMI</li> <li><input type="checkbox"/> (EE) Sector Segments (NHS)</li> <li><input type="checkbox"/> (IE) Dragons Den Enterprise Event</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (TT) Challenging Stereotypes</li> <li><input type="checkbox"/> (AS) Making informed choices</li> <li><input type="checkbox"/> Options Evening</li> <li><input type="checkbox"/> (IE) Sector Segments (Engineering)</li> <li><input type="checkbox"/> (EE) Skills in North West Event</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Options Interviews</li> <li><input type="checkbox"/> Tameside Employers Event</li> <li><input type="checkbox"/> (AS) Higher Education revisited</li> <li><input type="checkbox"/> (AS) START 4</li> <li><input type="checkbox"/> (IE) Sector Segments (Finance)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> (AS) Sixth Form routes</li> <li><input type="checkbox"/> 'At Risk' interviews</li> <li><input type="checkbox"/> MFL Results Day</li> <li><input type="checkbox"/> (IE) Sector Segments (Sport – Man City)</li> <li><input type="checkbox"/> (EE) Apprenticeship store</li> </ul>
<b>Whole School</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Global Week 23/09-27/09</li> <li><input type="checkbox"/> Biology Week</li> <li><input type="checkbox"/> Futures Briefing 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maths Week</li> <li><input type="checkbox"/> Biology Live</li> <li><input type="checkbox"/> World Maths Day (15/10)</li> <li><input type="checkbox"/> Geography Week</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Number Day (07/02)</li> <li><input type="checkbox"/> Futures Briefing 2</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> National Careers Week</li> <li><input type="checkbox"/> National Apprenticeship Week</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Futures Briefing 3</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Futures Briefing 4</li> <li><input type="checkbox"/> (IE) Culture and Creativity Festival</li> </ul>