



Careers education information and guidance (CEIAG) PROGRAM

At the heart of the work, we do at North Star 180 is the firm belief that strong personalised support is essential to ensure that our students achieve their true potential and are prepared for the transitions into the next stage of their lives.

The intent of our CEIAG provision at North Star 180 is to provide a stable careers program where all students are provided with the opportunity to prepare for the evolutionary world of work. The intent is that our students:

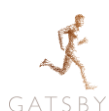
- Grow throughout life.
- Manage their careers/ work life.
- Balance life and work
- Explore possibilities.
- Create opportunities.
- See the big picture of the world.

We endeavour to raise our student's aspirations, improve social mobility, develop employability skills and enhance knowledge of labour market information, whilst providing them with access and advice to all career and adult pathways.

Students will experience a range of meaningful activities tailored to their individual needs and circumstances, which will include encounters with workplaces, employers, insight into further, and higher education establishments and opportunities for personal guidance.

North Star 180 has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance 2025 and is progressing to achieve the eight Gatsby Benchmarks.

All staff at North Star 180 play an active role in supporting and guiding the students through the process of planning and preparing for their futures. We have a program of Careers Education, Guidance and Information (CEIAG) that is delivered through the curriculum in PSHE lessons, Life lessons and the Cre8tive Careers programs.



Students also have opportunities to attend special events, enrichment programmes, educational visits, guest speakers, and encounters with employer's/training providers.

Through the CEIAG program, all students can expect:

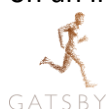
- Contexts that help raise motivation and attainment.
- Help them to follow courses that are appropriate to their needs.
- Actively promote equality and challenging gender stereotypes.
- Develop a deeper understanding of themselves, their abilities and interests.
- Gain a greater knowledge of the range of opportunities open to them.
- Take part in work related activities in and out of school.
- Understand the labour market and the requirements and expectations of employers.
- Learn to make decisions wisely about their future.
- Be fully prepared to manage change and be fully supported through key transition periods.
- Learn how to improve their own employability: how to find work? how to get work? and how to progress their careers?
- Learn how to perform important work-related tasks.

The CEIAG will also provide a range of opportunities that enhance the curriculum:

- Promoting awareness of the world of work
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement.
- Promoting awareness and understanding of work, industry, the economy, and community
- Relating skills, attitudes and knowledge learned in the academy to the wider world.
- Developing students personal and social skills to relate to the world of work.
- Providing informed and impartial guidance
- Enabling students to make considered decisions regarding future choices.
- Maintaining and developing effective links with key partners, including Career pilot, Bristol works, Cre8tive resources, Asdan, West of England Careers Hub, SEND cluster meetings, Banes SEND school partnership, and the Careers and enterprise company.
- To prepare students for transition to further education or employment with training.

Our students also receive personalised support and guidance. The activities and support provided reflect the individual needs of the student, taking into consideration the interests and motivations of individuals and the requirements of their EHCP's. The knowledge/understanding and information for students leads into their annual reviews considering the student's vocational profile and pathways for adulthood.

We have a work experience program that is flexible to our student's needs and is arranged on an individual basis in line with each student's aspirations and needs. We work closely



with the student's and their families to help locate suitable placements and monitor student's progress. Members of school staff support students through work experiences and meaningful encounters with employers to allow our students a rich experience of the world of work.

We also have an independent careers advisor who meets with students individually to discuss aspirations, opportunities, pathways, entry requirements and help students apply for courses, jobs and apprenticeships.

Cre8tive Careers Curriculum (Years 7-11)

Our Cre8tive Careers curriculum is designed to inspire, inform, and prepare students for successful futures by developing their understanding of careers, employability, enterprise, and progression pathways. Through a structured programme from Years 7 to 11, students gradually build the knowledge, skills, and confidence needed to make informed decisions about their education, training, and career aspirations.

Year 7: Introduce and Inspire

Focus: Personal Guidance, Enterprise and Careers

Students begin exploring the world of work and careers through engaging and interactive activities. They develop self-awareness by identifying their personal strengths, skills, and character traits while learning how these connect to future opportunities.

Topic Areas:

- A Day in the Life of...
- Decisions and Managing Risk
- Personal Skills and Qualities
- Finding Careers Information
- Career Management
- Character Traits and Skills
- Action Planning

Year 8: Introduce and Inspire

Focus: Options and Labour Market Information (LMI)



Students broaden their understanding of future opportunities by exploring labour market information, qualifications, and progression routes. They begin considering how their interests and strengths can influence future subject choices and career pathways.

Topic Areas:

- Volunteering and Social Action
- What is Labour Market Information?
- Exploring Possibilities
- Making Decisions
- Option Subjects
- Qualifications and Pathways
- Skills and Qualities Revisited

Year 9: Investigate and Explore

Focus: Finance and Employment

Students gain a deeper understanding of employment, workplaces, and organisational structures. They explore opportunities within different industries and develop their awareness of equality, diversity, enterprise, and employability skills.

Topic Areas:

- Understanding the Workplace
- Jobs and Opportunities
- Standard Occupational Classifications
- Business Structures
- Work and Organisational Structures
- Diversity, Equality and Challenging Stereotypes
- Enterprise and Employability Skills

All Key Stage 3 students receive a **one-to-one careers guidance interview** with an independent careers adviser to explore their interests, strengths, option choices, and future pathways.

In partnership with **Bristol Works**, Year 8/9 students also take part in workplace experiences, providing valuable insights into different careers, workplace environments, and the skills employers value.



Year 10: Apply and Demonstrate

Focus: Personal Guidance and Career Planning

Students begin preparing more actively for life beyond school. The curriculum develops their understanding of employment trends, career planning, personal branding, and application processes while encouraging students to think strategically about their future goals.

Topic Areas:

- Growing Throughout Life
- Employment Rights and Working Hours (15-18)
- Personal Brand Building
- Applying for Jobs
- National Employment Trends
- Long-Term Career Planning
- Online Professionalism and Netiquette

Key Stage 4 students also undertake **work experience placements**, helping them develop essential employability skills, gain practical workplace experience, and build confidence in professional settings.

Year 11: Apply and Demonstrate

Focus: Guidance, Enterprise and Careers

The Year 11 programme supports students as they prepare for their next steps. Students develop the practical skills needed to successfully transition into further education, apprenticeships, training, or employment.

Topic Areas:

- Post-16 Pathways
- Planning for the Future
- Personal Branding
- Meeting Employers
- Producing and Compiling a CV
- Post-16 Applications
- Interview Preparation
- Tax, Budgeting and Financial Awareness



All students receive a **one-to-one careers guidance interview** with an independent career's adviser, focusing on work experience opportunities and contributing to their personalised post-16 plans.

All students are invited to visit local colleges and further education establishments to become familiar with the sites, courses and staff. Where necessary students are supported when attending open events.

Some year 11 students have an option for an additional work experience placement during the week. This may also include an individual work experience program within the community or within the school.

Key Features Across All Year Groups

- Progressive careers education from Year 7 to Year 11
- Regular one-to-one guidance with an independent career's adviser
- Development of employability, enterprise and life skills
- Access to up-to-date labour market information
- Employer encounters and industry engagement
- Workplace experiences and work experience placements
- Support for key transition points and informed decision-making
- Strong partnerships with local employers, education providers, and organisations including Bristol Works
- Preparation for further education, apprenticeships, training, and employment

Through the Cre8tive Careers curriculum, we empower students to recognise their strengths, raise aspirations, develop transferable skills, and confidently navigate their future pathways in education, employment, and the creative industries.

ASDAN Life Lesson Challenges

The ASDAN Life Lesson Challenges curriculum is designed to support students with Education, Health and Care Plans (EHCPs) through a highly inclusive, flexible and personalised learning programme. The curriculum recognises the individual strengths, needs and aspirations of each learner and provides meaningful, real-life learning experiences that promote independence, confidence and personal development.



The programme is rooted in practical, accessible activities that enable students to apply learning in everyday contexts. It supports both academic and personal progress while preparing learners for adulthood through the development of essential life skills and positive learning behaviours.

Curriculum Intent

The ASDAN Life Lesson Challenges curriculum aims to:

- Enable students to make progress towards outcomes identified in their EHCPs
- Develop transferable life and functional skills for everyday living
- Increase independence, resilience and self-belief
- Promote engagement, motivation and wellbeing
- Prepare students for future pathways in line with the Preparation for Adulthood framework

Development of Key Skills

The curriculum explicitly develops the following essential skills:

Literacy

Students develop functional literacy skills through reading, writing, speaking and listening activities linked to real-life situations. This includes following instructions, completing forms, engaging in discussions, using symbols or assistive technology, and communicating needs, choices and opinions with increasing confidence.

Numeracy

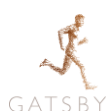
Numeracy skills are developed through practical applications such as handling money, measuring, time management, counting, sequencing and interpreting information. These skills support independence in daily activities and decision-making.

Problem Solving

Learners are supported to identify challenges, explore options and make informed choices. Structured tasks encourage thinking skills, adaptability, perseverance and reflection, helping students to build confidence in managing new or unfamiliar situations.

Teamwork

Collaborative learning opportunities enable students to work alongside others, take turns, share responsibilities and communicate effectively. Teamwork activities support the development of social skills, relationship building and mutual respect.



Ability to Learn

The curriculum promotes positive learning behaviours such as engagement, concentration, resilience and self-reflection. Students are encouraged to recognise their progress, understand how they learn best and develop strategies that support independence and lifelong learning.

IT and Digital Skills

Students develop functional IT skills using digital tools and technologies. This includes using devices safely, accessing information, communicating digitally, completing tasks online and using technology to support learning and independence.

Preparation for Adulthood Pathway

The ASDAN Life Lesson Challenges curriculum is closely aligned with the four areas of the **Preparation for Adulthood (PfA) EHCP pathway:**

Community Inclusion

Learners are supported to engage positively with their school, local community and wider society. Activities promote social interaction, awareness of others, participation in community-based experiences and the development of confidence in different environments.

Employment

The curriculum develops skills that support readiness for work, including communication, teamwork, following instructions, problem solving and responsibility. Where appropriate, learners explore workplace behaviours, roles and skills that can be applied in future employment or training pathways.

Good Health

Students learn about physical, emotional and mental wellbeing through practical activities that promote healthy choices, personal safety, self-care and emotional regulation. The curriculum supports learners to understand and manage their own health needs where appropriate.

Independent Living and Housing

The programme help learners develop skills needed for independent or supported living, such as managing money, time, routines, personal organisation and basic household responsibilities. Decision-making and self-advocacy are encouraged to support future independence.

Teaching, Learning and Assessment

Teaching and learning are delivered through:

- Practical, hands-on and experiential activities



- Small-group and one-to-one learning as appropriate
- Clear routines and structured learning environments
- Adapted/ differentiated tasks and scaffolding to meet individual needs
- Visual, multisensory and assistive approaches

Assessment is ongoing, formative and personalised, focusing on progress, engagement and skill development. Achievement through ASDAN accreditation provides recognition, motivation and a sense of success.

Impact

Through the ASDAN Life Lesson Challenges curriculum, students with EHCPs develop essential life skills, confidence and independence. The curriculum supports meaningful progress towards individual goals, promotes positive outcomes across the Preparation for Adulthood pathway and equips learners with the skills they need for their next stage of education, training or adult life.

KS4 Vocational and options program

As part of the vocational and options program students at NS 180 select subjects, they have an interest and follow a pathway into KS4 and beyond. This allows students in year 9 to have a transition into subjects they can gain a qualification in and potentially study into further education. The subjects are either taught as part of a Level 1 BTEC or GCSE qualification.

The following options are available to the students:

- Construction
- BTEC sport/ GCSE PE
- Digital Media
- Art and design
- Functional skills digital literacy
- Art
- Land Based studies
- History
- Home cooking/ Food technology

These are identified through a year 9 options evening which allows the students and parents to gain information about the different courses.

As part of the BTEC the students will complete two core modules of **being organised** and **planning a career progression**.



Planning a BTEC career progression involves **self-assessment**, **exploring options** (courses, jobs, apprenticeships), setting **SMART goals**, creating an **action plan with timelines and resources**, and regularly **reviewing your progress**.

Here's how the students build their planning a career progression:

1. Define Your Goal:

- **University:** Progress to a degree (Foundation, Bachelor's, Sandwich) in a related field, often accepted with BTEC Level 3 Extended Diplomas, or sometimes requiring A-Levels or Foundation Years.
- **Higher Nationals (HNC/HND):** Progress to Level 4/5 BTECs for deeper technical skills, often alongside work, then top-up to a degree.
- **Employment/Apprenticeship:** Focus on practical skills, work experience, and industry-specific knowledge to enter the workforce directly.

2. Identify Key Skills & Behaviours:

- **Transferable Skills:** Communication, IT, Problem-Solving, Teamwork, Leadership.
- **Employability Skills:** Reliability, time management, independent learning, self-motivation.
- **Self-Audit:** Honestly review your current strengths and weaknesses against your goal.

3. Create Your Plan (A structured approach):

- **Short-Term Goals:** Finish current units, get work experience, improve Maths/English.
- **Long-Term Goals:** University acceptance, HND completion, job offer.
- **Activities:** Work placements, volunteering, online courses, university open days, resitting exams if needed, building a portfolio/CV.
- **Timelines & Milestones:** Set deadlines for applications, interviews, and skill development to stay on track.

4. Key Progression Routes:

- **BTEC Level 3 (e.g., Extended Diploma) to:** Degree (95% of UK unis accept them), HND, or Employment.
- **BTEC Level 4/5 (HNC/HND) to:** Top-up to a full Degree (Level 6/7).



In essence, the best plan is one that's:

- **Personalised:** Matches *your* career aspirations.
- **Actionable:** Includes concrete steps and timelines.
- **Flexible:** Adapts as you learn and discover new interests.

The BTEC "Being Organised" module (Unit A1) is a foundational unit, often for Level 1 Introductory BTECs, teaching essential life and work skills by helping students explore, apply, and review techniques for time management, planning, and personal organization, like creating timetables and managing daily tasks to meet deadlines.

Key Aspects of the being organised module:

- **Focus on Practical Skills:** Students learn to use planners, identify time-blocking strategies, and manage homework, travel, and leisure alongside college commitments.
- **Vocational Context:** It's part of various Level 1 BTEC programs and prepares learners for the demands of study and work.
- **Learning Objectives:**
 - **Aim A:** Learn different ways to improve personal organization.
 - **Aim B:** Evaluate how well those techniques work for them.
- **Assessment:** Often involves creating a personal timetable and reviewing its success, demonstrating an understanding of organizing tasks and meeting deadlines.

In essence, it's a core life skills unit designed to build fundamental habits for managing time and responsibilities effectively

Monitoring of the Careers Programme Impact:

We monitor the transitions of our students and their long-term successes. With this information, we adapt our careers program to ensure we are up to date with market trends in employment and further education.

We consistently conduct an audit of the GATSBY benchmarks and are following an action plan developed with the West of England combined authority to ensure we maintain these benchmarks. We adapt the careers program to ensure we are following the action plan and that our students have the highest quality career provision available to them.



Parents/ carers, staff, students and encounters with employers/training providers are evaluated through questionnaires to inform and assist with the monitoring of the careers program.

Responsibility of Teachers:

- All year 7-11 Tutors develop knowledge of their tutees, which informs the student's career plan (EHCP) and the independent advisors support plan allowing for personalised provision.
- Teachers ensure all careers activities are recorded on Compass + which allows us as a school to monitor/ evaluate the careers program.
- Year 7 – 11 teachers organise meaningful encounters for the students. This could be a workplace visit or somebody coming into school to provide information about different jobs and careers. Virtual online opportunities may be used in some cases.
- Tutors will support the students to complete the Future skills questionnaire to assist with monitoring and evaluating the program.
- Tutor period using career pilot and My pathway to have discussions and enhance career aspirations.
- During the school year secondary subject leads must have embedded careers activities within their subject planning and lessons.

This could be a variety of learning activities including:

- Workplace visits linked to subjects.
- Meaningful encounters with employers linked to the subject visiting to talk about their job.
- Exploration of careers related to their subject.
- Attendance at careers focused events.
- Lessons on job applications and finding suitable job advertisements.
- Discussions around the education needed for jobs related to the subject.
- Practice interviews and application CV writing.
- Q and A, sessions around jobs related to the subject.

Activities should be suitable to the student's interest's motivation and stage of education.