Co-op Academy Brierley

Co-op Academy Brierley CEIAG Programme

2026-2027

Approved by: **Date** :	**Last reviewed on**: 11/09/2026	**Next review due by:** 01/09/2027

Careers Leader : **Lucy Kinnear [Brierley]**

Rationale and Vision

Our academy is committed to ensuring all of our students have access to highly impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the revised Gatsby Benchmarks (2025) which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for Careers (June 2026) and aligns to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997. We also have a Provide Access Policy that focuses specifically on technician qualifications and apprenticeships that is available in our "policies" section.

The 8 Gatsby benchmarks are outlined below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The vision for the development of CEIAG across our academy is to provide the very best opportunities to enable our students to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework for best practice we have a CEIAG programme that meets the needs of our ever changing cohort of students, providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work. We are always guided by our Coop values:

Do what matters most
What matters most is ensuring that our students achieve the best possible outcomes.

Be yourself, always
We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

Show you care
We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

Succeed together
Co-operating is what makes us different; we're better and stronger when we work together.
Incorporate Co-op values

Intent

Our CEIAG programme is bespoke and unique to our academy, and it is reviewed annually to ensure it continues to meet the needs of our students, informed by our ongoing monitoring and evaluation processes. We are committed to delivering a coherently planned and sequenced programme that reflects the context of our academy and aligns with our core values. The programme is designed to ensure that all learners have the opportunity to develop the knowledge, skills, understanding, and cultural capital they need to progress to destinations that align with their aspirations and interests. With this in mind, we aim to:

- To provide impartial and independent advice for all pupils **(Gatsby Benchmark 1 - 8)**
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance **(Gatsby 3)**
- To support inclusion, challenge stereotyping and promote equality of opportunity **(Gatsby 3,4)**
- To encourage participation in continued learning including higher education, further education and apprenticeships **(Gatsby 7,8)**
- To develop enterprise and employment skills **(Gatsby 2,3)**
- To provide relevant information and understanding of the wide range of pathways and qualifications available to ensure students make the right choices regarding their post 16 / 18 options and hence reduce ‘drop out’ from and ‘course switching’ in education and training (**Gatsby 3,5,6,7,8)**
- To contribute to the economic prosperity of individuals and communities (**Gatsby 2,5,7)**
- To meet the needs of all our pupils through appropriate differentiation **(Gatsby 3)**
- To focus students on their future aspirations and opportunities **(Gatsby 3,4,8)**
- To involve parents and carers **(Gatsby 1,2,5,6,7)**
- To support the raising of the participation age and assist with positive destinations for all pupils post 16, 17 and 18 **(Gatsby 1,4,8)**
- To meet the needs of our current cohort of students across each year group **(Gatsby 1,3)**
- To use current LMI to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. **(Gatsby 1,2,3)**
- To use student's parents, staff feedback to reflect on our current provision in order to develop our future CEIAG programme **(Gatsby 1,2,3)**
- To provide additional support to specific vulnerable groups such as SEND and pupil premium **(Gatsby 1-8)**
- All stakeholders have a clear understanding of CEIAG and rationale and vision **(Gatsby 1)**

- To quality assure our current provision in order to ensure there is clear impact evaluation in line with other curriculum areas **(Gatsby 1)**
- To share best practice with other Co-op academies at network events to ensure reflection and development of own programme **(Gatsby 1)**
- To ensure all students actively engage with a CEIAG tracking platform to support them in making informed choices about their Career development plan **(Gatsby 1,2,3)**
- To achieve / work towards a Quality in Careers award in recognition of all that our academy offers **(Gatsby 1)**

Implementation

Our programme is taught via bespoke activities, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

CEIAG is delivered by a wide range of providers such as our internal Careers Advisor, teachers and support staff, FE Colleges, Universities, Apprenticeship providers, visiting speakers, employers and employees. This delivery includes bespoke workshops, assemblies, work visits, work experience, mock interviews , immersion / insight days, career safaris, careers fairs, step up days and via subject curriculum. Our students are supported and encouraged to explore possible pathways they may take in the future, to ensure they have the very best start in life. Our staff receive regular CPD to support them in embedding employability skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CEIAG related events and information about local market information (LMI) to UCAS applications to Apprenticeships. Parents are also encouraged to attend our CEIAG information evenings and parents evenings.

Pathway	Autumn Term 2026 (linked to BM)	CDI intended learning outcomes
Foundation	**Autumn – Kindness Counts / Community and Belonging** • All About Me – identity, family, interests, feelings and what makes us special **(Gatsby 1,2,3).** • Exploring people who help us – role play linked to superheroes, community helpers and familiar occupations **(Gatsby 2,4).** • Structure and routines – developing independence, communication and participation in daily activities (**Gatsby 1,2,3).** **Autumn 2 – Colours of the Rainbow / Festive activities** • Thematic role play – café, shop, post office and other familiar workplace environments **(Gatsby 1,2,3).** • Exploring different roles through play and festive performance activities **(Gatsby 2,3).** • Simple enterprise activities – making, choosing, exchanging and handling objects/money with support **(Gatsby 3,4,5).** Basic Independence Skills – dressing, tidying, routines, simple communication activities **(Gatsby 1,2,3,4,5,6)**	• Begin to recognise themselves as an individual with interests, strengths and preferences. • Recognise familiar jobs and understand that people have different roles in their community. • Develop communication, turn-taking and social interaction through role play. • Develop early independence and workplace-related routines. • Begin to communicate preferences about activities and possible future roles. • Experience simple enterprise activities and begin to understand exchanging items/money.
Informal	STEM Activities – problem-solving and basic skills (led by class teacher) Healthcare – Doctors – understanding roles, tools, and routines Life Skills – basic communication, following instructions, independence tasks **(Gatsby 1,2,3,4,5,6)** Careers Fair **(Gatsby 7)**	Learners develop communication and independence; hands-on, playful activities.
Semi-Formal	**Autumn – Community and Belonging / Kindness Counts** • Community roles and responsibilities linked to PSHE and The World We Live In **(Gatsby 1,2,4).** • Personal strengths, interests and positive relationships **(Gatsby 1,3).**	• Recognise personal strengths, interests and qualities and begin to link these to possible roles. • Develop communication, teamwork and responsibility within practical workplace contexts. • Understand basic workplace expectations, including personal presentation, hygiene, behaviour and

	• Personal hygiene and presentation – preparing for different environments and expectations **(Gatsby 1,3,6).** • Teamwork and problem-solving through STEM activities **(Gatsby 2,3).** Careers Fair **(Gatsby 7)** FE Visits **(Gatsby 7)** Internal Job Applications & Interviews • Community visits/walks to notice people working in different environments **(Gatsby 2,4).**	communication. • Explore FE and training opportunities and begin to understand different post-16 pathways. • Develop confidence in applications, interviews and talking about personal strengths. • Develop functional money-handling and enterprise skills. • Begin to identify realistic future aspirations and next steps.
Formal	**Autumn – Community and Belonging / Power and Protest** • Goal setting and aspirations linked to PSHE, English and Next Steps **(Gatsby 1,3).** • Personal strengths, skills and qualities – linking curriculum learning to employability **(Gatsby 1,3).** • LMI introduced through curriculum sessions – identifying local/national sectors, occupations and changing employment opportunities **(Gatsby 1,2,4).** • Professional skills – communication, manners, turn-taking, reliability and appropriate behaviour **(Gatsby 3,8).** • Student Council / leadership opportunities **(Gatsby 3,5).** **Autumn 2 – Power and Protest / Enterprise** • Enterprise activities – planning, producing, marketing and selling products **(Gatsby 3,4,5,8).** • Enterprise Fair – learners experience exchanging money and selling a product to the community **(Gatsby 3,5,8).** • Internal job applications and interviews **(Gatsby 3,8).** • Careers Fair / employer engagement **(Gatsby 5,7).**	-Developing social, communication, and professional skills; bridging school to post-school opportunities. -Learners to experience the exchanging of money, learners to create a piece of art to sell to their community.
Additional	NEET Interventions	

provision for targeted groups		
Staff	Introduction to CEIAG at Co-op Brierley – understanding CEIAG, Gatsby benchmarks, and how they relate to learners' next steps	Ensure all staff understand their role in delivering CEIAG and supporting learners' progression.

Pathway	Spring Term 2027 (linked to BM)	CDI intended learning outcomes
Foundation	**Spring – Travel & Transport / Magical Moments** • Explore people who work in transport and travel – drivers, station staff, cleaners, engineers and emergency workers **(Gatsby 2,4,5).** • Community visits/walks to notice people working in different environments **(Gatsby 2,4).** • Develop independence through routines, personal care and following instructions **(Gatsby 1,3).** - **Class Assembly – "When I Grow Up" (Gatsby 1,3).** - **World of Work week** activities **(Gatsby 1,3,4).**	- Begin to recognise that people have different jobs that contribute to special events (e.g. baker, chef, entertainer, lifeguard). - Show curiosity about the wider world of work through celebration and play. - Talk about what they enjoy doing and how it helps others.
Informal	**Autumn – Kindness Counts / Colours of the Rainbow** • Community and "people who help us" activities linked to PSHE and The World We Live In (Gatsby 1,2,4). • Exploring community jobs through role play and practical activities (Gatsby 2,3). • Self-care, safety and routines linked to workplace expectations (Gatsby 1,3).	• Understand that different people have different jobs and responsibilities. • Begin to identify jobs within the local community and communicate preferences. • Develop confidence, teamwork and communication through practical activities. • Recognise some personal strengths, interests and areas of enjoyment. • Develop independence, following instructions and self-care

	- Local Community Walk to identify jobs in parks and shops (Gatsby 1,2,4). - World of Work week activities (Gatsby 1,3,4). - 1:1 Careers Advisor Interviews & Vocational Profiles - Year 9 (Gatsby 1,3,8).	skills relevant to work. • Experience simple enterprise and money-handling activities. • Begin to understand that education and training can lead to different future opportunities.
Semi-Formal	**Spring – Travel & Transport / Magical Moments** • Explore transport and logistics careers through curriculum activities and community experiences **(Gatsby 1,3,5,6).** • FE College Visit – e.g. Joseph Priestley / appropriate local FE provider **(Gatsby 7).** • Explore further education and training routes using accessible information **(Gatsby 7).** • National Careers Week and WOW Week activities **(Gatsby 1,3,4).** • Internal job applications and interview preparation **(Gatsby 3,8).**	- Recognise a range of jobs in the local community and begin to identify personal strengths/interests. - Develop communication about likes, dislikes, and preferences relating to work or roles. - Begin to understand teamwork, responsibility, and care in workplace contexts.
Formal	**Spring – Innovation, Technology / Exploration and Discovery** • Explore careers linked to technology, engineering, science, digital media and innovation **(Gatsby 2,4,5).** • FE visits – LCC Future Pathways, Leeds Building College, NACRO and other appropriate providers **(Gatsby 7).** • Careers interviews and vocational profiles **(Gatsby 8).** • Workplace visits for targeted learners **(Gatsby 1,2,5,6).** • Supported travel experiences linked to future destinations **(Gatsby 2,6,7).** - World of Work week activities **(Gatsby 1,3,4).** • Young Leaders Programme / leadership opportunities.	- Identify personal skills and qualities linked to future career goals. - Explore a range of transport, travel, and logistics careers. - Understand workplace expectations and begin to engage with work-related learning. - Reflect on own aspirations.

Pathway	Summer Term 2027 (linked to BM)	CDI intended learning outcomes
Foundation	**Summer – Healthy Me / Toys** • Explore health and wellbeing occupations – doctor, nurse, dentist, pharmacist, therapist and care worker **(Gatsby 2,5).** • Toy shop / café / mini-enterprise role play – choosing, exchanging and handling money **(Gatsby 1,3,4,5).** • "When I Grow Up" activities linked to interests and aspirations **(Gatsby 1,3).** • World of Work Week / transition activities **(Gatsby 1,3,4).** - **Class Assembly – "When I Grow Up"** (Gatsby 1,3) - **Transition Preparation** – new class/job roles for next year (Gatsby 1,3,8).	- Begin to recognise that people have different jobs that contribute to special events (e.g. baker, chef, entertainer, lifeguard). - Show curiosity about the wider world of work through celebration and play. - Talk about what they enjoy doing and how it helps others.
Informal	**Summer – Healthy Me / Toys** • Health and wellbeing careers linked to PSHE and healthy lifestyles **(Gatsby 2,5).** • Enterprise Project – making, creating and selling products **(Gatsby 3,4,5).** • "My Dream Job" / aspiration activities linked to interests and strengths **(Gatsby 1,3).** • World of Work Week activities **(Gatsby 1,3,4).** • Year 9 1:1 Careers Adviser Interviews and Vocational Profiles **(Gatsby 1,3,8).**	- Identify different types of work linked to events and places they visit. - Express personal likes/dislikes about activities that could be jobs.
Semi-Formal	**Summer – Healthy Me / Toys** • Explore health, care, sport, leisure and wellbeing careers **(Gatsby 2,5).** • Enterprise Project – planning, making, pricing and selling products **(Gatsby 3,4,5).** • Handling money and making choices in simulated workplace situations **(Gatsby 3,4).**	- Recognise how jobs help communities function (e.g. refuse collector, postal worker, shop assistant). - Begin to identify skills they use at school that could help in work. - Work with peers to complete a team project related to community improvement.

	• Internal job applications/interviews and feedback (**Gatsby 3,8).** • Year 9 1:1 Careers Adviser Interviews and Vocational Profiles **(Gatsby 1,3,8).** • Transition planning and preparation for future pathways **(Gatsby 3,7,8).**	
Formal	**Summer – Growth and Change / Legacy and Achievement** • Health, care, sport and wellbeing careers linked to curriculum and PSHE **(Gatsby 2,5).** • LMI activities – comparing sectors, job roles, skills and employment trends **(Gatsby 1,2,4).** • Careers Fair / Leeds Careers Fair and employer engagement **(Gatsby 5,7).** • Asda Heroes Programme / employer-linked experiences. • Internal job applications, interviews and workplace feedback **(Gatsby 3,8).** • Transition planning and preparation for post-16 destinations (**Gatsby 3,7,8).** • Young Leaders Programme and opportunities to demonstrate leadership. • NEET interventions for identified learners. - End-of-Year Careers Celebration Event / Certificates of Achievement **(Gatsby 1,3).** - Transition Preparation – new class/job roles for next year (**Gatsby 1,3,8).** - Mock Interviews / CV Preparation **(Gatsby 1,3,5**). - Parent/Carer Careers Information **(Gatsby 1,2,7,8).** Enterprise Fair **(Gatsby 3,8)**	- Reflect on personal development and experiences from the year. - Identify next steps in education, training, or employment pathways. - Demonstrate workplace behaviours (teamwork, punctuality, communication). - Consolidate travel, interview, and independence skills.
Additional provision for	• NEET prevention and intervention for identified learners. • Targeted 1:1 careers guidance and vocational profiling	- Supported transition sessions with FE/college providers. • Identify and overcome barriers to progression.

targeted groups	(Gatsby 8). • Supported workplace visits and employer encounters (Gatsby 5,6). • Supported travel training linked to preparation for adulthood (Gatsby 2,6,7). • Additional preparation for FE, supported internships, training and employment destinations (Gatsby 3,7,8). • Small-group employability activities focusing on communication, confidence, behaviour and independence. • Targeted support around applications, interviews and transition planning. • SALT-supported communication where appropriate for discussing aspirations, preferences and workplace situations.	• Develop confidence and independence in communicating aspirations and needs. • Increase readiness for FE, training, supported internship or employment pathways. • Develop practical employability skills and appropriate workplace behaviours. • Develop supported travel and community-access skills. • Understand and make informed choices about realistic next steps. • Have an individual vocational profile that reflects strengths, interests, support needs and aspirations.
Staff	**Introduction / ongoing CEIAG CPD** • Introduction to CEIAG at Co-op Brierley – understanding the CDI framework and Gatsby Benchmarks. • Staff identify where CEIAG naturally occurs within curriculum areas, PSHE, Next Steps, enterprise and enrichment. • Staff understand how to record and evidence careers learning and encounters. • Staff use curriculum themes to identify meaningful careers links and employer encounters. • Staff develop confidence in discussing aspirations, strengths and future pathways with learners. • Staff understand referral routes for Careers Adviser support, vocational profiling, NEET intervention and targeted guidance. • Regular sharing of careers opportunities, FE information, employer encounters and LMI.	• All staff understand their role in delivering high-quality CEIAG. • Staff can identify and make explicit careers learning within their curriculum area. • Staff understand the Gatsby Benchmarks and how they apply to learners across different pathways. • Staff confidently support learners to identify strengths, interests and aspirations. • Staff know when and how to access specialist careers guidance and targeted support. • CEIAG is consistently embedded across the curriculum rather than being limited to discrete careers activities.

Possible events:

● Visits to FE College (Gatsby 1,3,7)
● Brierley Careers Fair (Gatsby 1,2,3,5,7,8) 2026
● Career sector assemblies (Gatsby 1,2,3,5)
● Career panels (Gatsby 1,2,3,5)
● Career workshops (Gatsby 1,2,3,5)
● Workplace visits (all years) (Gatsby 1,2,3,5,6)
● Y10/11 works place visit / experience (Gatsby 1,2,3,5,6)
● Curriculum links to employers (Gatsby 1,2,3,4,5,6)
● Motivational speakers (Gatsby 1,2,3,5)
● Targeted motivational speakers ie challenging stereotypes / SEND (Gatsby 1,2,3,4,5)
● CV / job application preparation (Gatsby 1,2, 3,4,5)
● Curriculum mapping (Gatsby 1,2,3,4)

SEND and other vulnerable groups

All CEIAG opportunities are fully inclusive and are designed to engage with all students. However embedded within our programme are additional events / activities to support our students with SEND such :

● A series of 1 - 1 interviews , parents invited, support assistant available (Gatsby 1,3)
● Preparing for the world of work workshops (Gatsby 1,2,3)
● Focused enterprise activity sessions (Gatsby 1,2,3,4)
● Structured mock interviews (Gatsby 1,2,3, 5,7)
● Supported work experience (Gatsby 1,2,3,5,6)
● Appropriate KS4 pathways available in curriculum (Gatsby 1,3,4)
● Work shadowing (Gatsby 1,2,3,5,6)
● Partnerships with employers with a diverse workforce (Gatsby 1,3, 5)
● Careers Advisor present at EHCP annual review in KS4 (Gatsby 1,3,8)

Staff

- Annual update on LMI **(Gatsby 1,3,4,5)**
- Annual feedback on Compass **(Gatsby 1)**
- Directed time to develop CEIAG in the curriculum **(Gatsby 1,2,3,4,5,7)**
- PSHCE curriculum review **(Gatsby 1,2,3,4)**

Impact Measuring the impact of our CEIAG programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all-all learners entering FE
- Tracking of Compass over time
- Reduced NEET figures over time - i.e **NEET Figures (Not in Education, Employment or Training)**
- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance/reduction in PA over time
- Increase in progress/attainment over time
- Progress in specific career skills over time for all learners
- Employer/Volunteer/FE Destination engagement increases over time

Destination Data - N/A N/A Co-op Brierley have had their first year 11 students in 26/27 academic year

Useful websites

Links to various FE colleges

Leeds City College Future Pathways https://leedscitycollege.ac.uk/schools/future-pathways/

Leeds City College Joseph Priestley https://leedscitycollege.ac.uk/campuses/joseph-priestley-centre-beeston/

Leeds City College The Vine https://leedscitycollege.ac.uk/campuses/the-vine/

Swarthmore College - https://www.swarthmore.org.uk/

Camphill College- https://camphill.ac.uk

Nacro- https://www.nacro.org.uk/nacro-services/nacro-education/nacro-education-leeds/

The Vine- https://leedscitycollege.ac.uk/campuses/the-vine/

Pinc College- https://pinccollege.co.uk/yorkshire-creative-learning-studios/

Lighthouse Future Trust- https://lighthousefuturestrust.org.uk/

Leeds College of Building- https://www.lcb.ac.uk/find-a-course/16-18-school-leavers-courses/bridge-builder-programme/

Henshaws College-https://www.henshaws.org.uk/specialist-college/

Apprenticeships

https://www.gov.uk/apply-apprenticeship

https://www.ucas.com/apprenticeships-in-the-uk

https://www.apprenticeships.gov.uk/

https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships

https://allaboutapprenticeships.co.uk/

https://amazingapprenticeships.com/

https://careerfinder.ucas.com/jobs/apprenticeship/

Careers Games

https://panjango.com/pages/panjango-online

https://icould.com/buzz-quiz/

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal

Online platforms

www.startprofile.com

www.unifrog.org

www.cascaid.co.uk/xello/

www.grofar.com

Labour Market Information (LMI)

https://leeds.startprofile.com/page/industries

Leeds

https://www.the-lep.com/research-and-publications/research-publications-archive/leeds-city-region-labour-market-information-report-20182019/

Futuregoals.co.uk

Provide career inspiration to help you make those important next steps to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region. https://futuregoals.co.uk/careerstarters/ Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

www.futuregoals.co.uk/remote

FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!" -

Other

https://nationalcareers.service.gov.uk/ (provides information, advice and guidance to help you make decisions on learning, training and work)

https://www.careersbox.co.uk/ (A great source of up to the minute job profile films)

https://icould.com/ (Career videos to find out about a wide range of careers and opportunities. Take the Buzz Quiz – it's great fun!)

https://www.gov.uk/government/publications/careers-of-the-future (what does the future hold!)

https://successatschool.org/

Success at School is the place for young people to explore careers, get the lowdown on top employers, and search for the latest jobs, courses and advice. Get career smart and Register today! Success at school have highlighted some of the different careers that are helping us through the current crisis.

https://www.notgoingtouni.co.uk/ (opportunities if you decide university is not for you)

https://uk.job-applications.com/ (has useful videos, demonstrating how to complete the online applications for many top companies in the UK, as well as providing detailed information on salaries and interviews. Applications forms can be printed off directly from this site.)

http://www.talkingjobs.net/ (An online video player that delivers a series of career case studies)

https://www.skillsbuilder.org/homelearning

Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

https://www.thewowshow.org/students/

The WOW Show (World of Work) - The WOW Show is a live online channel creating real-life encounters with the world of work to inspire young people about their futures. Have a look at some of the recordings and find out about any careers you are considering for your future.

https://fledglink.com/

This free app for students aged 13+ allows students to complete a digital CV and matches them with jobs, apprenticeships and other suitable opportunities.

https://www.speakersforschools.org/experience-2/vwex/

Speakers for schools - virtual work experiences Working with over 50 leading employers across industries, this offers students the chance to apply for interactive, high impact placements, through a safeguarded application portal and platform. During placements, students interact with employers, complete real work projects and work together to gain industry insights and skills.

https://www.healthcareers.nhs.uk/

Careers in Health Professions – Make a difference with a career in health. Get all the information you need to take the next step in your career. Health professions have been highlighted during the Coronavirus pandemic and demand is expected to increase. There are hundreds of types of careers in health available so it is definitely worth consideration. The NHS employs around 1.5 million people and there are over 350 roles to choose from, not just a doctor or a nurse! You can see a list of the careers available here: stepintothenhs.nhs.uk/careers and you can compare the many varied careers available here: healthcareers.nhs.uk/explore-roles/compare-roles

Parents

https://targetcareers.co.uk/parents-and-teachers

https://careerready.org.uk/parents

https://www.careeralchemy.co.uk/choosing-career-paths.html