



Co-op Academy
Brierley

Co-op Academy Brierley CEIAG Programme

2025-2026

Approved by: Date :	Last reviewed on: 30/09/2025	Next review due by:
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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 (May 2025) 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 2025 (linked to BM)	CDI intended learning outcomes
Foundation	All About Me – self-identity, emotions, feelings, family trees (led by class teacher) Exploring Jobs – role-play with uniforms (doctors, builders, firefighters)	Focus on early communication, social interaction, and understanding roles in the community.

	Basic Independence Skills – dressing, tidying, routines, simple communication activities (Gatsby 1,2,3,4,5,6)	
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)	Learners develop communication and independence; hands-on, playful activities.
Semi-Formal	STEM Activities – problem-solving and teamwork (led by class teacher) Personal Hygiene – washing hands, brushing teeth, dressing appropriately (Gatsby 1,2,3,4,5,6)	Focus on practical life skills and social interaction; building confidence in routines.
Formal	Goal Setting & Aspirations – creating simple targets, discussing interests and jobs (led by class teacher) Professional Skills – manners, turn-taking, basic interview role-play (Gatsby 1,3,8) Enterprise Fair (Gatsby 3,8)	-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 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 2026 (linked to BM)	CDI intended learning outcomes
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Foundation	<ul style="list-style-type: none"> - Thematic Role Play: “Seaside Café” / “Ice Cream Shop” (Gatsby 1,2,3). - Visitor: lifeguard or local RNLI rep (Gatsby 2,5). - Mini Enterprise Day – selling ice cream cones / crafts (Gatsby 1,3,4,5). - Community Walk – noticing workers helping us in summer events (Gatsby 1,2,4). - Class Assembly – “When I Grow Up” (Gatsby 1,3). - World of Work week activities (Gatsby 1,3,4). 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Local Community Walk to identify jobs in parks and shops (Gatsby 1,2,4). - Guest Visitor: Park ranger / gardener / animal keeper (Gatsby 2,5). - Career Safari Day (nature theme) (Gatsby 1,3,5,7). - Thematic PSHE – “Helping Hands” week (Gatsby 1,2,3). - National Careers Week cross-curricular tasks linked to “Secret Garden” – pupils make “My Dream Job Garden” collage. - World of Work week activities (Gatsby 1,3,4). 	<ul style="list-style-type: none"> - Understand that different people have different jobs that help others. - Begin to identify roles within the community and express preferences for jobs/activities. - Develop teamwork and social interaction through cooperative tasks.
Semi-Formal	<ul style="list-style-type: none"> - Thematic Animal Care Workshop / Pet Visit (vet, groomer, guide dog trainer) (Gatsby 1,2,5,6). - Friendship & Responsibility Week: Linked to PSHE and “Meesha Makes Friends” (Gatsby 1,2,3). - FE / Vocational Taster Visit – Leeds City College Animal Care Dept (Gatsby 1,3,7). - Career Safari Day – People Who Help Animals (Gatsby 1,3,5). - National Careers Week classroom activities: learners match animals to jobs. - World of Work week activities (Gatsby 1,3,4). 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Visit to Local Transport Hub (Leeds Train Station / First Bus Depot) (Gatsby 1,3,5,6). 	<ul style="list-style-type: none"> - Identify personal skills and qualities linked to future career goals.

	<ul style="list-style-type: none"> - Industry Insight Day – logistics & travel (Gatsby 1,2,5,6). - FE College Visit – Transport & Mechanics Dept (Gatsby 1,3,7). - LMI (Labour Market Info) Assembly – jobs in transport (Gatsby 1,2,4). - 1:1 Careers Advisor Interviews (Gatsby 1,3,8). - Mock Interviews / CV Preparation (Gatsby 1,3,5). - Workplace Visits for targeted pupils (Gatsby 1,2,5,6) - World of Work week activities (Gatsby 1,3,4). 	<ul style="list-style-type: none"> - Explore a range of transport, travel, and logistics careers. - Understand workplace expectations and begin to engage with work-related learning. - Reflect on own aspirations.
Additional provision for targeted groups		<ul style="list-style-type: none"> -Enhanced sensory experiences in the garden/outdoor provision. -Targeted SALT-supported communication during role play and story sessions (“What the Ladybird Heard”). -Visual job symbols for key job roles. - Additional support in small groups for social interaction (Attention Autism) - Targeted 1:1 guidance sessions - Supported travel training (with EHCP prep for adulthood link).
Staff		

Pathway	Summer Term 2026 (linked to BM)	CDI intended learning outcomes
Foundation	- Thematic Role Play: “Seaside Café” / “Ice Cream Shop”	- Begin to recognise that people have different jobs that

	<p>(Gatsby 1,2,3).</p> <ul style="list-style-type: none"> - Visitor: lifeguard or local RNLI rep (Gatsby 2,5). - Community Walk – noticing workers helping us in summer events (Gatsby 1,2,4). - Class Assembly – “When I Grow Up” (Gatsby 1,3) - Transition Preparation – new class/job roles for next year (Gatsby 1,3,8). 	<p>contribute to special events (e.g. baker, chef, entertainer, lifeguard).</p> <ul style="list-style-type: none"> - Show curiosity about the wider world of work through celebration and play. - Talk about what they enjoy doing and how it helps others.
Informal	<ul style="list-style-type: none"> - Careers Safari – “Jobs in the Sun” (lifeguard, pilot, chef, cleaner) (Gatsby 1,2,3,5). - Visitor: local business owner / café worker (Gatsby 2,5). - Classroom project: create a “Holiday Helpers” poster showing community jobs (Gatsby 1,3). - Transition Preparation – new class/job roles for next year (Gatsby 1,3,8). 	<ul style="list-style-type: none"> - Identify different types of work linked to events and places they visit. - Express personal likes/dislikes about activities that could be jobs.
Semi-Formal	<ul style="list-style-type: none"> - Community Project: e.g., litter pick / garden tidy (Gatsby 1,2,3,5). - In-School Work Experience Week – class jobs, task rotations (Gatsby 1,3,5,6). - Local Employer Visit: refuse collector, postal service, shop manager (Gatsby 2,5). - Transition Preparation – new class/job roles for next year (Gatsby 1,3,8). 	<ul style="list-style-type: none"> - 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.
Formal	<ul style="list-style-type: none"> - Work Experience Review Week (Gatsby 1,5,6). - Mock Interview Day with external partners (Gatsby 1,3,5). - Community Project: volunteering (park clean-up, café support) (Gatsby 1,2,5,6). - 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). 	<ul style="list-style-type: none"> - 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.

	- Parent/Carer Careers Information (Gatsby 1,2,7,8).	
Additional provision for targeted groups		<ul style="list-style-type: none"> - Personalised visual supports for recognising people in different jobs. - Sensory-based exploration of seaside and celebration roles (e.g. cooking, cleaning, safety). - Targeted 1:1 careers guidance sessions (transition planning). - Extended work experience placements (transport, hospitality, retail). - Supported transition sessions with FE/college providers.
Staff		

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 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 did not have any Year 11 students in the academic year 2023/24 we do not envisage to have any

Year 11s on role until 2026/27

Useful websites

Links to various FE colleges

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://lighthousefuturetrust.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://www.lmiforall.org.uk/>

Leeds

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

[Futuregoals.co.uk](https://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: stepintothenhhs.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>