

# CEIAG CURRICULUM STRUCTURE AND HANDBOOK



September 2026

## Introduction

At Northgate Academy, Careers Education, Information, Advice and Guidance (CEIAG) is not viewed as a standalone programme. It is a fundamental component of the school's wider **Preparation for Adulthood (PfA) curriculum**, supporting our commitment to ensuring that every young person develops the knowledge, skills, confidence and aspirations required to lead a successful, fulfilling and independent adult life. The CEIAG curriculum has therefore been deliberately designed as the **Employment Strand of our Preparation for Adulthood framework**, whilst making a significant contribution to the remaining PfA outcomes of Independent Living, Community Inclusion, and Health and Wellbeing.

A defining feature of the Northgate Academy CEIAG curriculum is the explicit teaching and development of **Industry Behaviours**. We recognise that successful employment is not achieved through qualifications alone. Employers consistently value the personal qualities, attitudes and professional behaviours that enable individuals to thrive in education, training and the workplace. Therefore, from Year 7 onwards, pupils are explicitly taught and given opportunities to practise key industry behaviours including communication, teamwork, resilience, reliability, problem-solving, organisation, professionalism, adaptability, self-advocacy and independence. These behaviours form a continuous thread throughout the curriculum and are revisited, reinforced and applied within careers lessons, enterprise activities, employer encounters, work experience and Preparation for Adulthood learning. This ensures that pupils not only understand career pathways but also develop the behaviours required to successfully access and sustain them.

This curriculum reflects Northgate Academy's vision that all learners, regardless of need, background or starting point, should have access to ambitious opportunities, high-quality careers education and meaningful experiences that prepare them for their next steps. Through a carefully sequenced programme of learning, employer engagement, workplace experiences, provider encounters, financial education, guidance and transition planning, pupils are supported to understand themselves, explore future possibilities, develop employability skills, demonstrate positive industry behaviours and make informed decisions about their futures.

The curriculum follows a clear five-year progression model:

**Explore → Discover → Choose → Experience → Transition**

This journey begins in Year 7 with self-awareness, aspirations, industry behaviours and an introduction to the world of work, before broadening pupils' understanding of opportunities, pathways and industries in Years 8 and 9. In Years 10 and 11, the curriculum focuses increasingly on workplace readiness, employability, industry-standard expectations, destination planning and successful transition into further education, employment, apprenticeships, supported internships or vocational pathways. Each stage builds systematically upon prior learning, enabling pupils to develop increasingly sophisticated knowledge, skills, behaviours and experiences over time.

The curriculum is underpinned by the four recognised Preparation for Adulthood outcomes:

## Employment

Developing aspirations, career awareness, industry behaviours, employability skills, workplace readiness, occupational understanding and successful progression pathways.

## Independent Living

Developing financial literacy, decision-making, organisation, personal responsibility, planning and the practical skills required for adulthood.

## Community Inclusion

Promoting employer engagement, enterprise, citizenship, equality, diversity, volunteering opportunities and participation within the wider community.

## Health and Wellbeing

Building resilience, confidence, self-advocacy, emotional literacy, self-awareness and the ability to manage change and transitions successfully.

These themes, together with the development of Industry Behaviours, act as the curriculum's golden threads and are revisited annually, ensuring that learning is progressive, connected and purposeful. As a result, careers education becomes an integral part of everyday school life rather than a series of isolated events. Pupils are supported to understand not only **what they want to do**, but also **how they need to behave, communicate and contribute in order to succeed within their chosen pathway**.

The curriculum has been designed in alignment with Northgate Academy's **Strong Standard Practice Framework**, ensuring that delivery reflects the academy's expectations for inclusion, communication, independence, safeguarding, personal development and high aspirations for all learners. Lessons are structured to promote engagement, build vocabulary, support communication, develop self-advocacy and provide appropriate challenge whilst maintaining the reasonable adjustments required to meet individual needs. The curriculum's focus on Industry Behaviours directly supports the academy's expectations relating to independence, communication, personal responsibility, preparation for adulthood and positive participation within the wider community.

This framework ensures compliance with all current statutory and national expectations, including:

- Gatsby Benchmarks 1-8
- Careers Statutory Guidance
- Provider Access Legislation (Baker Clause)
- SEND Code of Practice (0-25)
- Children and Families Act 2014
- Equality Act 2010
- Ofsted Education Inspection Framework
- Compass+ reporting and evidence requirements
- Preparation for Adulthood guidance and outcomes.

Throughout their journey, pupils engage with employers, training providers, colleges, universities, apprenticeship organisations and community partners. Structured encounters, visits, enterprise activities, careers fairs, work experience, mock interviews and personal guidance interviews ensure that learners encounter the full range of education, training and employment opportunities available to them. Equally, these experiences provide authentic opportunities for pupils to develop and demonstrate the industry behaviours expected within real workplaces and adult environments.

The impact of the curriculum is measured through learner voice, destination outcomes, work experience evaluations, employer feedback, careers guidance records, Compass+ evidence, Gatsby Benchmark achievement, Preparation for Adulthood outcomes and pupils' development of employability and industry behaviours. Together, these measures enable leaders, governors, parents and external stakeholders to evaluate the quality, effectiveness and long-term impact of the school's careers provision.

Ultimately, this curriculum provides far more than careers education. It provides a structured route towards adulthood. By the time pupils leave Northgate Academy, they will have developed a secure understanding of themselves, an awareness of the opportunities available to them, the industry behaviours employers value, the skills required for adult life and the confidence to progress successfully into their chosen destination. The curriculum therefore serves as a key driver in achieving the academy's overarching aim: **to prepare every learner for a successful, meaningful and independent adult life.**

## The Curriculum

### Years 7-11

Explore • Discover • Choose • Experience • Transition

# 1. CURRICULUM VISION

The Careers Education, Information, Advice and Guidance (CEIAG) curriculum is a central component of the academy's Preparation for Adulthood framework.

It is designed to ensure that every learner develops:

- Self-understanding.
- Knowledge of career opportunities.
- Understanding of the labour market.
- Employability and enterprise skills.
- Independence and resilience.
- Workplace readiness.
- Decision-making skills.
- Destination awareness.
- Successful transition skills.

The curriculum prepares learners for:

- Further Education
- Sixth Form
- Apprenticeships
- Supported Internships
- Supported Employment
- Traineeships
- Vocational Qualifications
- NCFE Occupational Studies
- Sustainable Employment
- Independent Adult Life

The curriculum follows a progressive five-year journey:

| Year | Theme      | Core Question                          |
|------|------------|----------------------------------------|
| 7    | Explore    | Who am I?                              |
| 8    | Discover   | What opportunities exist?              |
| 9    | Choose     | What pathway is right for me?          |
| 10   | Experience | What is the world of work really like? |
| 11   | Transition | What happens next?                     |

This framework is deliberately sequenced so that knowledge, skills, behaviours and experiences build cumulatively over time.

## 2. CURRICULUM INTENT

The curriculum is built around four strategic drivers.

### KNOW ME

Students develop:

- Self-awareness
- Confidence
- Aspirations
- Interests
- Strengths
- Self-advocacy

### UNDERSTAND THE WORLD

Students learn about:

- Labour market information
- Economic change
- Growth industries
- Future jobs
- Green industries
- Artificial Intelligence
- Employment sectors

### BUILD MY FUTURE

Students develop:

- Enterprise
- Employability
- Leadership
- Teamwork
- Communication
- Problem solving
- Professional conduct

### PREPARE FOR ADULTHOOD

Students develop:

- Independence

- Financial awareness
- Decision making
- Planning skills
- Transition readiness

### 3. PREPARATION FOR ADULTHOOD ALIGNMENT

Every aspect of CEIAG contributes directly to one or more PfA outcomes.

| <b>PfA Outcome</b>  | <b>CEIAG Contribution</b>                                                                                 |
|---------------------|-----------------------------------------------------------------------------------------------------------|
| Employment          | Careers education, workplace encounters, employability development, work experience, destination planning |
| Independent Living  | Financial literacy, banking, budgeting, taxation, organisation                                            |
| Community Inclusion | Enterprise, volunteering, employer engagement, citizenship                                                |
| Health & Wellbeing  | Resilience, confidence, self-advocacy, managing change                                                    |

### 4. GOLDEN THREADS

These themes are revisited every year and become progressively more challenging.

#### Employment

- Aspirations
- Employability
- Future pathways
- Work readiness
- Destination planning

#### Independent Living

- Financial literacy
- Organisation
- Travel awareness
- Budgeting
- Personal responsibility

## Community Inclusion

- Equality
- Enterprise
- Citizenship
- Employer engagement
- Volunteering

## Health and Wellbeing

- Resilience
- Confidence
- Growth mindset
- Self-advocacy
- Managing transition

## 5. BIG QUESTIONS PROGRESSION

| Year | Key Questions                                         |
|------|-------------------------------------------------------|
| 7    | Who am I? What are my strengths? Why do people work?  |
| 8    | What opportunities exist? What careers interest me?   |
| 9    | How do my choices influence my future?                |
| 10   | How do employers recruit? What skills do I need?      |
| 11   | What destination is right for me? How do I secure it? |

These questions drive curriculum content, assessment and reflection.

## 6. FIVE-YEAR CURRICULUM MAP

### YEAR 7 | EXPLORE

#### Intent

Develop self-awareness, aspirations and an understanding that opportunities exist for everyone.

| Session | Learning Focus                 | Gatsby | PfA        |
|---------|--------------------------------|--------|------------|
| T1      | Self-Awareness and Aspirations | 1,3    | Employment |

|     |                                     |     |            |
|-----|-------------------------------------|-----|------------|
| T2  | What Is Work?                       | 2   | Employment |
| DD1 | Successful Secondary Student        | 3   | Wellbeing  |
| T3  | Careers Across Subjects             | 4   | Employment |
| T4  | Equality, Diversity and Opportunity | 3   | Community  |
| DD2 | Enterprise Challenge                | 5,6 | Employment |
| T5  | Green Careers                       | 2   | Employment |
| T6  | Goal Setting                        | 3   | Wellbeing  |

## Experiences

- Alumni speaker
- Local employers
- National Careers Week
- Careers assemblies

## Vocabulary

Ambition, aspiration, skill, employer, employee, workplace, career, qualification, sector, stereotype.

# YEAR 8 | DISCOVER

## Intent

Broaden horizons and introduce future opportunities.

| Session | Learning Focus             | Gatsby | PfA        |
|---------|----------------------------|--------|------------|
| T1      | Career Sectors             | 2      | Employment |
| T2      | Local Labour Market        | 2      | Employment |
| DD1     | Workplace Encounters       | 5,6    | Community  |
| T3      | Careers and Curriculum     | 4      | Employment |
| T4      | Higher Education Awareness | 7      | Employment |
| DD2     | Entrepreneurship           | 5      | Employment |
| T5      | AI and Digital Careers     | 2      | Employment |
| T6      | Reflection and Planning    | 3      | Wellbeing  |

## Experiences

- University visit

- STEM employer encounter
- Apprenticeship ambassador
- Workplace workshop

## Vocabulary

Pathway, university, apprentice, labour market, innovation, automation, progression.

## YEAR 9 | CHOOSE

### Intent

Support informed qualification and pathway choices.

| Session | Learning Focus             | Gatsby | PfA        |
|---------|----------------------------|--------|------------|
| T1      | Careers and Options        | 3      | Employment |
| T2      | Labour Market Trends       | 2      | Employment |
| DD1     | Workplace Readiness        | 6      | Employment |
| T3      | Equality and Inclusion     | 3      | Community  |
| T4      | FE, HE and Apprenticeships | 7      | Employment |
| DD2     | Careers Fair               | 5,7    | Employment |
| T5      | Employability Skills       | 5      | Employment |
| T6      | Personal Action Planning   | 3      | Wellbeing  |

### Experiences

- Options interview
- Careers fair
- Provider marketplace
- Apprenticeship encounters

## Vocabulary

GCSE, employability, progression, destination, provider, T Level, transferable skills.

## YEAR 10 | EXPERIENCE

### Intent

Develop workplace skills and destination readiness.

| Session | Learning Focus                       | Gatsby | PfA                |
|---------|--------------------------------------|--------|--------------------|
| T1      | Post-16 Routes                       | 7      | Employment         |
| T2      | Earnings and Career Progression      | 2      | Independent Living |
| DD1     | Work Experience Preparation          | 6      | Employment         |
| T3      | CVs and Applications                 | 5      | Employment         |
| T4      | Apprenticeships and Technical Routes | 7      | Employment         |
| DD2     | Work Experience Week                 | 6      | Employment         |
| T5      | Financial Literacy                   | 3      | Independent Living |
| T6      | Careers Review                       | 8      | Employment         |

### Experiences

- Work experience
- Employer mentoring
- Industry challenge project
- Mock interview

### Vocabulary

CV, networking, recruitment, interview, professionalism, tax, payslip, National Insurance.

## YEAR 11 | TRANSITION

### Intent

Secure positive destinations and successful transition into adulthood.

| Session | Learning Focus       | Gatsby | PfA        |
|---------|----------------------|--------|------------|
| T1      | Post-16 Applications | 7      | Employment |
| T2      | Destination Planning | 8      | Employment |
| DD1     | Provider Marketplace | 7      | Employment |

|     |                                 |   |            |
|-----|---------------------------------|---|------------|
| T3  | Recruitment Processes           | 5 | Employment |
| T4  | Technical and Employment Routes | 7 | Employment |
| DD2 | Mock Interview Day              | 5 | Employment |
| T5  | Personal Guidance               | 8 | Employment |
| T6  | Transition Preparation          | 8 | Employment |

## Experiences

- College visits
- Careers interviews
- Apprenticeship events
- Transition workshops

## Vocabulary

Transition, enrolment, assessment centre, destination, apprenticeship standard, progression route.

# 7. DEVELOPMENT DAY Overview

| Development Day | Focus                                            |
|-----------------|--------------------------------------------------|
| Autumn          | Employability, aspirations, employer engagement  |
| Spring          | Enterprise, financial literacy, entrepreneurship |
| Summer          | Reflection, transitions, workplace readiness     |

# 8. EMPLOYER, PROVIDER AND WORKPLACE ENTITLEMENT

Every learner will experience:

## Employer Encounters

Minimum one meaningful encounter annually.

## Provider Encounters

Minimum two encounters annually from Year 8 onward.

## Workplace Encounters

- Workplace visits
- Employer projects
- Industry challenges
- Work experience

## Personal Guidance

- Year 9 Interview
- Year 10 Review Interview
- Year 11 Guidance Interview

This exceeds minimum statutory expectations.

# 9. CAREERS ACROSS THE CURRICULUM

| Subject     | Linked Careers                            |
|-------------|-------------------------------------------|
| English     | Journalism, Law, Marketing                |
| Mathematics | Finance, Data Science, Engineering        |
| Science     | Medicine, NHS, Research                   |
| Geography   | Sustainability, Environmental Planning    |
| History     | Heritage, Research, Archives, Law         |
| RE          | Social Care, Community Support            |
| MFL         | Tourism, International Business           |
| Computing   | Cyber Security, AI, Software Development  |
| Art         | Design, Illustration, Creative Industries |
| Music       | Production, Events Management             |
| Drama       | Media, Communication                      |
| Technology  | Engineering, Manufacturing                |
| PE          | Physiotherapy, Sports Science             |

All departments explicitly identify career pathways, labour market links, employers and employability skills.

## 10. FINANCIAL LITERACY FRAMEWORK

| Year | Learning                                    |
|------|---------------------------------------------|
| 7    | Needs versus Wants                          |
| 8    | Budgeting and Saving                        |
| 9    | Banking and Money Management                |
| 10   | Tax, National Insurance and Payslips        |
| 11   | Rent, Utilities, Credit and Student Finance |

## 11. GREEN CAREERS FRAMEWORK

| Year | Learning                   |
|------|----------------------------|
| 7    | Sustainability Careers     |
| 8    | Green Industries           |
| 9    | Environmental Pathways     |
| 10   | Net Zero Economy           |
| 11   | Green Employability Skills |

## 12. AI AND FUTURE TECHNOLOGIES FRAMEWORK

| Year | Learning                   |
|------|----------------------------|
| 7    | What Is AI?                |
| 8    | Digital Careers            |
| 9    | Automation and Future Jobs |
| 10   | AI in Industry             |
| 11   | Workforce Readiness        |

## 13. SEND CAREERS PATHWAY

| Year | Careers Focus        | Annual Review Focus             |
|------|----------------------|---------------------------------|
| 7    | Aspirations Profile  | Transition into secondary phase |
| 8    | Employer Encounters  | Development of aspirations      |
| 9    | KS4 Planning         | Option and pathway planning     |
| 10   | Work Experience      | Post-16 preparation             |
| 11   | Destination Planning | Transition to next provider     |

Every EHCP review includes:

- Employment aspirations
- Career interests
- Independence
- Community participation
- Health and wellbeing
- Destination planning

## 14. NCFE OCCUPATIONAL STUDIES ALIGNMENT

The curriculum develops the same knowledge, behaviours and competencies expected within NCFE Occupational Studies Levels 1 and 2 taught at The Bee Hive (KS5).

| Occupational Skill     | Years 7-8  | Year 9              | Years 10-11           |
|------------------------|------------|---------------------|-----------------------|
| Communication          | Introduced | Developed           | Applied               |
| Teamwork               | Introduced | Practised           | Embedded              |
| Problem Solving        | Introduced | Developed           | Applied               |
| Reflection             | Introduced | Developed           | Independent           |
| Employability          | Awareness  | Workplace readiness | Workplace application |
| Professional Behaviour | Awareness  | Practice            | Mastery               |
| Health and Safety      | Awareness  | Understanding       | Application           |

## 15. ANNUAL CAREERS CALENDAR

| Month     | Activity                           |
|-----------|------------------------------------|
| September | Aspirations Launch                 |
| October   | Local Employer Month               |
| November  | University Awareness               |
| December  | Alumni Programme                   |
| January   | Labour Market Focus                |
| February  | National Apprenticeship Week       |
| March     | National Careers Week              |
| April     | Employer Encounters                |
| May       | Provider Encounters                |
| June      | Work Experience Programme          |
| July      | Destination Review and Celebration |

## 16. PARENT AND CARER ENGAGEMENT STRATEGY

Parents and carers receive:

- Careers newsletters
- Destination information
- Options guidance
- Work experience guidance
- Post-16 pathway guidance
- Careers evenings
- Apprenticeship information sessions

Parents are recognised as key influencers within destination planning.

## 17. EMPLOYER ENGAGEMENT STRATEGY

The school maintains partnerships with:

- Local employers
- National employers
- Training providers

- Colleges
- Universities
- Apprenticeship providers
- Alumni networks

Engagement includes:

- Guest speakers
- Mock interviews
- Mentoring
- Careers fairs
- Industry projects
- Work experience

## 18. NON-SPECIALIST DELIVERY MODEL

Every session contains:

1. Teaching script.
2. Key vocabulary.
3. Learning question.
4. Employer spotlight.
5. Careers case study.
6. Student activity.
7. Reflection activity.
8. Gatsby reference.
9. PfA reference.
10. Assessment opportunity.

Any member of staff can deliver the curriculum consistently.

## 19. RESOURCE DIRECTORY

### Labour Market Information

- LMI for All
- Local Skills Improvement Plans
- National Careers Service

## Apprenticeships

- Amazing Apprenticeships
- ASK Programme

## Careers Exploration

- Careerpilot
- Unifrog
- Success at School

## Higher Education

- UCAS
- Local Universities

## General CEIAG

- National Careers Week
- Careers and Enterprise Company Resources

# 20. COMPASS+ EVIDENCE FRAMEWORK

| Activity           | Compass+ Benchmark Evidence |
|--------------------|-----------------------------|
| Employer Encounter | Benchmark 5                 |
| Workplace Visit    | Benchmark 6                 |
| Provider Encounter | Benchmark 7                 |
| Careers Interview  | Benchmark 8                 |
| Careers Fair       | Benchmark 5 & 7             |
| Work Experience    | Benchmark 6                 |
| Student Reflection | Benchmark 3                 |

# 21. GOVERNANCE AND QUALITY ASSURANCE

## Careers Governor

Monitors:

- Gatsby progress
- Destination outcomes
- Employer engagement
- Provider access
- Annual review cycle

### Senior Leadership Team

Monitors:

- Curriculum implementation
- Impact measures
- Compliance

### Careers Leader and Careers Advisor

Responsible for:

- Compass+
- Annual action planning
- Quality assurance
- Employer engagement
- Destination tracking

## 22. COMPLIANCE MATRIX

| Framework             | Evidence                          |
|-----------------------|-----------------------------------|
| Gatsby Benchmark 1    | Stable careers programme          |
| Gatsby Benchmark 2    | Annual LMI curriculum             |
| Gatsby Benchmark 3    | SEND and individual support       |
| Gatsby Benchmark 4    | Careers across curriculum         |
| Gatsby Benchmark 5    | Employer encounters               |
| Gatsby Benchmark 6    | Workplace experiences             |
| Gatsby Benchmark 7    | Provider encounters               |
| Gatsby Benchmark 8    | Personal guidance                 |
| Baker Clause          | Provider access programme         |
| SEND Code of Practice | PfA careers pathway               |
| Equality Act 2010     | Equality and diversity curriculum |
| Ofsted Framework      | Personal development curriculum   |

|              |                                   |
|--------------|-----------------------------------|
| DfE Guidance | Sequenced CEIAG programme         |
| Compass+     | Evidence and monitoring framework |

## 23. Key Scrutiny Metrics

### Intent

A highly ambitious, carefully sequenced careers curriculum aligned to Preparation for Adulthood outcomes.

### Implementation

A structured programme of:

- Careers lessons
- Employer encounters
- Provider encounters
- Workplace experiences
- Work experience
- Guidance interviews
- Destination planning

### Impact

Students:

- Understand opportunities.
- Know their strengths.
- Make informed choices.
- Develop employability.
- Secure positive destinations.
- Are prepared for adult life.

## 24. IMPACT MEASURES

Success is evidenced through:

- Gatsby audit outcomes.
- Compass+ records.
- Student voice.
- Parent voice.
- Employer feedback.
- Destination data.
- Sustained destinations.
- Attendance.
- Work experience evaluations.
- Careers interview records.
- Annual governor reports.

## FINAL IMPACT STATEMENT

This CEIAG Curriculum Structure provides a fully integrated, evidence-informed and strategically sequenced framework that aligns Careers Education, Preparation for Adulthood, SEND aspirations, employer engagement, vocational learning, NCFE Occupational Studies preparation and destination planning. Through a carefully designed journey from **Explore** to **Transition**, every learner develops the knowledge, skills, behaviours, experiences and confidence required to succeed in employment, education, training and adult life. The framework fully aligns with national careers guidance, Gatsby Benchmarks, the SEND Code of Practice, the Baker Clause, Compass+, Equality legislation and the Ofsted Education Inspection Framework, providing a robust, ambitious and inspection-ready model of careers education.