

Thomas Estley Community College: CEIAG Strategy & Vision

June 2025

Careers at Thomas Estley Community College

Careers and Enterprise Information Advice and Guidance must be meaningful and effective, in line with the Gatsby Benchmarks. To meet the Gatsby Benchmarks, the aims and objectives of the provision must be set out for all to understand. Only then will all stakeholders including staff, students, parents and local businesses fully understand what is happening and why in order to gain buy-in to fully support our CEIAG provision.

The Vision, Aims and Objectives for CEIAG at Thomas Estley Community College is outlined below:

Vision:

At Thomas Estley, we believe in providing the best mix of support and challenge to help your child achieve their academic potential whilst maximising their wellbeing and growth as a young person, ready to tackle the complex and competitive world of further study and work.

To ensure all young people of Thomas Estley Community College are given sound Careers, Enterprise, Information, Advice and Guidance to improve life and work chances. Young people are exposed to the different sectors, occupations and organisations with future employment opportunities.

Aim: To give Careers Education, Enterprise, Information, Advice and Guidance to the young people of Thomas Estley Community College from Year 7 through to Year 11 to ensure that all students are in Education, Employment or Training Post-16 when they leave Thomas Estley Community College.

Objectives:

1. To provide meaningful encounters with business organisations (Gatsby Benchmark 5)
2. Embed CEIAG throughout the curriculum (Gatsby Benchmark 4)
3. Ensure every student leaving Thomas Estley Community College is in employment, education and/or training
4. To increase and develop CEIAG for all students; to support subject choice in preparation for their future career pathways (Gatsby Benchmarks 1-8)
5. Raise aspirations and capitalise on opportunities for our students, underpinned by the use of robust and up to date LMI (Labour Market Information) - (Gatsby Benchmark 2).

1. Addressing the needs of pupils

Thomas Estley Community College careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners.

Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on school's website.

Staff Training and Updates

The School's careers programme will ensure that all staff are kept up to date with all relevant information. This will include the following:

- A copy of the Careers Strategy annually
- Emails to share updates about local and national initiatives such as National Careers Week
- Monthly Email to share relevant local/national Labour Market Information (LMI) so that staff can have appropriate conversations with learners
- Annual review of the careers programme to be sent to SLT, Link Governor
- Development of a specific Careers Calendar showing local and national events and initiatives that staff can become involved with

The Careers Programme

The careers programme at Thomas Estley stretches across a student's time with us and is designed to excite and engage whilst also equipping them with the skills and knowledge needed to succeed beyond their GCSEs.

Much of the programme takes part through tutor time inputs each week, as well as targeted drop down and module days - the overview of the main careers tutor time programme can be found at the bottom of this page, for information, and follows the SDSA 'Careers in the Curriculum' programme, tailored to our local job market.

Other career-related activities and opportunities at Thomas Estley take place in the classroom in a variety of lessons.

Success Measures

The success of this strategy will be measured using a number of different indicators. Progress made against Government recognised Gatsby Indicators of quality CEIAG will be measured by the annual completion of the Compass Benchmarking Tool. This tool has been developed for the Careers and Enterprise Company and is available nationally to all schools. It provides feedback and information against a set of criteria as to what good CEIAG provision looks like, based on the research of the Gatsby Foundation. It is proposed that the impact of this strategy and CEIAG provision will additionally be measured using the success measures set out below. The success measures are Specific, Measurable, Achievable, Realistic and Time-bound (SMART).

Additional Impact Measures

1. Student Voice Questionnaire. Specifically, to measure the proportion of Students who feel confident that they have received good quality, impartial CEIAG whilst studying at Thomas Estley Community College.
2. The number of ex-students who are NEET after they leave Thomas Estley Community College.
3. An increase in both the mean and median responses to the CEIAG All Staff Questionnaire

2. Awareness raising and communication of the offer

Having defined the offer, a key activity is to communicate that offer to a range of audiences as set out below:

- a) Teachers and other school staff
- b) Students
- c) Parents
- d) Local Employers
- e) Other Stakeholders including Ofsted

Communication will use multiple channels. These include digital and social media channels that will evolve to ensure that the most recent trends and platforms are being utilised.

The first significant development in the communication of the CEIAG offer is the updated CEIAG webpage on the college website. This includes:

- The overall aims and objectives
- An explanation of what students can expect year by year
- Links to external resources and opportunities, including Labour Market Information
- The latest Apprenticeship vacancies and other vacancies
- The Provider Access Policy aimed at local employers, offering a route to engage with Thomas Estley Community College by contacting Careers Lead by email or phone.

The website will be updated at regular intervals. It is designed to be simple to update, with the structure easy to amend as required.

Further communication to all students and parents will include monthly career updates in parent and student communication.

CEIAG, including information on different vocational pathways will be given a wider focus at events such as the Careers Fair. High Level and Degree Apprenticeships will be actively promoted as a good option for students who wish to study A-Levels but who do not aspire to follow the more traditional full-time University pathway Post-18. However, University pathways will be actively promoted from Years 7-11.

A range of opportunities have been developed to engage with students and parents to explain the wide range of career and occupational opportunities available to them, and the various entry routes. These include;

- a) Year 11 Post-16 Parents' Information and Guidance Evening Talk by Careers Adviser (September/October).
- b) Careers/Provider Fair - Including attendance from Apprenticeship Ambassadors, National Citizen Service and HE Providers. (Annually September/October).
- c) Year 8 Parents information and Guidance Evening Talk by Careers Advisor (February)

3. Increase personal knowledge (and confidence) of staff to talk about jobs, career pathways and the links between curriculum and occupations.

In order to engage with young people and provide guidance to them on occupations, career possibilities and the links between their curriculum content and employment opportunities, staff must be equipped with the knowledge and confidence to do this effectively.

The Careers Leader at Thomas Estley Community College completed the Careers Leader Training Programme through CDI in June 2025 .

Without an understanding of the current knowledge and confidence levels of the current teaching workforce, it is difficult to design a programme of upskilling. An initial survey of all teaching and pastoral staff across the College was first conducted in Spring 2018 and in Spring 2023 and will be completed annually to better understand the current levels of understanding of staff on a number of issues including the relationship between specialist subject areas and occupational opportunities, and also routes into different careers. This baseline information will be used to design a CPD programme running throughout the year. Staff are also invited to complete the Compass questionnaire.

CPD will be carried out annually through the August teacher days.

4. Increase meaningful encounters with businesses

Thomas Estley Community College had traditionally offered Year 9 students the opportunity to attend a day at work with a parent known as 'Take your son/daughter to work day'. In light of the increasing value of work experience, this was increased to two days for Year 9 students from July 2018 onwards.

In order to increase the number of meaningful encounters with businesses, Thomas Estley Community College must initially increase the number of qualified, enthusiastic business contacts. This will be achieved using the following routes:

- Driving interest via an updated website page, with contact details via email / phone.
- Using the personal and family networks of our students
- Using the personal network of staff members more widely
- Linking with our LLEP Enterprise Adviser Network
- Contacting local businesses and employers by email / phone / face to face (in particular to recruit volunteers for the Business/Employer Mentoring Programme
- Frequently posting career involvement success on the Thomas Estley Facebook and LinkedIn sites.

Having increased the number of businesses able and willing to support Thomas Estley Community College, a number of new initiatives will be introduced to directly increase students' meaningful encounters with business. In order to minimise pressure on teaching time, it is anticipated that some of these will be extra-curricular / curriculum enhancement opportunities / research-based assignments set as homework, with a clear link to the progression of Living in the Wider World.

The number of encounters with business at Thomas Estley Community College is increasing and developing. Examples introduced include, talks delivered by local employers on Career Journeys and Opportunities, Alumni and Employer assemblies, and Mock Interviews for all students in Year 11. Further events will be added for all year groups as part of the implementation of this strategy. All events feature in the Thomas Estley Provider Access Policy, which can be located by employers and business on our College website.

5. Embed CEIAG in curriculum

In order to effectively embed CEIAG in curriculum and lesson plans, a whole school approach is required.

Staff must be initially be upskilled as set out above in Section 3. Having upskilled staff to a level where they understand more about different career pathways available to young people, and how their own subject area(s) relates to different occupations and careers, they will be better equipped to support the school to review and improve the embedding of CEIAG in curriculum.

Staff training sessions on CEIAG have been embedded in the Whole School CPD Calendar once per year, and we will continue to introduce the concept of embedding CEIAG and business exposure throughout all subject areas. Initial activity could focus on making the connections between subject areas and career choices to begin raising awareness in classrooms as an example. Year 11 Tutors receive targeted and personalised guidance for post-16 applications.

6. Evaluate impact, review progress and approach, and update the annual plan

Measures are set out alongside aims and objectives. Thomas Estley measures and assesses the impact of the careers programme on pupils by the following methods:

- **Gatsby Career Benchmarks & Compass Tracker:** Our Careers Programme is framed by the Gatsby Career Benchmarks to ensure the CEIAG Provision we provide our students, and continue to develop, is world class. We use the Compass Tracker annually to identify areas to improve our provision further. The Compass Benchmarking Tool for Thomas Estley Community College was last conducted in November 2021.

The Compass Benchmarking Tool will be completed termly to inform the development of the CEIAG Operational Plan for the following academic year. It should be noted that as the tool is further developed by the Careers and Enterprise Company the questions to be answered may evolve and not be identical year by year, however it is expected that the Gatsby Indicators will remain as the Government recognised indicators of good practice.

- **Ofsted Review:** In January 2019, our Ofsted report states that '*Leaders provide a comprehensive and well-planned careers programme that raises pupils' aspirations. Pupils receive appropriate guidance in each year group and are well informed. Year 11 pupils have clear plans for their next steps and value the support they receive to aid their decision making.*'

Ofsted 2024 - Pupils have access to information about colleges, apprenticeships and employers. They are well informed about their future choices. The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.



- **Published data:** The Department for Education publishes a range of data on pupil destinations at 16, including NEET data. We will compare our data to local and national schools. At Thomas Estley, our own tracking and monitoring system allows for more accurate data and collaboration between stakeholders.
- **Evaluating activities:** We evaluate the success of each activity and event by asking our students/staff for feedback on the impact it has had on them. Stakeholder voice is taken into

consideration when assessing and monitoring the impact of the careers programme on our students and changes are made where necessary.

Evaluation of wider impacts will be carried out on a rolling basis, dependent on the publication date of required data sets. These are published at various times throughout the academic year and will be used to adapt the current year's plan where required to inform the development of the following year's plan.

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool.

Gatsby Benchmark	% achieved in latest evaluation 	% achieved in previous evaluation	Indicator 
1 - A stable careers programme	100%	-%	→
2 - Learning from career and labour market information	100%	-%	→
3 - Addressing the needs of each pupil	90%	-%	→
4 - Linking curriculum learning to careers	100%	-%	→
5 - Encounters with employers and employees	100%	-%	→
6 - Experiences of workplaces	100%	-%	→
7 - Encounters with further and higher education	100%	-%	→
8 - Personal guidance	100%	-%	→

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks



Gatsby Benchmark	What this means....	What we do to meet this....
1. A stable careers programme	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>	<p>Careers programme has been developed and published on the school website.</p> <p>Careers related activities are planned for each year group and delivered through tutor time, drop down days and modules.</p> <p>Some activities include:</p> <ul style="list-style-type: none"> • Alumni assemblies • Group sessions with careers advisor in KS3. • University visits • Employer talks and workshop (RAF) • Focused support and guidance for with applications post year 11
2. Learning from careers and labour market information	<p>Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p> <p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>LMI information shared with students through tutor time and parent weekly bulletin</p> <p>Signposting to LMI on website</p> <p>Signposting in parent weekly update</p> <p>LLEP booklet shared with tutor groups and lesson/delivery options with tutors. Career video's shared in tutor time and some lessons.</p>
3. Addressing the needs of each student	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.</p>	<p>Careers programme provides 1-1 guidance for all students in year 10 and 11.</p> <p>Opportunities for targeted students in KS3 are available where it is felt that the support will be beneficial for students. This may include students from our vulnerable groups or those struggling to engage with school expectations</p> <p>Records of all meetings are kept centrally.</p>

<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p> <p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>This was highlighted through our compass audit and LLEP audit as an area for improvement last year. To address this we have:</p> <p>Introduced a tutor time programme for careers. This uses SDSA/LLEP resources and units have been selected based on an audit across curriculum areas using the CDI framework. The topic areas include pathways, team work, managing careers.</p> <p>Any additional gaps from the CDI framework for year 8 and 9 have been incorporated into our drop down days.</p> <p>We also identified that careers was not embedded in the curriculum subjects. To address this training was delivered to staff by the LLEP on the August Teacher Day and through Unifrog in September.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p> <p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p>	<p>Assemblies from RAF and BMS Aircon</p> <p>RAF/Navy/Army and PRP Civil Engineering attended our Careers/provider Fair</p> <p>RAF delivered STEM workshops during our Year 8 drop down day</p> <p>Jenno's presented to our year 10 Hospitality and Business students</p> <p>Our own IT technicians/manager speaking to our year 7 computing students</p>
<p>6. Experiences of workplaces</p>	<p>Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p> <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>Year 9 – work with parents – 2 days – July</p>
<p>7. Encounters with further and higher education</p>	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><i>* A 'meaningful' encounter is one in which the student has an opportunity to explore what</i></p>	<p>All year groups – NWSLC – assembly outlining options and pathways</p> <p>All year groups – 6th Form college assembly</p> <p>Independent training provider – Juniper – approached to provide information regarding an alternative option</p> <p>Year 11 – Careers/provider fair (22 providers attended)</p>

	<i>it's like to learn in that environment.</i>	Assemblies from 6 th Form providers
8. Personal guidance	<p>Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs. Every pupil should have at least one such interview by the age of 16.</p>	<p>Year 10 – 10-1 initial guidance meeting from Easter. All students.</p> <p>Year 11 – all students have a guidance meeting and follow up meetings if needed.</p> <p>Vulnerable groups monitored more closely and often have more meetings.</p>

Destination Data 2024

Leicestershire Local Authority Year 11 Student Destinations 2024

As at 1st November
2024

School attended in Year 11
C - Thomas Estley Community College



Thomas Estley Community College

Thomas Estley Community College		% of Total Pupils along Headline as at 1/11								Number of Pupils							
		2018	2019	2020	2021	2022	2023	2024	2018	2019	2020	2021	2022	2023	2024		
Education	86.7%																
Current situation not known	0.6%	Current situation not known	3.0%	1.1%		6.6%		0.6%	5	2		12			1		
		Education	88.9%	79.0%	93.2%	91.8%	92.9%	99.4%	86.7%	200	132	177	156	170	169	157	
Employment	12.2%	Employment	7.6%	15.6%	5.3%	7.1%	0.5%	12.2%	17	26	10	12	1		22		
NEET	0.6%	NEET	3.1%	1.8%	0.5%	1.2%		0.6%	0.6%	7	3	1	2		1	1	
		Training	0.4%	0.6%					1	1							
Training		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	225	167	190	170	183	170	181		

Leicestershire

		% of Total Pupils along Headline as at 1/11								Number of Pupils							
		2017	2018	2019	2020	2021	2022	2023	2024	2017	2018	2019	2020	2021	2022	2023	2024
Education	90.5%																
Current situation not known	5.0%	0.9%	1.0%	2.4%	1.6%	1.9%	2.4%	4.0%	5.0%	62	66	173	121	139	185	319	411
Employment	3.3%	89.4%	90.9%	90.5%	94.2%	93.1%	94.7%	93.0%	90.5%	6,269	6,314	6,603	7,020	6,965	7,232	7,387	7,373
NEET	1.0%	7.0%	5.6%	5.2%	3.4%	4.4%	2.5%	2.5%	3.3%	494	392	383	256	332	188	202	267
Training	0.1%	2.4%	2.1%	1.7%	0.7%	0.5%	0.4%	0.4%	1.0%	168	147	124	55	38	33	29	83
		0.3%	0.4%	0.2%		0.1%	0.0%	0.1%	0.1%	21	28	15		5	2	6	9
Grand Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	7,014	6,947	7,298	7,452	7,479	7,640	7,943	8,143