

Intent

Our CEIAG curriculum has been developed to help students choose progression routes that are appropriate for them so that they are able to manage their careers, sustain employability, achieve personal and economic wellbeing and be prepared for life in modern Britain.

Our whole school approach aims to provide effective, high-quality Careers Education, Information, Advice and Guidance to every student that attends our school. The careers curriculum has been developed in line with the DFE careers guidance strategy (2025) and supports the successful achievement of all eight Gatsby benchmarks. By providing educational activities, skills development opportunities and practical experiences, we believe that students can leave the school prepared for the next stage of their learning journey.

Aims

The CEIAG curriculum is designed to meet the needs of all students at Whalley Range 11-18 High School. We aim to ensure this:

- provides students with access to a range of activities that inspire and support them in the development of the character and confidence needed to build successful careers.
- actively encourages and inspires our students to take ownership of their career plans and to consider all options, so that they can select the best way forward for their interests, motivations, learning styles, abilities and aspirations.
- provides transparent, impartial, timely and accessible information on:-
 - careers education, information, advice and guidance
 - local and national education pathways
 - training opportunities
 - labour market opportunities
 - the development of employability skills
- offers high quality work experience that properly reflects individual student's studies and strengths, and supports the academic curriculum.
- offers students the opportunity to develop employability skills.
- widens access to advice on options available post-16 and post-18, including apprenticeships, entrepreneurialism and other vocational routes alongside the more traditional A levels and university route.
- provides students with face-to-face advice and guidance to build confidence and motivation.
- provides information to students about the financial support that may be available to help them stay in education post-16 and post-18.
- consciously works to prevent all forms of stereotyping in the advice and guidance provided to ensure that students of all backgrounds and diversity groups consider the widest possible range of careers.
- supports teachers to actively consider links between their subjects and future careers and to embed careers information into lessons and subjects.

Core Concepts

Employability Skills	Advice and Guidance
Employability skills are embedded across our personal development, behaviour and subject curriculums, providing students with ample and frequent opportunity to grow their skillset .	Students receive high quality, impartial guidance from careers and teaching professionals to allow them to make an informed choice for their future.
The World of Work	Career Aspiration
Over the course of their time at Whalley Range, students have the opportunity to visit and engage with a range of local and national employers, alongside completing a week of invaluable work experience.	A range of talks and experiences across their school life allow students to raise aspirations in search of their dream career.

The Gatsby Benchmarks Overview

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, 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.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student 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.
6. Experiences of workplaces	Every student 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 to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student 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.

By conducting termly reviews with our Enterprise Coordinator using the Careers and Enterprise Company's Compass Tool, we monitor and evaluate the success of our careers programme to ensure it is appropriate and effective. Liaising with an external enterprise advisor allows further development of our programme and the careers curriculum. Our latest Compass evaluation is summarised below.



By working towards tracking students' future destinations beyond their post-16 destination, we aim to ensure all benchmarks are fully achieved and maintained going forward.

The following table shows our most recent Compass results and our achievements in comparison to local and national context. We are proud that our assessment demonstrates the effectiveness of our work in this area and strive to continue this work.

Gatsby Benchmark	Your result	% schools fully achieving this Benchmark nationally	% schools fully achieving this Benchmark in Hubs	% schools fully achieving this Benchmark in Hub's area of coverage
			All Hub schools	Greater Manchester
1 - A stable careers programme	✓	68.2%	68.8%	64%
2 - Learning from careers and labour information	✓	84.7%	85.2%	85.4%
3 - Addressing the needs of each pupil	In progress - 90%	61%	61.3%	53.8%
4 - Linking curriculum learning to careers	✓	81.5%	81.9%	82.6%
5 - Encounters with employers and employees	✓	86.2%	86.5%	80.6%
6 - Experiences of workplaces	✓	73.1%	73.5%	71.7%
7 - Encounters with further and higher education	✓	59.1%	59.4%	64%
8 - Personal guidance	✓	77.8%	77.9%	82.2%

Strategic Objectives

Strategic Objective 1:

Ensure all students are provided access to a fully embedded careers education, advice, information and guidance programme

Benchmarks 1, 2, 4, 7 and 8

Year	Success Criteria	Actions
YearOne(2025-2026)	- A high-quality programme of age-specific Careers Education is in place through the personal development curriculum. - Student voice demonstrates that learners are excited about different jobs and can all name a range of careers and career pathways. - Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning.	- Implement the Careers Programme into the wholeschool PSHRE curriculum in KS3, KS4 and KS5. - CPD training for Learning Coaches to deliver the PSHRE sessions - Conducting staff and student voice to analyse the effectiveness of the programme. - Career Pathways are referenced in curriculum schemes of learning within each faculty, beginning with faculty careers weeks. - Updating the CEIAG area of school website and year group teams with the latest careers specific content.
YearTwo(2025-2026)	- A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates. - All faculties have developed a partnership with a local employer. - Learners are able to explain what the key employability skills are and they can demonstrate how they can use these skills in their future pathways. - In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so that learners can see links between learning and their future plan.	- Each faculty has a careers specific display in their area. - Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with faculties. - Staff have time at the start of the year and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date labour market information.

Strategic Objective 2:

To raise learner engagement with the Careers Programme and track progress of their participation.

Benchmarks 1, 2, 3 and 8

Year	Success Criteria	Actions
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YearOne(2025-2026)	- All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 13 having at least 1 appropriate and meaningful interaction with an employer at least once during the year. - All learners in Years 7 to 13 have created a profile on Unifrog to record their career pathway experiences. - All learners in Year 11 and Year 13 have a clear action plan for post-16 (and post-18) and that all learners are in some form of education, training or employment when leaving Whalley Range	- Launch of Unifrog with all students to record all individual/group careers engagements with staff CPD to show how to record and access the information. - Learners in Years 7 to 13 are using Unifrog to create their own profile. - Every year 11 and 13 learner has a 1:1 guidance interview with Careers Advisor which is monitored for quality and effectiveness. All 1:1 session to be recorded on Unifrog. - Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and students to be surveyed digitally. - Alumni to be invited to return to careers related events.
YearTwo(2025-2026)	- All careers activities will be recorded on Unifrog for each learner, with staff being able to access these records across the school. - All learners in Years 7 to 13 to have created a profile on Unifrog to record their own careers pathways experiences and to be regularly updating these throughout the year. - Year 11 students to have joined WRHS Alumni network and invited into school to inspire the next generation. - All learners have access to career and labour market information through PSHE lessons, employability lessons, school displays, MS Teams and website.	- Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. - Embed the use of UniFrog software to learners and staff - Staff training so that colleagues can use the Alumni database in order to invite former learners into school to support with events and in curriculum areas.

Strategic Objective 3:

Develop a network of employer partners and careers providers who can engage learners in developing their career pathways.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	Success Criteria	Actions
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YearOne(2025-2026)	- Each faculty to establish a link with a local business/employer and to have developed their own collaborative work to engage learners. - Each faculty to have invited relevant partners into school and into lessons to engage with learners. - Learners to have visited at least two further education providers by the end of their time at Whalley Range - Learners in Year 10 to have completed a work experience by the end of the academic year and obtained a meaningful experience of a workplace.	- Provide support and engage faculty leaders in building partnerships with local employers. - All Year 10 learners embark on a week-long work placement during the year and record the experience on UniFrog - Sixth form team to further link with universities outside of the city. - Annual Futures Fest where local businesses, training providers and further and higher education providers will engage with Year 10, 11, 12 and 13 learners. - Arrange with local colleges, training providers and Universities to visit school and/or learners to visit their sites to experience what they have to offer.
YearTwo(2025-2026)	- Each faculty to have established a link with a local business and expanded on their first year work with this employer. - All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. - All KS4 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. - All KS4 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways.	- All Year 10 students to complete work placement and record and reflect on this encounter in Unifrog - Sixth Form team to work on developing partnerships with universities outside of Manchester and arrange subject specific visits. - Visits and virtual events with further education, apprenticeship and training providers. - Expanding on the range of exhibitors at Annual Futures fest event.