



# CASE STUDY:

Tuxford Academy

National Careers Week

# NCW

 @CAREERSWEEK

# INSPIRING STUDENTS

Inspiring students to research a variety of careers by using the past career experiences of staff and encouraging staff to actively take ownership of CEIAG.



## SCHOOL/ORGANISATION

Tuxford Academy

## REGION OF THE UK

East Midlands

## TYPE OF SCHOOL/ORGANISATION

Secondary

## INTRODUCTION

A variety of staff at all levels, both teaching and support, were photographed holding a description of their past and current careers. The photographs were displayed around school and published on social media and students were encouraged to research information relating to the jobs.

## GATSBY BENCHMARKS



A Stable  
Careers  
Programme



Learning from  
Career &  
Labour Market  
Information



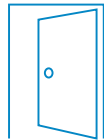
Addressing  
The Needs of  
Each Pupil



Linking  
Curriculum  
Learning  
to Careers



Encounters  
with Employers  
& Employees



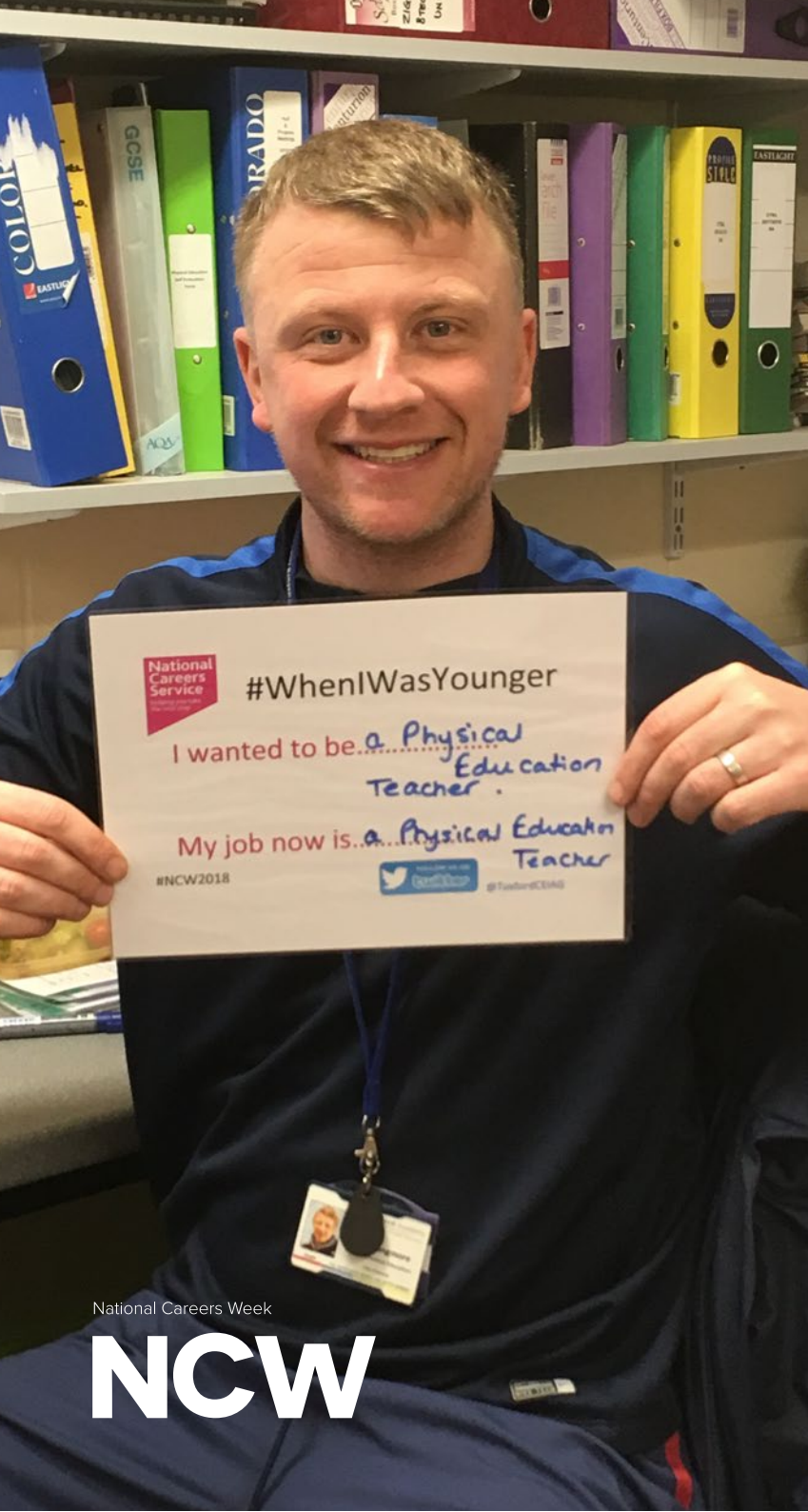
Experiences  
of Workplaces



Encounters  
with Further &  
Higher  
Education



Personal  
Guidance



## **i** OVERVIEW

A conscious decision was taken to use NCW2018 as a platform to encourage participation in CEIAG and to encourage more teaching and support staff. We want them to have the confidence to take ownership in CEIAG delivery across the curriculum. We hope that this will lead to more staff regularly including different aspects of CEIAG both in lessons and the wider school context. Staff were photographed holding a poster stating their current career and previous career aspirations. Students were encouraged to research these and, parents and carers were encouraged to participate by posting the photos on social media.

## CONTEXT

The activity was aimed at KS3, 4 and 5, although it could also be undertaken certainly with KS2 students and possibly with KS1.

## RESOURCES

5 x laminated copies of the NCW2018 #WhenIWasYoung poster, 1 x dry wipe white board pen, 1 x iPhone/camera, social media accounts, e.g. Twitter, Facebook, willing staff. Staff were approached in staff room to ask if they would be willing to participate, with no pressure being put on anyone. Permission to use photos was obtained at the time. Maximum impact from minimum energy was achieved with huge potential to develop the initiative further.

## BENEFITS

There are three main benefits. Firstly, students can be encouraged to research careers they may not even have heard of. By using career software, students can be tasked with interrogating LMI, both during curriculum/pastoral time and whilst at home. Secondly, staff are encouraged to participate in a fun and non-threatening way by relating to something they are familiar with, i.e. early career aspirations, thereby developing their confidence with CEIAG. Finally, by posting on social media, parents and carers are encouraged to participate in CEIAG with their children, further enhancing the holistic approach to CEIAG.

## ⚠ ISSUES

None encountered. On the contrary, a substantial number of staff have approached me since to ask if they can also participate. This has resulted in the project being extended indefinitely. Use of laminated posters and social media reduces associated costs considerably.

## 💡 EVALUATION

Although too early to fully evaluate the effectiveness of this initiative, early indications are that it has been well received by students, staff and parents/carers. This is evidenced by verbal comments in school and comments on social media. However, one thing can be said with absolute certainty, it really was fun for all concerned!

## ↻ UPDATES

“Miss, how do say Metallurgist?”

“When can you take my pic?”

“Have you noticed how many English teachers wanted to be English teachers?”

“Have I been walking round all day with my hair looking like that? Why didn’t someone tell me?”

“Aww, my eyes were closed, can you take another one?”

“Will there be photos up eventually of all the staff? I’ve found it really interesting to see what you all wanted to be before you were teachers?”

“Thank you. I can’t decide between two careers and you’ve helped me realise that I can change jobs in the future if I want to?”

## RELEVANT ARTICLES

NCW2018 resources #WhenIWasYounger poster

## SUPPORTING EVIDENCE

Please see @TuxfordCEIAG Twitter page and Tuxford Academy Facebook page where all photos are attached.

