



Careers Review and Strategy (July 2026 onwards)

The Statutory Guidance – May 2025

- <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>
- **Careers at the heart of education and leadership** (whole school approach, connectivity with strategic vision/plans and distinct responsibilities for leadership, careers leaders, advisers and governors).
- **Inclusion and impact for each and every young person** (tailoring programmes to needs, considering vulnerability, disadvantage and SEND).
- **Meaningful and varied encounters** (expanded definition of 'meaningful' in GBs 5, 6 & 7, Learning outcomes and need to review and reflect from encounters).
- **Focus on the use of information and data** (refocussed data collection to include aspirations and intended destinations).
- **Engagement of parents and carers** (embed parent /carer engagement into planning and provide with information to support their children).



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Careers 2025 - 26 (Intent and implementation - Summary)

1. Ensure compliance with DfE statutory guidance
 - Implement CIAG policy, review and modify
2. Develop Careers programme in line with Gatsby benchmarks / statutory guidance
 - Ensure programme is sustainable
 - Broaden provision into KS3 and widen the experience of lower year groups
 - Develop "Beyond Bernard's weeks as Career focus (x4) each year
 - Introduce a menu of Careers insight sessions for KS4 in elective or PSHE time
 - Develop provision for GB4 and consider models used in other local schools.
 - Re-establish relationships with NW Universities in line with GB7
3. Review Careers provision against Gatsby Benchmarks
 - Increase use of Compass+ - ensure all data for individual events / selected student groups is recorded
 - Meet at least once each year with CEC to review and evaluate provision

Review (Impact) – Summary / Areas for development

1. CIAG policy in place and reviewed in line with current DfE guidance – Website reviewed with CEC Hub - information added to the website.
2. Ongoing development of the Careers Programme, *need for consistency in Curriculum subjects and mapping of provision for GB4 – Careers lead to provide resources and CPD.*
 - *KS3 provision limited due to limitations of provision in PSHE, withdrawal of KS3 BMS programme due to funding and lack of opportunities / limitations of Curriculum time and physical space.*
 - *Careers in the Curriculum weeks varied success – inconsistency (mapping / recording provision to be developed or more prescriptive approach*
 - *Careers Insight sessions reduced due to limited opportunities / limited accommodation and MM being a Form teacher*
 - *Increased employer engagement and support at events such as Mock Interviews / Careers Fair. Need to work on engagement with curriculum (GB4)*
 - *More consistent programme in place at KS4 to support post 16 preparation including key events throughout year 10 and 11, supportive curriculum and individual guidance.*
 - *University links being redeveloped, Oxford / Cambridge University outreach KS4 for target students. Newcastle Outreach day for KS3 / 4. KS4 visit to Chester University. Outreach programmes being limited by Newcastle – potential new links with University of Cumbria*



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- *Lancaster University Discovery Programme (KS3) agreed and timetabled for Year 8 and 9 (70 students each year group)*
 - Usage of unifrog increased at KS4, *decreased at KS3 – to be addressed*
 - Work Experience. Full year group participation but limited opportunities in key sectors. *Need to further develop student ownership model*
3. Careers provision under review with GB4 and 7 identified as priority areas for development for this year.
- Upgrade to Compass + completed and meetings with CEC for review and evaluation of provision completed.
 - IDR review completed – 14 action points identified.



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Careers Strategy 2026 – 2028

Overriding Aims:

- To raise and support the aspirations of all students
- Maintain high quality CIAG for students (GB8) particularly disadvantaged and SEND.
- Consistently meet statutory obligations (in line with STATUTORY GUIDANCE – MAY 2025) including stable and up to date Careers Programme, up to date Careers information and meeting the Gatsby Benchmarks.
- To engage, enable and encourage active feedback from parents / students and employers. Refine monitoring and evaluation processes.
- Monitor intended and actual destinations of students (through Inspira)

26/27	Intent	Implementation	Impact
	To maintain high quality provision and ensure compliance with DfE guidance at KS3 and 4	- Review provision throughout year and amend accordingly	
	To review Careers curriculum in relation to timetable changes and develop a sustainable and more complete learning journey across KS3 and 4. <i>To ensure consistent and early Parental Engagement KS3 / 4</i>	- Construct a new learning journey for implementation in September '26 in line with timetable and lesson allocation / ICT allocation. Support with unifrog / ICT based homework opportunities - Share learning journey and expectations with appropriate staff (PD on inset) - Review process with selected students with aim of monitoring perception and impact - Lesson observations and informal drop ins - Share extra-curricular Careers programme with parents / carers - <i>Share careers programme and highlight opportunities for involvement with parents through regular Careers updates</i> - <i>Fully role out "Careers Conversations"</i> - <i>Review and calendar KS3 / 4 engagement opportunities with employers and FE providers in line with current expectations. Share calendar with parents</i>	



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	Maintain and develop (extra-curricular GB2/5/7) careers provision at KS3 and 4.	- Maintain and continue to develop events such as Mock Interviews etc... - Review live in school careers fair for years 9 - 11– levels of parental engagement. <i>Should it be expanded to year 7 and 8?</i> - Review KS3 provision for encounters with employers and FE - Increase number of insight talks for KS4 (based on student interest) - Work to meet expectation of 2025 Statutory Requirements at KS3 with regard to “meaningful encounters” - Develop modern work experience pilot programme (Early Years and NHS opportunities)	
	To embed Careers weeks in the school calendar with an emphasis on GB2 and 4), developing opportunities for linking curriculum learning and careers. Provide staff PSHE and resources to support.....	- Calendar careers weeks - Identify level of Careers education content in lessons – minimum standard moving towards expected standards - Careers lead to lead CPD for subject leads / class teachers focusing on GB4 and provision of high quality careers education and encounters in each subject area – <i>Identify and provide resources as required.</i> - Scrutiny of plans to ensure expectations are met - Sharing of good practice or simply be prescriptive..... - Map each subject’s proposed careers focus to for each Careers week - Student surveys and feedback	
	To continue to develop university links and opportunities. Ensure all students have access to encounters with Higher Education (GB7).	- Where possible further develop links with Universities (in school events / campus visits - Follow up links with Oxford / Cambridge Outreach programme (15 students) - Further develop links with University of Chester after recent visits (up to 70 students)	



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		- Explore links with University of Cumbria at KS3 and 4 including assemblies / presentations and campus visits - Begin the Lancaster University Discover Programme (Year 8 and 9 – 70 students each year)	
	Formalise links with alumni / tracking of destinations	- Careers Lead to work with Inspira to ensure up to date information and accurate tracking data - Use current information to begin process of establishing a data base of alumni - Be pro-active in encouraging alumni to support School	