

CAREERS EDUCATION – THE GATSBY BENCHMARKS

DEVELOPMENT PLAN 2025-2026

Benchmark 1. A stable careers programme

Objective	What we need to provide...	How we meet these
Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it. The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it. The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers to increase its impact	• Our whole school Careers Curriculum Intent and policy documents are on the website and in Staff Share and it has explicit backing from SLT • We offer a fulfilling careers curriculum which is continually being reviewed and updated and can be found on the school's website. • The Futures Adviser is available for 1:1 sessions with pupils in KS4 to discuss transition, look at colleges and specialist provision and other bespoke options. • There is termly communication with parents/carers and staff about career and employment opportunities and Post 16 options, in newsletters and on the website. • Work experience in Year 11 is a key focus either internally or externally depending on pupil's needs • A short taster of work experience is accessed in year 10 in the end of the spring or summer term • The work experience programme has a systematic evaluation from pupils and parents/carers • In order to develop aspirations and knowledge pupils will access careers fairs and guest employers. After each event pupils will complete a Meaningful Encounter feedback form.

Benchmark 2. Learning from career and labour market information

Objective	What we need to provide...	How we meet these
All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	• The school website is up to date with information for parents and children about careers and labour market information. • We provide current college prospectuses and source leaflets and posters showing a range of different employment sectors • Careers Lead to Introduce families and pupils to the National Careers Service to look at job profiles. • There are visits to local employers to explore job opportunities. • Access to the Reading careers fair. • We use connections with staff/friends/family to speak to pupils about experiences • National Careers Week in March will include whole school. • Feedback forms to be completed by staff and pupils

Benchmark 3. Addressing the needs of each pupil

Objective	What we need to provide...	How we meet these
Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations. Schools should keep systematic records of the participation of pupils in all aspects of their careers programme. For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme	• We have a comprehensive careers programme from KS2 through, KS3 to KS4 • All pupils complete the Future Skills Questionnaire which contributes to their Vocational Profile. This will be updated as the pupil moves through to KS4 • All our pupils have and EHCP, so our approach to support and opportunities is entirely adapted to meet the needs of each individual child in addition to the whole school careers programme. • We know the expected transition details for each pupil post Annual Review. • Leavers' data is entered onto Isams to enable P16 support and celebrations. • The Careers Lead tracks post 16 destination data.

Benchmark 4. Linking curriculum learning to careers

Objective	What we need to provide...	How we meet these
As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	• At KS2 pupils learn about work through cross curricular links and visits, embedding the language of working roles and jobs as well as joining in whole school activities as appropriate. • The KS3 incredible futures curriculum alongside groups activities, workplace visits and employment encounters provides a broad base for pupils to develop their views and experiences of the world of work. • In year 9 pupils are introduced to the Groveside Graduate Profile in advance of choosing Pathways options. • The KS4 Pathways curriculum and Groveside Graduate Profile embraces individual learning needs to include independence, life skills, social skills and work skills. The curriculum considers the pace of each learner and the individual learning styles whether it's through visual experiences, practical experiences or class-based learning. • Functional Skills maths and English show real life learning eg looking at timetables, budgeting, personal statement and CV writing or looking at a menu • The Pathways curriculum offers life skills, independence and preparation for work opportunities

Benchmark 5. Encounters with employers and employees

Objective	What we need to provide...	How we meet these
Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.	• The Careers Lead has ensured that the Careers Policy and Provider Access Policy are in place. • We follow the OFG Work Experience Policy and are working with local partners to secure WEX opportunities for KS4. • In Year 9 discussions will be had with teachers, families and outside agencies about next steps, transition to KS4 , exam options, college visits and work experience. • KS3 pupils experience an enterprise project and opportunity to design make and market a product for charity. • We access National Manufacturers Day in September.

Benchmark 6. Experiences of workplaces

Objective	What we need to provide...	How we meet these
Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	By the age of 16, every pupil should have had meaningful experiences of workplaces. By the age of 18, every pupil should have had at least one further meaningful experience.	• Internal Work Experience begins in Year 10 where the pupils can work in various areas of the school such as helping children in the dinner hall, serving food, working in a classroom, admin support or with the Facilities Manager. • All Pupils in Year 10 and 11 are offered real life experiences in the world of work. Employers share an evaluation and a reflection highlighting skills, resilience, areas for improvement. They may also serve as a reference alongside their CV. • These successes can be shared parents, put on the website and in the newsletter and there is a celebration assembly with certificates • Work experience is evaluated systematically with a review form for pupils and one for parents. This helps planning for the next cohort • Groveside will host a Celebration Evening in Autumn Term 2 for Groveside Graduates to come back and receive their certificates. • Pupil experiences will be updated on their • Groveside Graduate Profiles and used in displays for whole school recognition

Benchmark 7. Encounters with further and higher education

Objective	What we need to provide...	How we meet these
All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes.	By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs. By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.	- Starting from Year 9 pupils will look at prospectuses and college websites, there will be meetings/contact with parents at the Careers Evening and so introducing external providers. - Parents/carers are informed about college open events in the Autumn term, they are added to the website and newsletter. - The SENCO attends the KS4 Annual Reviews around transition with the pupil Groveside Graduate Profiles - The Careers Leader and SENCO visit colleges and specialist provision and support parents with feedback - Networking with colleges and specialist provision re intakes - We aim to provide a meaningful encounter with providers in assembly in the summer term. - We will provide at least one meaningful encounter with supported internship/apprenticeship providers in KS4 - Regular contact with parents about pupils' learning levels in KS4, possible pathways post 16.

Benchmark 8. Personal guidance

Objective	What we need to provide...	How we meet these
Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs.	Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils. Information about personal guidance support and how to access it should be communicated to pupils parents and carers, including through the school website.	• All pupils have access to Stan Flaherty, Impartial Futures Advisor. Pupils' and can have a 1:1 guidance session throughout the year. • The Pathways curriculum lends itself to improving problem solving, resilience, perseverance, target setting, thinking skills (by building learning muscles) , all skills needed for future pathways. • The School's Careers Lead is registered on the CDI Careers Leader training to learn about the careers role, strategic leadership, curriculum content and delivery all based around the CDI framework. • The schools Career's Lead and Futures Advisor support Year 9 pupils start their Groveside Graduate Profile • The Careers Lead and the staff team will look at pupil aspirations and confidence levels in order to help overcome barriers that they think may stop them from moving forward. • The Groveisde Graduate Profile is a useful tool to provide information for those working with the pupils and are updated moving into KS4 and post 16. • Regular contact with parents about pupils' learning levels in KS4 and possible pathways post 16

Development Plan

Development Target	How will this be achieved?	By whom	By when
1. A stable careers programme			
1. Groveside Graduate Profile is embedded from Year 9 -11	Pupils to complete careers surveys after work experience, careers activities and guidance to gain insight on the learning experience gained.	M Rome / A Grimes / All Staff	September 26
2. Employer and College Networks support a range of opportunities for courses and apprenticeships	- Further develop College links – develop awareness of local open events or virtual tours - All pupils in Year 10+ to complete face-to-face or virtual work experience	M Rome /A Grimes / J Riches	September 26
3. Clear curriculum links to carers and employment support pupil understanding of opportunities	- Develop posters – working in English Maths Science and Technology – Pupils need to understand the importance of these subject areas and how they link to careers. - Develop displays to include local context: apprenticeships, colleges and pictures of Life Skills	M Rome / A Grimes	July 26
4. Careers Lear cascades information to wider staff team to support whole school approaches to the careers programme	Training cascaded to staffing team for a whole school approach.	M Rome	July 26

[illegible]

Development Target	How will this be achieved?	By whom	By when
5.Encounters with employers and employees			
1. Continue to develop pupils encounters with employers from a range of backgrounds: religious; vocational; academic.	- Links to be further strengthened with FE and developed with HE - Explore local Job Fairs - Plan guest speakers from the local area on aspects such as next steps (local college) and routes to employment (local businesses)	M Rome	November 26
Development Target	How will this be achieved?	By whom	By when
6. Experiences of workplaces			
1. Groveside Graduate Profiles to contain detail of pupil's career choices, evidence of research, visits to employers, engagement with FE colleges	Whole school training on Groveside Graduate Profiles and implementation.	M Rome	March 26
Development Target	How will this be achieved?	By whom	By when
7.Encounters with further and higher education			
1. Continue to network with local college and education providers to understand the offerings	Groveside Graduate Profile to contain detail of pupil's career choices, evidence of research, visits to employers, engagement with FE colleges	M Rome / J Riches	July 26
Development Target	How will this be achieved ?	By whom	By when
8.Personal guidance			
1. Assess and review the Groveside Graduate Profile work termly from Year 9	Included Groveside Graduate Profiles in SLT Book Looks and Q of E monitoring	SLT	September 26