



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGIC PLAN 2024-25

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Vision

Engaging minds. Nurturing success. Inspiring futures.

Goldington Academy is fully committed to ensuring that all our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately we work towards them becoming independent and productive young adults who achieve their full potential. We aim to do this through our Careers Programme.

Our vision is for students to receive the very best careers education possible, guided by the core principles of the Gatsby Benchmarks, in order to encourage them to aspire and value lifelong learning.

Our school encourages students to aspire and value lifelong learning by providing opportunities to develop key employability and enterprise skills which are highly valued by employers, colleges, universities and apprenticeship providers.

The Careers Programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and they are supported during the decision-making process.

Students progress from Goldington Academy to a range of post-16 destinations which they have the right to choose from. We seek to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We seek to inform parents of labour market information and to provide them with the knowledge of the choices available to their children.

We recognise the importance of students developing strong interpersonal and communication skills as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by a social situation.

The Gatsby Benchmarks

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Head of Careers in every school. Our Head of Careers, Mr Alex Lucas, is committed to providing a reviewed and evaluated programme of careers education from years 7 to 11, which meets the eight Gatsby Benchmarks for careers guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

(Gatsby Foundation, 2014)

We adhere to the Department for Education guidance 'Careers guidance and access for education and training providers' (DfE, October 2018) which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

Strategic Objectives

Objective 1 – Ensure that Goldington Academy is PAL2023-compliant

Benchmarks 1, 2, 3, 4, 7

- Careers programme includes opportunities to enable PAL2023 compliance – 2 encounters with providers of apprenticeships and/or T-levels by the February of Year 9, and 2 further encounters to be completed by the February of Year 11
- Liaise with apprenticeship and T-level providers to ensure meaningful encounters are facilitated
- Ensure that all encounters/activities are recorded accurately on Unifrog so that the CSV records are pulled across to Compass+

Objective 2 – Develop the use of Future Skills Questionnaires across whole school, as a vehicle for evaluating careers programme provision, alongside Compass+ evaluations

Benchmarks 3, 4, 8

- Develop a programme that facilitates all students completing the FSQ on a yearly basis, to ensure collection of data that can be analysed and used to inform the careers programme for subsequent years
- Analysis of FSQ to strategically plan the careers programme to ensure all learners are maximising their potential

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning, providing meaningful encounters

Benchmarks 2, 3, 4, 5, 6, 7

- Build a network of contacts to provide encounters for students
- Explore local businesses/employers and opportunities
- Use existing school contacts and ensure records are maintained re encounters to count towards Gatsby - Unifrog

Careers Team

Staffing includes one full time middle leader who has overall responsibility as Head of Careers for the school, one member of office staff who has one hour per week dedicated to providing administrative support, an SLT link and a Governor link. Personal guidance is provided by a Level 6 qualified Careers Adviser sourced from 4YP, and we have an Enterprise Advisor based at Bedford Chamber of Commerce.

Current State

SWOT analysis for 2024-25 is given in Appendix 1. GA is working hard towards embedding Careers throughout the school. We are partnered with the South Midlands Careers Hub and have achieved several of the Gatsby Benchmarks fully, and are working towards consistently achieving all benchmarks. Careers learning forms just over a term of the Life Skills provision for all year groups as a timetabled one hour lesson, and other bespoke activities take place throughout the year (see Appendix 5)

Destination data

Destination	2020	2021	2022	2023	2024
Education	123	141	149	154	178
Employment	0	0	1	2	0
NEET available	0	1	2	0	0
NEET not available	0	0	1	0	0
Training	1	2	0	1	0
Unknown	2	0	0	0	1

Areas for development:

- Build on an ALUMNI of support via Linked In – to help support Benchmarks 3, 6 & 7
- Continue to create and publicise careers on a school Facebook feed – to help parental engagement and LMI Benchmark 2
- Offer support for those applying for traineeships and apprenticeships, with information about T-levels, focussing on 'at risk' groups to avoid students becoming NEET (Benchmarks 3 & 8)
- Build on employer engagement and evaluation of events from stakeholders

IMPLEMENTATION

Action Plan – 3 year overview

Strategic Objective 1 - Ensure that Goldington Academy is PAL2023-compliant Benchmarks 1, 2, 3, 4, 7		
	Targets	Actions
Year One 2024 - 25	<ol style="list-style-type: none"> 1. Fully embed PAL2023 compliance across all careers provision, ensuring alignment with Gatsby Benchmarks. 2. Enhance tracking and monitoring systems to evidence compliance and progress in line with PAL2023 standards. 3. Ensure all students receive high-quality careers guidance and experiences that meet the PAL2023 framework. 4. Strengthen employer and educational provider engagement to facilitate meaningful encounters that align with PAL2023 expectations. 	<p>Conduct an initial review of the current careers provision against PAL2023 standards. Identify strengths, gaps, and priority areas for improvement.</p> <p>Implement a robust tracking system using Compass+ and Unifrog to record careers interactions and measure compliance.</p> <p>Embed PAL2023-focused careers lessons into the PSHE and form-time curriculum. Conduct student voice surveys to assess awareness and impact of careers guidance in line with PAL2023.</p> <p>Strengthen partnerships with local employers, colleges, and training providers to align opportunities with PAL2023.</p>
Year Two 2025 - 26		<p>Evaluate and refine PAL2023 implementation based on year-one data and stakeholder feedback.</p> <p>Further embed PAL2023 across the curriculum, ensuring all subjects link career pathways to learning.</p> <p>Increase employer engagement through sector-specific events and workplace visits.</p> <p>Strengthen parental engagement, providing guidance on PAL2023 and post-16 pathways.</p>

<p>Year Three</p> <p>2026 – 27</p>		<p>Sustain and future-proof PAL2023 compliance, integrating careers education seamlessly into school culture.</p> <p>Expand long-term employer partnerships, ensuring ongoing access to high-quality encounters.</p> <p>Continue evaluating and adapting provision, using Compass+ and Future Skills Questionnaires to track impact.</p> <p>Engage in peer reviews and external validation, benchmarking against best practices to maintain high standards.</p>
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Strategic Objective 2 - Develop the use of Future Skills Questionnaires across whole school, as a vehicle for evaluating careers programme provision, alongside Compass+ evaluations

Benchmarks 3, 4, 8

	Targets	Actions
Year One 2024 - 25	<ol style="list-style-type: none"> Embed the use of Future Skills Questionnaires (FSQs) as a core evaluation tool, ensuring all students complete them at key points in their school journey. Use FSQ data to inform careers provision improvements, identifying trends, gaps, and areas for targeted support. Ensure FSQs complement Compass+ evaluations, providing a comprehensive picture of careers learning impact across the school. Develop a structured feedback loop, using FSQ insights to shape careers interventions, employer engagements, and curriculum-linked careers education. 	<p>Identify key year groups and timings for FSQ completion (e.g., start and end of Key Stage 3 and Key Stage 4). Embed FSQs into PSHE lessons, tutor time, or careers guidance sessions to ensure high participation rates.</p> <p>Ensure students receive feedback on FSQ results, linking their responses to relevant career opportunities and guidance.</p> <p>Analyse initial FSQ responses and compare with existing Compass+ data to assess alignment and identify trends. Use insights to inform targeted interventions, such as additional employer encounters, skills workshops, or mentoring.</p> <p>Collect feedback from students and staff on FSQ usability and effectiveness.</p>
Year Two 2025 - 26		<p>Expand FSQ usage to cover a broader range of year groups, ensuring more comprehensive student insights.</p> <p>Refine data tracking processes, integrating FSQ insights more effectively into Compass+ reporting. Use FSQ trends to shape employer engagement strategies, aligning experiences with student interests and skills gaps.</p> <p>Enhance communication with parents, sharing FSQ insights and providing guidance on post-16 options and skills development.</p>
Year Three		Fully embed FSQs as a standard careers evaluation tool, ensuring sustainability and continuous

2026 – 27	improvement. Use FSQs to support long-term careers planning, tracking student progression and post-16 destinations.
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Strategic Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning, providing meaningful encounters		
Benchmarks 2, 3, 4, 5, 6, 7		
	Targets	Actions
Year One 2024 - 25	<ol style="list-style-type: none"> Expand employer and provider engagement to ensure all students receive meaningful encounters aligned with Gatsby Benchmarks. Track and evaluate careers interactions to ensure coverage across all year groups and identify gaps in provision. Enhance the quality and variety of encounters, ensuring experiences are tailored to student needs and interests. Increase student participation in career-related activities, fostering engagement and career readiness. 	<p>Identify key sectors and industries to engage with, ensuring a diverse range of career encounters. Expand relationships with existing partners and establish new links.</p> <p>Use MS Forms surveys and focus groups to gather student and staff feedback on the effectiveness of employer encounters.</p> <p>Work with curriculum leads to embed employer and provider encounters within subject areas. Encourage STEM, creative industries, and vocational pathways to develop industry links.</p> <p>Identify areas for improvement and expansion based on real-time feedback and engagement data.</p>
Year Two 2025 - 26		<p>Increase the depth of employer engagement, ensuring partnerships move beyond one-off encounters to long-term mentoring and structured experiences.</p> <p>Expand sector representation, ensuring students gain exposure to a wide variety of industries. Strengthen parental engagement, providing opportunities for parents to be involved in employer encounters.</p> <p>Workplace Experience & Visits – Increase real-world exposure through site visits, taster days, and work placements where possible.</p>
Year Three		Develop strategic partnerships with national employers and universities, offering students long-term progression pathways.

2026 – 27		<p>Continue monitoring, evaluating, and refining encounters, ensuring all Gatsby Benchmarks remain consistently met and exceeded.</p> <p>Leverage employer insights to inform careers strategy, ensuring the curriculum aligns with future job market trends.</p>
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Careers Programme

Implementation: Management

Responsibilities are spread between the Vice Principal with oversight of CEIAG and the Head of Careers. They plan, co-ordinate and evaluate the careers programme. Liaison with Curriculum Leaders, SENCo and Heads of Year ensures appropriate coverage of career themes in the Life Skills programme, tutor time activities and in subjects across the school, as well as via visiting employers and assemblies. All subject areas are encouraged to have a link to career development and employability learning which is coordinated through the work of the Head of Careers.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The Life Skills team at Key Stage 3 and 4 deliver specialist career sessions as part of the curriculum. Heads of Year, SENCo and Vice Principal liaise with the Head of Careers to address the needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available on the careers board and on Unifrog, the school careers platform.

Implementation: The CEIAG Programme

Careers Education helps young people to develop knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

Our careers programme includes careers lessons (within the Life Skills programme), tutor time activities, career guidance meetings, information and research activities, National Careers Week, National Apprenticeship Week, British Science Week, Year 11 mock interviews, and individual learning planning/portfolio activities which are recorded on Unifrog.

Other focused events such as trips and visits, assemblies, employer talks and visits also contribute towards the careers programme.

Students are actively involved in evaluation of activities, through lessons, and by written feedback via Unifrog. All students receive at least one personal guidance meeting with our Careers Adviser during KS4 and additional intervention strategies such as one-to-one support are available from the Head of Careers, SENCo and Careers Adviser as appropriate. The Careers Adviser is central for providing guidance to students on routes beyond school and those who are unsure of their destination

after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment, and to attend a lunchtime drop-in once a week.

The Careers Adviser also provides an important contribution to Year 11 parents evenings and GCSE results days. Year 11 students at risk of not being in education, employment or training post-16, and those who are Looked After Children or Previously Looked After Children have additional meetings with the Careers Adviser and appropriate intervention is agreed and implemented. The support is arranged by the relevant Head of Year, SENCo, Head of Careers or Vice Principal, and implemented before any student at this risk is due to leave the school.

Students in Years 7 – 10 have access to the Careers Adviser as required – via HoY request, parental request, student request. Priority is for Year 11 students, but wherever possible these requests are accommodated.

Additional appointments are facilitated for all students as necessary – identified by Careers Adviser, HoY, tutor, parent, etc.

Post-16 references for year 11 applicants are coordinated by the Head of Careers, with a dedicated member of SLT writing for students in particular form groups. Students contribute a personal statement, tutors and curriculum staff are invited to give feedback on individuals, and the member of SLT writes the reference by collating all information. This enables consistency and greater monitoring capacity.

Staff development

Staff training is identified by a needs analysis and planned for in the SDP. The Head of Careers has complete a level 6 careers leaders course.

The Head of Careers has been linked with an experienced practitioner, Jo Seward, as part of a mentoring programme facilitated by the Careers Hub.

External partnerships – The Baker Clause

An annual partnership agreement is negotiated between the school and 4YP who provide the Careers Adviser.

The school works with the Enterprise Adviser from the South East Midlands Local Enterprise Partnership (SEMLEP) to make links with business. Employers visit the school to run work-related activities with students and to speak to pupils about a range of employment sectors.

Apprenticeship information is shared with students via email and Unifrog, assemblies and the careers adviser as well as via bespoke activities run during National Apprenticeship Week. In addition, employers offering apprenticeships are invited to visit the school to speak to students about opportunities within their companies and sectors.

Strong links also exist with local post-16 providers and the University of Bedfordshire with events/activities in school or at their institution.

Resources

Funding is allocated in the annual budget, in the context of whole-school priorities and particular needs in the CEIAG area. The Head of Careers is responsible for effective deployment of resources.

Monitoring, review, evaluation and development of CEIAG

Our partnerships are reviewed regularly. The following provision is reviewed by the Head of Careers and the Vice Principal with oversight of CEIAG:

- Annual review of partnership activities with 4YP
- Review of careers events by Head of Careers
- Lesson and tutor observations within Life Skills lessons as part of the School Self Evaluation
- Developmental activity is identified annually in the SIP
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, and staff and parental questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass Plus, an online self-evaluation tool for schools.

Curriculum model

Careers education is delivered through subject areas, in the Life Skills programme, in tutor time activities, via year group assemblies and events and key stage events, as well as whole school activities.

All subject areas are expected to have explicit links to careers in their schemes of work and in their classroom / corridor displays. Curriculum-based trips are given a careers focus with opportunities to meet employers/employees and ask questions about the world of work in their sectors.

Partners

We work with a range of organisations from the further and higher education sector, training providers and apprenticeship providers. We also have links with some businesses, both local and national, and we actively seek new relationships. We use a range of organisations, such as Speakers for Schools and Inspiring the Future to source high quality speakers, as well as using parent and staff contacts.

We have developed links with organisations promoting social mobility and university access such as:

- Uniconnect
- National Collaborative Outreach Programme
- Brilliant Club
- Aspire Higher
- DHL Foundation

Resources

A Careers noticeboard outside the school library displays relevant and time-sensitive information. We use the Unifrog careers platform which provides links to extra information, and our students are encouraged to use Unifrog, iCould and SACU for careers exploration. A library of additional resources is being developed, for inclusion in the Careers Hub.

Overview of Careers Calendar and main activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Content	FSQ Evaluation	Green Careers week Form Time Future Focus English Careers Starters	National Apprenticeship Week Form Time Future Focus Online Apprenticeships Talks made available	National Careers week Form Time Future Focus Online Career Talks made available Maths Careers Starters Author Visit Employer/Industry careers assembly	Form Time Future Focus Life skills - Future Careers	Form Time Future Focus Science & STEM Careers Starters
Gatsby Benchmarks	BM - 1,2 & 3	BM - 4	BM - 2,5 & 7	BM - 2,5 & 7	BM - 4 & 5	BM - 1,4 & 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 Content	School runner - Work experience	Green Careers week Form Time Future Focus English Careers Starters	Life skills - Life & Work National Apprenticeship Week Form Time Future Focus Online Apprenticeships Talks made available	National Careers week Form Time Future Focus Online Career Talks made available Maths Careers Starters	Form Time Future Focus	Form Time Future Focus Science & STEM Careers Starters
Gatsby Benchmarks Met	BM - 1,2 & 6	BM - 3 & 4	BM - 2,5 & 7	BM - 2,5 & 7	BM - 1 & 4	BM - 3 & 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Content	STEM Fair trip	Green Careers week Form Time Future Focus English Careers Starters SEN - University careers fair	Life skills - Post -16 pathways National Apprenticeship Week Form Time Future Focus Online Apprenticeships Talks made available FSQ Evaluation	National Careers week Form Time Future Focus Online Career Talks made available Maths Careers Starters PP Careers guidance	Form Time Future Focus Work Shadowing	Form Time Future Focus Science & STEM Careers Starters
Gatsby Benchmarks Met	BM - 1, 2 & 6	BM - 3, 4 & 7	BM - 2, 5 & 7	BM - 1, 2 & 5	BM - 3, 4 & 8	BM - 4, 5 & 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Content		<p>Green Careers week</p> <p>English Careers Starters</p> <p>SEN - University careers fair</p>	<p>National Apprenticeship Week</p> <p>Online Apprenticeships Talks made available</p> <p>Careers Guidance starts - Labour market information</p>	<p>National Careers week</p> <p>Online Career Talks made available</p> <p>Maths Careers Starters</p>	Life skills - Deciding post-16 destinations	Science & STEM Careers Starters
Gatsby Benchmarks Met		BM - 1, 2 & 7	BM - 2, 5 & 7	BM - 2, 4 & 5	BM - 3, 7 & 8	BM - 4, 5 & 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Content	Post 16 Provider assemblies Online interactive careers fair Post 16 Provider	Green Careers week English Careers Starters Further Careers guidance Post 16 Provider assemblies Mock interviews	National Apprenticeship Week Online Apprenticeships Talks made available	National Careers week Online Career Talks made available Maths Careers Starters		Science & STEM Careers Starters
Gatsby Benchmarks Met	BM - 1, 7 & 8	BM - 1, 2 & 7	BM - 5, 7 & 8	BM - 2, 5 & 7		BM - 4, 5 & 6

IMPACT

Monitoring and Evaluation Plan

The careers programme at Goldington Academy is delivered through a variety of activities including timetabled lessons across key stages 3 and 4; as part of tutor time activities; within curriculum areas as well as bespoke opportunities, activities and events run by external agencies, businesses and employers. Trips and visits also contribute to employability skills developed by students.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this informs our future decision making.

Monitoring activities adopted by Goldington Academy are:

- Learning walks
- Lesson observation
- Questionnaires/surveys – students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny

Evaluation activities are being developed to measure the impact of our careers programme and inform the planning of future events. Evaluation at Goldington Academy takes the form of:

- Compass Plus analysis of the whole school careers programme
- Feedback from personal guidance interviews – verbal, emails, parent contact
- Lesson observations – observation form includes section for careers related learning
- Work scrutiny – lesson materials, student books
- Questionnaires – students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Head of Careers will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited using the Compass+ tool.

See Appendix 6 for more detail

APPENDICES

Appendix 1 - SWOT Analysis 2024 - 25

<u>STRENGTHS</u>	<u>WEAKNESSES</u>
<ul style="list-style-type: none"> • Strong Alignment with Gatsby Benchmarks – Positive movement shown in Compass evaluations, exceeding the national average in all areas. • Benchmark 8 – Personal Guidance Provision – Strong delivery through 4YP, ensuring high-quality personal guidance. • Employer Engagement & Real-World Experiences – Effective links built with employers through Work shadowing, Give an Hour, and Inspiring the Future, enhancing mock interviews and career insight sessions. • SLT Support & Strategic Oversight – Regular weekly meetings providing valuable input, ensuring careers and life skills development align with whole school priorities. • Diverse Careers & Enterprise Activities – A broad range of activities embedded across the school, including curriculum-based careers learning, industry talks, and work-related experiences. • Proactive Subject Areas – Departments such as Science, English, Maths, Geography, and the Arts taking initiative in linking curriculum learning with careers. • Engaged Students & Stakeholder Feedback – More evaluation being gathered from students and staff via MS Forms to refine and improve provision. • Targeted Support for Key Groups – Effective collaboration with SENCo, LAC/PLAC lead, and Post-16 providers, ensuring that vulnerable and EHCP students receive tailored career guidance. • Post-16 Preparation & Awareness – Assemblies, form-time activities, and in-house interviews supporting Year 10 students in exploring post-16 pathways. 	<ul style="list-style-type: none"> • Time Constraints – Many valuable initiatives and ideas exist, but limited time restricts their full implementation. • Employer Engagement Gaps – While some strong links have been built, overall engagement with employers remains inconsistent, particularly in specific industries. • Staff Availability & Buy-In – Careers-related activities rely on available staff and volunteers, making it difficult to ensure consistency. Additionally, use of Unifrog varies across departments, affecting student engagement. • Coordination of Trips & Employer Encounters – A more cohesive approach is needed to track and coordinate careers-related trips, visits, and employer encounters to better support Benchmark 5 & 6. • Curriculum Time Pressures – Competing demands from different subject areas (e.g., drama, music, STEM) make it difficult to secure time for dedicated careers-focused activities like Enterprise Days. • Benchmark 5 & 6 Challenges – Meaningful employer encounters and workplace experiences are not consistently embedded, particularly across Years 7–11. • Parental & Student Awareness – Awareness of careers resources and opportunities remains inconsistent among students and parents, impacting engagement with initiatives. • Long-Term Careers Planning – While engagement with Careers & Enterprise Company (CEC) is positive, long-term planning still needs to be more structured and embedded across the school.

OPPORTUNITIES

- Expand Employer Partnerships – Build stronger connections with local businesses and national employers to provide meaningful workplace encounters and insights for students, supporting Benchmarks 5 & 6.
- Streamline Trips and Visits Coordination – Develop a centralised system to track and align trips with careers learning outcomes, ensuring activities contribute to Gatsby Benchmarks.
- Utilise National Initiatives – Incorporate resources and opportunities from national programs such as Uni of Bedfordshire, Aspire Higher, and the Careers Hub Mentoring Program, enhancing student experiences.
- Enhance SEN Careers Support – Collaborate more closely with SENCo to ensure tailored guidance for SEN students, including integrating parents into personal guidance meetings.
- Improved Stakeholder Feedback – Use tools like Future Skills Questionnaires and MS Forms to evaluate careers programs, improving responsiveness to student and staff needs.
- Increase Visibility of Resources – Promote existing resources like Unifrog and the Know-how Library, making them more accessible and engaging for students and parents.
- Long-Term Planning with CEC Model – Leverage support from the Careers & Enterprise Company to develop a more structured long-term strategy for careers education and guidance.
- Strengthen Curriculum Integration – Build on proactive departments to embed careers learning across all subjects, fostering greater engagement.
- Mentoring and Peer Support – Work with the Careers Hub to implement mentoring programs for both staff and students, enabling shared learning and support.

THREATS

- Competing School Priorities – Careers education must compete with other whole-school priorities, including curriculum demands, exam preparation, and pastoral care.
- Limited Staff and Volunteer Availability – Many careers initiatives rely on staff goodwill and external volunteers, making it difficult to maintain consistency and expand opportunities.
- Student Engagement in Certain Areas – While some students actively engage with careers activities, others remain disengaged, particularly in younger year groups.
- Employer Engagement & Workplace Visit Challenges – Some industries are less proactive in engaging with schools, and logistical challenges (such as transport and scheduling) can limit workplace visit opportunities.
- Demands on Curriculum Time – Securing time for bespoke careers activities, such as enterprise days and employer encounters, can be difficult due to competing subject priorities.
- Changing Educational Landscape – Ongoing changes in education policy, apprenticeship funding, and post-16 pathways may affect long-term careers planning.

Appendix 2 - Current state Compass+ report (May 2025)

Benchmark 1

A stable careers programme

Your school has met 100% of the 17 assessment areas in benchmark 1

100%

Show details ▾

Your previous score

Apr 2025

100%

Benchmark 4

Linking curriculum learning to careers

Your school has met 100% of the 4 assessment areas in benchmark 4

100%

Show details ▾

Your previous score

Apr 2025

100%

Benchmark 2

Learning from career & labour market information

Your school has met 100% of the 2 assessment areas in benchmark 2

100%

Show details ▾

Your previous score

Apr 2025

100%

Benchmark 5

Encounters with employers & employees

Your school has met 100% of the single assessment area in benchmark 5

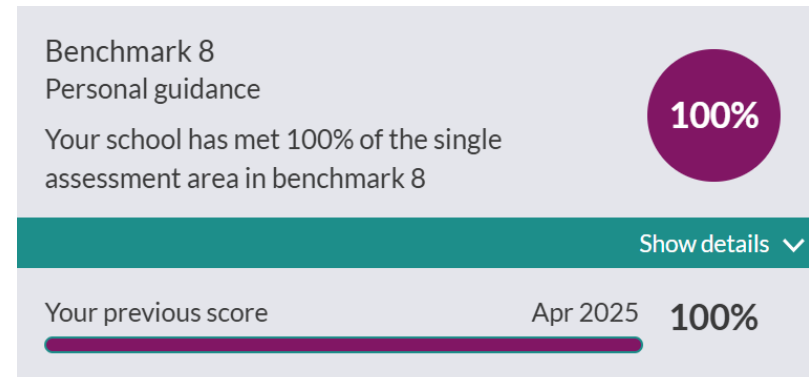
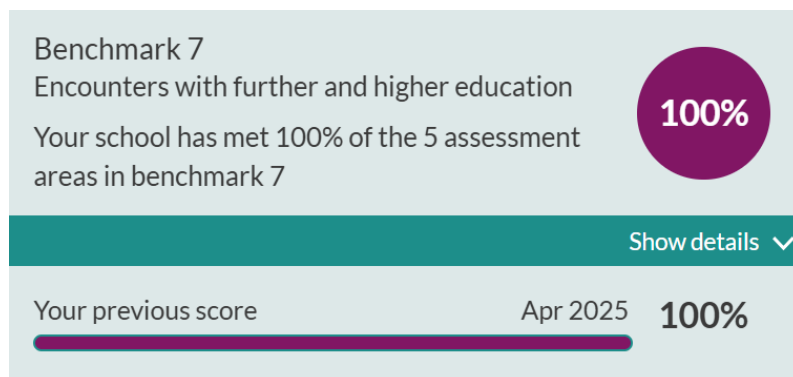
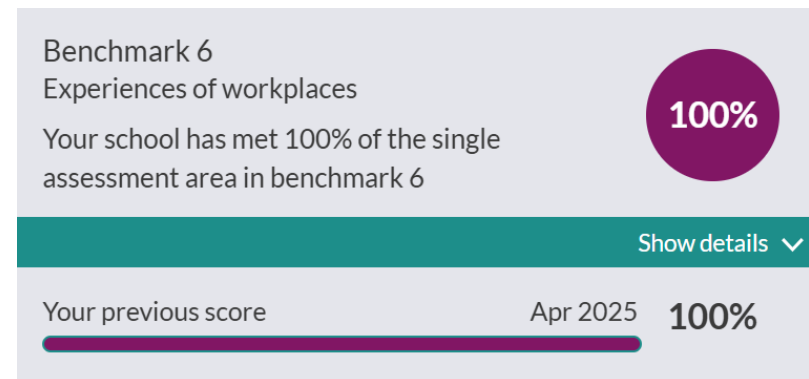
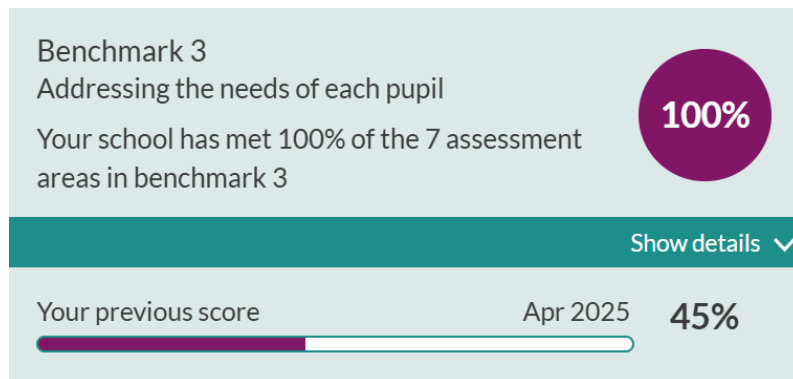
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Your previous score

Apr 2025

100%



Appendix 3 - Benchmark progress

Benchmark	% of schools nationally (current)	Dec 2023	March 2024	July 2024	Dec 2024	April 2025	May 2025
1 A stable careers programme	66	100	100	100	100	100	100
2 Learning from career and labour market information	82	100	100	100	100	100	100
3 Addressing the needs of each pupil	60	100	100	100	100	100	100
4 Linking curriculum learning to careers	79	93	93	100	100	100	100
5 Encounters with employers and employees	85	25	25	100	100	100	100
6 Experience of workplaces	71	25	25	100	100	100	100
7 Encounters with further and higher education	57	85	85	100	100	100	100
8 Personal guidance	77	100	100	100	100	100	100

Note:

Compass+ evaluations are snap shots of the activity occurring at the time, therefore percentages fluctuate according to current situation and activities that have been taking place.

Key:

	Met
	Above schools nationally, but below 100%
	Below schools nationally

Appendix 4 - Progression Framework

This table shows the careers theme/focus for each year group, the content, the outcomes and how students' experiences will develop as the progress through school

Year group	Content	Objectives	Measurable outcomes
7 Discovery	Timetabled lessons <ul style="list-style-type: none"> • All about me • Building enterprise skills • Skills and qualities • Values and career choices • Equality of opportunity • Challenging stereotypes • Identifying future career aspirations 	To discover their own skills and qualities To understand skills and qualities can assist students when considering job choices To appreciate equality of opportunity To challenge stereotyping	Students can identify their skills and qualities Students can identify future career aspirations Students have started their personal action plan on Unifrog
8 Exploration	Timetabled lessons <ul style="list-style-type: none"> • Equality of opportunity in life and work • How to challenge stereotypes and discrimination in work and pay • Different types of employment • Setting aspirational goals for future careers • Challenging expectations that limit choices 	To explore routes and pathways available To relate pathways to their decision making To set aspirational goals, challenging stereotype and discrimination	Students can research the different pathways Students will understand that they may need to challenge stereotypes and discrimination in order to achieve their aspirations
9 Focus	Timetabled lessons <ul style="list-style-type: none"> • Transferable skills, abilities and interests • Different types of employment and associated career pathways • Managing feelings relating to future employment • Setting meaningful, realistic goals for the future • GCSE and post-16 options 	To be aware of different routes available To research individual aspirations and possible career pathways To identify personal skills, abilities and interests related to their aspirations To focus on GCSE choices leading to post-16 and beyond related to future aspirations	Students are aware of different career pathways and employment sectors Students can identify their aspirations and how to work towards them Students can map their career choices back to GCSE options

	<ul style="list-style-type: none"> Skills for decision making 		
10 Planning	<p>Timetabled lessons</p> <ul style="list-style-type: none"> Setting realistic goals Exploring post-16 opportunities locally Planning for the future Personal branding Modelling and making applications <p>Guidance</p> <ul style="list-style-type: none"> Personal guidance interviews for selected groups Research options 	<p>To focus on post-16 opportunities</p> <p>To explore the influence of personal branding</p> <p>To complete practice applications and detail qualities and skills for the future</p>	<p>Students have a good idea of opportunities available to them locally</p> <p>Students understand the value of LMI in making decisions about their future</p>
11 Deciding	<p>Timetabled lessons</p> <ul style="list-style-type: none"> Balancing ambition and unrealistic expectations Developing self-efficacy, including motivation, perseverance and resilience Post-16 options including apprenticeships and technical qualifications Writing effective and professional CVs Writing a personal statement Interview technique Managing work/life balance <p>Guidance</p> <ul style="list-style-type: none"> Personal guidance interviews Research options Make decisions 	<p>To make realistic plans and goals</p> <p>To write a professional CV</p> <p>To complete post-16 applications effectively</p> <p>To practice interview technique for a variety of scenarios</p>	<p>Students are aware of all post-16 options and where the pathways can lead them</p> <p>Students apply for their post-16 choices</p> <p>Students can interview effectively and understand how to present themselves well</p> <p>Students can cope with disappointment and display resilience</p> <p>Students can plan for management of work/life balance</p>

Appendix 5 - Roles and responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	Sara Redmond	Strategic support and challenge of careers strategy at Governor level
Principal	Francis Galbraith	Strategic support and challenge of Career Leader decisions
Senior Leadership Link	Leanne Chapman	Line management of Head of Careers with regard to careers provision at GA
Head of Careers	Alex Lucas	Planning and setting the strategic direction of careers provision at GA. Community engagement
Enterprise Coordinator	Faye Gadsby	Advising Head of Careers on strategic direction and engaging with employers Supporting Head of Careers in making links with employers to engage with activities Matching an Enterprise Adviser with the school for ongoing support
Enterprise Adviser	Paula Grayson	Advising Head of Careers on strategic direction and developing the school's provision to meet all Gatsby Benchmarks
Careers Adviser	Sharma Aora	Independent impartial advice and guidance provided to students in 1-2-1 CEIAG interviews Providing support to identified at risk of NEET students
Careers admin	Jemma Catrambone	Administrative support of Head of Careers role and data entry into tracking platform General administrative assistance
Careers Champions - Staff	Kirsty Maley Hannah Bennett-Fowlds Dawn Ferguson	Responsible for driving and implementing careers-focused activities within their subject area
Futures Ambassadors	Jacob George Yash Mehta	Volunteer members of the student community responsible for supporting in-school events and activities and providing Student voice

Appendix 6 - Monitoring and Evaluation Plan

Monitoring of strategy

Monitoring of the careers provision at Goldington Academy is carried out by SLT to ensure the careers programme is being implemented and the students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice and work scrutiny, as well as regular meetings with the Head of Careers.

Whole school tracking is completed by the Head of Careers to ensure all students are receiving individual opportunities and encounters to meet their needs and this includes meeting employers, visiting workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms of specific groupings such as disadvantaged, SEND, More Able, Pupil Premium, etc.

All career related events led by external organisations are authorised and monitored by the Head of Careers in line with the school SCR. At all events there will be at least one member of staff employed by Goldington Academy to comply with equality and safeguarding regulations.

Monitoring programme

Activity	Responsibility	Timing	Implementation
Careers lessons within Life Skills	Head of Careers and SLT with responsibility for CEIAG PSHE/Life Skills Lead	Ongoing through each term of teaching	Lesson observations Learning walks Student Voice Work scrutiny
Careers in the Curriculum	SLT link Head of Careers Curriculum Leaders	During departmental reviews and during the observation cycle	Lesson observations Learning walks Student Voice Work scrutiny
Careers event/activity in school	Head of Careers SLT link School staff supervision	During the event/activity	Staff presence at event/activity Student Voice Feedback questionnaires

Careers event/activity outside of school	Head of Careers Trip leader	During the event/activity	Staff presence at event/activity Student Voice Feedback questionnaires
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Evaluation strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Goldington Academy. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students.

The Future Skills Questionnaire gives students the opportunity to reflect on their career-related knowledge and skills. The tool can inform continuous improvement and impact evaluation. The tool can also be used to help identify students who may be at risk of NEET, track students who are responding consistently negatively to the FSQ questions and use responses to tailor support and intervention. Asking students at risk of NEET to complete the FSQ also allows the Careers Leader to use the results to target support in areas students identify as particular challenges.

Questionnaires and/or feedback forms via MS Forms and Unifrog, and Student Voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms and we receive feedback from them where appropriate.

Feedback is shared with SLT via SLT link meetings, and with Governors by invitation, by the Head of Careers and information is shared with parents and carers through the school website and newsletters.

Evaluation programme

Activity	Responsibility	Timing	Implementation
Careers lessons within Life Skills	Head of Careers & SLT CEIAG link PSHE Lead	At the end of each careers topic	Student voice Questionnaires
Careers in the Curriculum	SLT curriculum link and Curriculum leaders	During departmental reviews	Departmental Student voice
Careers event/activity within school	Head of Careers	After the event/activity	Staff voice Student voice Feedback questionnaires
Careers event/activity outside of school	Head of Careers	After the event/activity	Staff voice Student voice Feedback questionnaires
Guidance interviews and Destination data	Head of Careers SLT CEIAG link Careers Adviser	Ongoing during the year and at the end of the year	Student voice Careers Adviser voice Destination data



Audit of careers in the curriculum

Department

Name

Date

How do you integrate careers, labour market information, the world of work and employability skills across your subject area?

Year group	Developing knowledge of careers, labour market information and the world of work	Developing employability skills
7		
8		
9		
10		
11		

Further questions	Response
<p>Where do you source your labour market information?</p> <ul style="list-style-type: none"> • Online resources (with details) • Personal/professional networks • Links with industry/employers, universities • Websites • Conferences and events (with details) • CPD • Other (please describe) 	
<p>Do you use display notices / information about careers related to your subject area? If so, please give details.</p>	
<p>Do you, on a regular basis, engage in classroom discussions around potential career prospects with your students?</p>	
<p>Do you have a focus on teaching a set of employability skills within a curriculum linked subject? How do you then link that skill to careers in that subject?</p>	
<p>Do you invite visitors in from industry to speak to your students? If so, how do you source these visitors?</p>	
<p>Do you plan visits to:</p> <ul style="list-style-type: none"> • Employers, Work Based Learning providers 	

<ul style="list-style-type: none"> • HE/FE <p>If so, who do you link with in school to make this happen?</p>	
<p>How much is your good practice shared around your department, or with other members of staff?</p>	

Staff Training Needs Analysis for Careers

This survey is designed to help identify our areas of strength as a school, as well as our development focus. On each of the following areas, please rate your **knowledge** for each one on the following scale:

1. Development required
2. Trained but would like further support/ coaching/ training
3. Confident enough to perform effectively
4. Competent and capable of providing support/ coaching/ training to others

Please rate your <u>knowledge</u> for each of the following areas	1	2	3	4
1. How to talk to students about employment-based routes for post-16 and post-18 such as apprenticeships, traineeships and T-Levels				
2. How to talk to students about Higher Education, including UCAS points system and foundation courses				
3. Where to find resources about careers and progression routes for students				
4. How to connect with and use employers in school				
5. Your role in contributing to the school's career programme				
6. How to link your subject curriculum to the world of work and labour market information				
7. The key skills required to prepare students for the future world of work and how to embed them in your lessons				

If you have any further comments or suggestions about careers education in school, please leave them below:

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Plan to maximise external stakeholder relationships

Contact or Partner	Current state <i>How have they contributed to the school? Engagement level?</i>	Desired state	Needs and interests <i>Why do you need to increase or improve their support? What is the benefit to the business?</i>	Next steps to develop relationship	Named contact & deadline
University of Hertfordshire	Friday Futures talk	Active	Talking to students about university life and course availability at the University of Hertfordshire	Continue to visit GA on at least a yearly basis	Chrispen Edmonds Education Liaison Officer c.edmonds@herts.ac.uk

Plan to expand external network

New partner	Need to meet: <u>Employer:</u> (e.g. Sector/industry - to better represent labour market: or Entrepreneur, SME, large corporate to increase diversity of employers); or to meet 'Covid' requirements <u>FE/HE/apprenticeship provider:</u> e.g. not currently represented	Action – what kind of approach?	Responsibility	Deadline