CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

Date Reviewed	September 2026
Frequency	Annually
Next review date	October 2027
Reviewed by	Academic Standards, SEND and Educational Trips Committee

Signed:..... Dated:22.10.2026

Chair of Governors

Signed:..... Dated: 22.10.2026

Principal

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Careers responsibilities

Senior Leadership link – Leanne Chapman
Careers Leader – Alexander Hooton-Lucas
Careers administration – Jemma Catrambone
Governor with Careers remit – Sara Redmond
Personal guidance Careers Adviser – Sharma Abora
PP Personal guidance Careers Adviser – Farayi Agbame
Enterprise Coordinator – Lorraine Emerton
Enterprise Adviser – Paula Grayson

Purpose and aims of Careers Education at Goldington Academy

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 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.

Goldington Academy is committed to providing a planned, progressive and evaluated programme of careers education from Years 7 to 11. The programme is aligned with the Gatsby Benchmarks and current Department for Education statutory guidance, ensuring that students receive impartial careers information, advice and guidance that supports successful transitions and future career planning.

The school publishes a Careers Programme and Provider Access Policy Statement, which set out the opportunities available to students and the arrangements for provider access.

Careers Education, Information, Advice and Guidance Policy

Linked policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, more able learners and SEND. The policy must also be considered alongside the PSHE Policy, SEND Policy, Careers Programme (Appendix 1), CEIAG Strategic Action Plan (Appendix 2) and Provider Access Policy Statement (Appendix 3).

All our policies are available via the Academy's website.

1.0 School Vision

1.1 Goldington Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. Through a planned programme of activities, CEIAG and Employability skills, Goldington Academy aims to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in key stages 3 and 4.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 This policy has been reviewed in line with current Department for Education statutory guidance relating to careers guidance and access for education and training providers.

2.4 This policy accepts the eight Gatsby Benchmarks as the framework for the school's careers programme.

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both key stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at Goldington Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 To ensure that all students at the school receive a stable careers programme
3.1.2 To enable all students to learn from information provided by the career and labour market
3.1.3 The CEIAG programme should be individual and address the needs of each student
3.1.4 To link the curriculum learning to careers learning
3.1.5 To provide students with a series of encounters with employers and employees
3.1.6 To provide students with experiences of workplace(s)
3.1.7 To ensure that students have a series of encounters with further and higher education
3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options – including level 1, 2 and 3 courses as well as T-levels and apprenticeships

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Years 7 – 11 in order to inform them about approved technical qualifications or apprenticeships.

4.1.6 The school must have a clear Provider Access Policy Statement setting out the manner in which providers will be given access to pupils. This policy and these arrangements must be published.

4.2 The school will base its careers provision around the Gatsby Benchmarks, which provide the framework for the school's Careers Programme.

4.3.1 Goldington Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.3.2 Careers guidance will be personalised where appropriate to meet the needs of students with SEND and other identified groups.

4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. Critical friends, Employers, education providers, careers event visitors, School Improvement Partner or Ofsted)

4.5 **Principal Responsibilities**

4.5.1 Support the Careers Leader in delivering the school's Careers Programme.

4.5.2 Ensure sufficient time and resources are available to deliver high-quality careers education.

4.5.3 Promote a whole-school approach to careers education and guidance.

4.5.4 Ensure personal guidance is provided by a qualified careers adviser.

4.6 **Careers Leader Responsibilities**

4.6.1 Lead the development, implementation and evaluation of the Careers Programme.

4.6.2 Coordinate careers activities across the school.

4.6.3 Develop partnerships with employers, education and training providers.

4.6.4 Monitor progress against the Gatsby Benchmarks and statutory guidance.

4.6.5 Review the Provider Access Policy Statement annually.

5.0 Governor Responsibilities

5.1 The governing body will ensure that the school has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1 Based on the eight Gatsby Benchmarks

5.1.2 Meeting the school's legal requirements

5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access Legislation (PAL)

6.1 Goldington Academy is committed to fulfilling its responsibilities under the Provider Access Legislation (PAL). In accordance with Section 42B of the Education Act 1997, the school provides opportunities for students to learn about the full range of education and training pathways available to them, including technical education qualifications, apprenticeships, further education and higher education opportunities.

The school recognises the importance of students receiving impartial information about the options available at key transition points, enabling them to make informed decisions about their future learning and career pathways.

6.2 As a minimum, schools must offer:

Two technical education encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.

Two technical education encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

6.3 Schools and providers should work together and schools must ask each provider to provide information to pupils that, as a minimum, includes:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers,
- Information about the careers to which those technical education qualifications or apprenticeships might lead,
- A description of what learning or training with the provider is like,
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

6.4 The school's published Provider Access Policy Statement outlines how education and training providers can request access to students and parents.

6.5 The school will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Principal will ensure that:

7.1.1 the work of the Careers Leader, Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as Student Voice, FSQ evaluations, parent surveys and provider feedback.

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.3 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The Governors of Goldington Academy will review this policy every year.

Appendix 1

Careers Programme 2026-2027

The Careers programme is delivered to all Ys through Life skills lessons, assemblies, events and talks as well as through the curriculum and other opportunities. This is a very much a flexible programme, with events being added or changed. Updates will be put on the Careers webpage and other virtual platforms.

The programme follows the Gatsby Benchmarks and the CDI Framework. More details about the Gatsby Benchmarks can be found here: https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks

Details about the CDI frameworks can be found here:

https://www.thecdi.net/resources/cdi-framework

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

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Careers Learning Outcomes

	Self-Awareness	Career Exploration	Career Management	Employability & Skills for Work	Decision-Making & Reflection
Year 7	Students recognise their personal strengths, interests, and values.	Students explore a range of job sectors and understand what work is.	Students begin setting simple personal goals and understand that careers develop over time.	Students develop teamwork and communication through classroom and Life Skills activities.	Students reflect on their learning experiences and recognise how choices influence progress.
Year 8	Students can describe their developing skills, strengths, and achievements.	Students explore a wider range of career sectors and challenge stereotypes in work.	Students start to plan short-term goals linked to subjects and future interests.	Students build confidence in presenting and collaborating effectively.	Students reflect on feedback and use it to identify areas for improvement.
Year 9	Students understand how their interests and strengths influence GCSE subject choices.90	Students research subjects and pathways connected to different careers.	Students make informed decisions about GCSE options based on accurate information.	Students apply employability skills in group projects and employer-led activities.	Students evaluate decisions made and recognise how they shape future opportunities.
Year 10	Students identify their strengths, achievements, and aspirations for the future.	Students research post-16 options and engage with employers and training providers.	Students plan, undertake, and reflect on work-related experiences.	Students demonstrate professionalism and employability skills in practical settings.	Students reflect on experiences to refine their goals and next steps.
Year 11	Students articulate their skills, values, and achievements confidently in applications and interviews.	Students explore post-16 and post-18 pathways and assess their suitability.	Students take ownership of their post-16 plans and prepare for transition.	Students demonstrate maturity, initiative, and readiness for further study or employment.	Students reflect on their progress to make informed, aspirational, and realistic decisions.

Engagement & Communication of careers program

	Programme Awareness	Engagement & Activities	Communication Channels	Feedback & Evaluation
Students	Careers programme explained in assemblies, tutor sessions, and Life Skills.	Participate in careers lessons, events, and encounters.	Tutor slides, assemblies, noticeboards, student bulletin.	FSQ, Unifrog reflections, student voice surveys.
Parents & Carers	Careers Programme and policy published on website with annual update.	Attend Post-16 evenings and employer talks; support decision-making.	Website, newsletters, parent mail, social media.	Parent feedback surveys, event evaluations.
Staff	Careers embedded within CPD and subject curriculum planning.	Deliver subject-linked careers lessons and employer encounters.	Staff briefings, CPD sessions, Teams/SharePoint.	Departmental reviews, QA, staff surveys.
Employers & Providers	Invited through Provider Access arrangements and CEIAG calendar.	Deliver talks, workshops, work experience placements.	Email, LinkedIn alumni network, Careers Leader contact.	Post-event feedback forms, Careers Hub evaluations.
Governors	Receive termly updates from Careers Leader and review impact.	Monitor compliance and strategic objectives.	Committee meetings, SLT reports.	Governor meeting minutes, annual review.

Student Entitlement Statement

As a student at Goldington Academy, you are entitled to receive a careers education programme that helps you to make informed, aspirational and realistic decisions about your future.

You are entitled to:

- Access impartial careers information, advice and guidance throughout your time at the school.
- Learn about a wide range of education, training and employment pathways, including sixth forms, colleges, apprenticeships, T Levels, higher education and employment.
- Access up-to-date labour market information to help you understand future opportunities and make informed decisions.
- Take part in careers education through Life Skills lessons, tutor activities, assemblies, curriculum learning and enrichment opportunities.
- Meet employers, employees, further education providers, apprenticeship providers and higher education representatives through a range of planned encounters.
- Participate in workplace and work-related learning experiences appropriate to your age and stage of education.
- Receive support to make informed decisions at key transition points, including GCSE options and post-16 progression.
- Access the Unifrog careers platform and other careers resources to research opportunities and record careers activities.
- Receive at least one personal guidance interview with a qualified careers adviser before leaving Year 11, with additional support available where appropriate.
- Receive careers support that is tailored to your individual needs, including additional guidance and interventions where required.
- Have opportunities to provide feedback on the careers programme and help shape future careers provision.

Goldington Academy is committed to ensuring that every student is supported to develop the knowledge, skills and confidence needed to manage their future learning and career journeys successfully.

Year Group Calendars

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Content	FSQ Evaluation Form Time Future Focus PP opportunities	GA Post-16 Week Form Time Future Focus English Careers Starters	National Apprenticeship Week Form Time Future Focus Online Apprenticeships Talks made available	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 Goldington Careers Week
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	GA Post-16 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 Goldington Careers Week
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	GA Post-16 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 Goldington Careers Week
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	FSQ Evaluation	GA Post-16 Week English Careers Starters SEN - University careers fair	National Apprenticeship Week Online Apprenticeships Talks made available Careers Guidance starts - Labour market information	National Careers week Online Career Talks made available Maths Careers Starters	Life skills - Deciding post-16 destinations	Science & STEM Careers Starters Goldington Careers Week
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	GA Post-16 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	Goldington Careers Week
Gatsby Benchmarks Met	BM - 1, 7 & 8	BM - 1, 2 & 7	BM - 5, 7 & 8	BM - 2, 5 & 7		BM - 4, 5 & 6

Overview			
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
A stable careers programme	Learning from careers and labour market information	Addressing the needs of each student	Linking curriculum learning to careers
Careers programme delivered through Life Skills, form time, curriculum lessons, and assemblies. Weekly SLT meetings to review and plan provision. Termly meetings with Governors and key groups (SEN, PP, More Able, LAC/PLAC). Level 6 qualified Careers Leader overseeing provision. Programme designed to meet the needs of all students. Parents and students have access via the school website and direct contact. Regular updates published and shared with key stakeholders. Programme evaluated through FSQ and Microsoft Forms feedback.	Students/parents access careers and labour market information through Unifrog and ApplicaaOne. Careers and labour market education delivered in Life Skills and form time sessions. Parent information evenings (Post-16) supported by letters and resources sent home. Careers guidance meetings held with students and parents to inform decision-making. PP and SEN students receive additional targeted careers meetings to ensure individual needs are met.	Future Focus sessions delivered during KS3 form time. Careers education embedded into Life Skills lessons from Year 7 to Year 10. Year 11 students receive assemblies on careers and Post-16 pathways. Student participation in careers activities recorded and tracked through Unifrog. Careers data reviewed during academic mentoring to support individual guidance. Destination data collected, analysed, and used to inform provision.	Careers Champions in Maths, English, and Science lead subject-specific careers activities, including one half-term of careers-related lesson starters. Goldington Careers Week ensures all subjects embed careers-focused discussions and activities. Careers in education explored through Life Skills lessons.

Overview			
Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Encounters with employers and employees	Experiences of workplaces	Encounters with further and higher education	Personal guidance
Employer-led assemblies delivered during Goldington Careers Week. Employer engagement through subject-specific activities, including an English author visit and Art exhibition meeting. All school trips incorporate careers talks; e.g., the North Wales trip included discussions with outdoor education staff. Young Enterprise Company Programme provides direct employer-linked experience	Year 9 students complete a work shadowing day with a family member. Students gain experience through the “School Runner” programme, working as reception assistants.	Post-16 assemblies delivered to inform students of progression pathways. Information documents on Post-16 options shared with parents. Subject-specific visits to Bedford University and whole-school university assemblies. National Apprenticeships Week activities embedded into the careers programme. Goldington Post-16 Week provides focused preparation for transition. Online Bedford talks delivered to broaden awareness of higher education opportunities.	All students receive at least one personal guidance meeting with a qualified careers adviser by the end of Year 11. SEN and PP students receive additional targeted guidance meetings. Extra meetings available on request for parents and carers.

Activity	Department	Year Groups	No. Of Students	Frequency	Bench Marks
Cuffley Trip	PE	Y7	60	Annually	
Towers Trip	PE	Y8 Y9	60	Annually	
Bronze Dofe	DofE	Y9	60	Twice yearly	
DofE Silver	DofE	Y10	30	Twice yearly	
Young Enterprise	Enterprise and Marketing	Y11	8	Weekly	
Bedford School Observatory	Science	Y11	16	Annually	
CSI: Blood Pool	Science	Y7	192	Annually	
Bletchley Park	Computing	Y10	30	Annually	
Cybersecurity simulator	Computing	Y10	30 - 40	Weekly	
Online Safety Alliance Certificate	Computing	Y7 Y9	All	Once in Y7 & Y9	
Hackathon	Computing	Y10	10	Annually	
Tour of the school servers	Computing	Y10	30 - 40	Annually	
Computing club	Computing	Y7 Y8 Y9 Y10 Y11	15	Weekly	
Computing competition	Computing	Y7 Y8 Y9		Annually	
IT careers talk	Computing	Y10	30 - 40	Annually	
GCSE Geography Southwold	Geography	Y11	123	Annually	
Sustainability study	Geography	Y10	110	Annually	
Foster Hill Cemetery Trip	Geography	Y9	190	Annually	
A Christmas Carol performance	English	Y11	190	Annually	
Colpac ltd	D&T	Y10	44	Annually	
Madrid trip	Spanish	Y11 Y10	30	Bi-Annually	
Forest of Marston Vale	Geography	Y8	190	Annually	
Sorrento 2027	Geography	Y10 Y11	40	Annually	
Big Ideas for Bright Minds	More Able	Y10	14	Annually	
ASIT lectures	More Able	Y9 Y10	20	Half Termly	

Activity	Department	Year Groups	No. Of Students	Frequency	Bench Marks
Y7 & Y9 Family Challenges	More Able	Y7 Y9	60	Twice annually	
Goldington Distinction Award	More Able	Y7 Y8	50	Annually	
Scholars Programme	More Able	Y9	14	Weekly	
UKMT Maths Team Challenge	Mathematics	Y8 Y9	4	Annually	
UKMT Maths Challenge	Mathematics	Y7 Y8 Y9 Y10	240	Annually	
Creative Pathways	Music	Y10 Y11	40	Termly	
Ely Cathedral	RPE	Y8	100	Annually	
Philosophy club	RPE	Y7 Y8 Y9 Y10 Y11	20	Weekly	
Illustration workshop	Art	Y9	11	Weekly	
Girls into coaching course	Sports studies	Y10	10	Yearly	
Engineer talk	Science	Y7,8 11	15	One off	
Mountfitchet Castle trip	History	Y7	120	Yearly	
Imperial War Museum trip	History	Y9	65	Yearly	
Chester House trip	History	Y8	60	Yearly	
Cadbury World	Creative iMedia	Y10	18	Yearly	
Art workshop	Art	Y9	10	Yearly	
Class discussions	D&T	All years	600	Termly	

Appendix 2

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE STRATEGIC PLAN 2025-26

Written by	A. Lucas
Review frequency	Annually
Next review date	September 2026
Reviewed by	

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Appendix 3 - Gatsby Benchmark progress

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Appendix 5 – Roles and Responsibilities

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Appendix 7 – Audit of careers in the curriculum (template)

Appendix 8 – Staff training needs analysis (template)

Appendix 9 – Plans to maximise external network (template)

Appendix 10 – Plans to extend external network (template)

Vision

Engaging minds. Nurturing success. Inspiring futures.

Goldington Academy is committed to ensuring that every pupil gains the knowledge, skills and dispositions to make well-informed, aspirational and realistic decisions about their education, training and employment. Our CEIAG programme is designed so that pupils become confident, curious and resilient learners who progress into positive destinations and can manage their careers over time.

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.

Our commitment to inclusion: We will remove barriers and proactively personalise support so that every pupil, including those with SEND and disadvantaged learners, can access and benefit from CEIAG. Parents and carers will be supported to engage with LMI and pathways so they can have informed conversations at home.

Delivery is mapped in our Careers Programme (calendar and curriculum map) and captured through Unifrog/Compass+. It includes Life Skills lessons; tutor-time activities; curriculum-linked encounters; assemblies; employer talks; provider events; workplace experiences; personal guidance; and targeted interventions for priority groups.

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 Midelands 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)

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 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 commited to providing a reviewed and evaluated programme of careers education from years 7 to 11, which meets the eight Gatsby Benchmarks for careers guidance:

The eight benchmark titles remain the same; but expectations and evidence have been strengthened (2025).

1. **A stable careers programme**
   An embedded, published and regularly evaluated programme, led by a trained Careers Leader, sequenced by clear learning outcomes, backed by SLT and governors, and communicated in accessible formats for pupils, parents/carers, staff and partners.

2. **Learning from career and labour market information (LMI)**
   Pupils, parents/carers and staff access high-quality, up-to-date LMI and are supported to use it at each key stage; information and support are tailored (including for SEND).

3. **Addressing the needs of each pupil**
   Provision is personalised and tracked. We keep accurate records of participation, personal guidance and agreed actions, give pupils access to their records and help them use these at transition. We collect aspirations, intended and immediate destinations, and evaluate using sustained/longer-term destinations.

4. **Linking curriculum learning to careers**
   Almost all subjects explicitly link learning to careers and progression routes, building employability skills and fair access; evidence is captured through curriculum plans/audits, displays, pupil voice and staff CPD.

5. **Encounters with employers and employees**
   Pupils experience varied, meaningful encounters each year, with preparation and reflection. Reach, quality and impact are monitored by year and priority cohorts. (Technology can enhance, not replace, encounters.)

6. **Experiences of workplaces**
   Pupils gain progressive experiences (in-person where possible; virtual/hybrid where appropriate) with structured preparation and reflection; we remove barriers so all pupils can participate.

7. **Encounters with further and higher education**
   Multiple encounters with a range of providers (FE, HE, apprenticeships, T Levels/HTQs), delivered impartially. Provider Access Legislation (PAL) coverage is tracked by key phase in Compass (informative items that don't affect BM7 score).

8. **Personal guidance**
   All pupils can access 1-to-1 guidance from a qualified adviser, well-timed for key decisions and clearly communicated (including to parents/carers).

Key Changes since the previous benchmarks:

- Programme design & publication: Stronger emphasis that your careers programme is sequenced by learning outcomes, explicitly backed by governors/SLT, and published in accessible formats for different users.

- Personalisation & records: Clearer requirements to systematically track individual advice and actions, share records appropriately, give pupils access and support their use of records at transition; destination tracking broadened to include aspirations, intended, immediate, sustained and longer-term measures.

- Curriculum evidence: Greater focus on the proportion of subjects embedding progression routes and pathways, with suggested audits/evidence-gathering approaches.

- Inclusion & LMI: Stronger expectations around equity, targeted support (SEND/disadvantaged), alumni use, and helping parents/carers to understand and use LMI.

- Provider Access (PAL): Compass now captures PAL coverage by key phase (Y8–9 and Y10–11, etc.) for transparency; these items inform practice but don't alter the BM7 score.

On-going strategic objectives (2024–2027)

Objective 1 – Ensure that Goldington Academy is PAL2023-compliant

Benchmarks 1, 2, 3, 4, 7

- Ensure the careers programme includes opportunities to deliver **two encounters in KS3** (by the end of Year 9) and **two encounters in KS4** (by the end of Year 11) with approved apprenticeship/technical (incl. T Level) providers, scheduled within the required PAL windows.
- Liaise with apprenticeship and T Level providers to secure **meaningful, impartial** encounters (prep + reflection).
- Record all encounters accurately on **Unifrog/Compass+** (using CSV sync where relevant) for audit and reporting.

Success measures / evidence

- 95%+ of pupils meeting PAL in KS3 / KS4; coverage by priority groups (SEND/PP).
- Provider Access Plan published and termly monitored.

Objective 2 – Embed Future Skills Questionnaires (FSQ) across the whole school

Benchmarks 3, 4, 8

- Facilitate annual FSQ completion for all pupils (with catch-up for absentees) to inform planning and targeted support.
- Analyse FSQ data alongside Compass+ to identify strengths, gaps and priority learners (e.g., at risk of NEET) and plan responsive interventions.

Success measures / evidence

- FSQ completion rate ≥ 95% each year; termly summary shared with SLT/Governors.
- Number and impact of interventions triggered by FSQ insights.

Objective 3 - Grow a programme of meaningful encounters tailored to pupil need

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

- Build and maintain a diverse network of employers and education/training providers; use alumni and local LMI to prioritise sectors.
- Increase encounters across subjects and year groups; include workplace experiences where feasible (with preparation and reflection).
- Use existing school contacts; ensure all encounters are logged on Unifrog to count towards Gatsby evidence.

Success measures / evidence

- Average encounters per pupil per year; 95% pupils with at least one employer encounter and one provider encounter.
- 95% pupils accessing workplace experiences; qualitative feedback on impact.

New strategic objectives (2025–2028)

Objective 4 – New work experience model implemented

Benchmarks: 3, 5, 6, 8

- KS3 - Every pupil completes 5 days by the end of Year 9. Delivery will be a cumulative 5-day blend of expereinces.
- KS4 - Every pupil completes 5 days of meaningful work experience in one stint during year 10
- Pre-placement induction (aims, conduct, H&S), logbook on Unifrog, skills self-assessment, daily reflections, supervisor sign-off, post-placement debrief and next-steps tutorial will be implemented to make the work experience meaningful
- All placements and reflections recorded on Unifrog/Compass+; Careers Adviser prioritises pupils needing additional guidance afterwards.

Success measures / evidence

- KS3 - 95% Completion rate by 2028; priority group participation to meet this target also.
- KS4 - 90% Completion rate by 2028; priority group participation to meet this target also.

Objective 5 – Linking curriculum learning to careers

Benchmarks: 4 (with links to 2, 5, 7)

- Move from careers links concentrated in English, Maths, Science and PSHE to ‘almost all’ subjects embedding explicit progression routes, employability skills and encounters by July 2028.
- Embed a Careers Starter/Exit into 6 lessons over a half term.
- Each department to deliver one employer/provider input per year (talk, masterclass, lab demo, site tour or virtual).
- Subject careers displays, alumni case studies, and “where next?” pathway maps

Success measures / evidence

- By July 2028: ‘Almost all’ (≥ 90%) of subjects evidencing curriculum-linked careers learning.

- Improved FSQ items on understanding how learning links to future pathways & positive student voice.

Objective 6 - Communication and Visibility

Benchmarks: 1,2,3,4,5-7

- Strengthen communication of the Careers Programme to all stakeholders with clear, consistent messaging across website, print, and in-person channels.
- Refresh and maintain the website (programme summary, Careers Leader contact, PAL plan, calendars, impact/update date).
- Create a termly communications calendar (tutor slides, student bulletins, assemblies, social posts, parent updates, governor reports).
- Targeted comms for key cohorts (SEND, PP, EAL, LAC), including accessible formats and translated summaries where needed.
- Launch and grow a LinkedIn alumni network to share success stories and support encounters/mentoring with departments.
- Regular celebration of success: case studies from Goldington Careers Week, Post-16 Week, employer encounters and work experience

Success measures / evidence

- Website CEIAG pages live and updated termly (change log maintained).
- Delivery of the communications calendar each term; open/engagement rates for emails/social; parent evening attendance for CEIAG items.
- Increased alumni registrations and number of alumni-supported activities; positive stakeholder feedback.
- Improved FSQ/Student Voice items on awareness of opportunities and where to get careers help; parity of reach for SEND/PP/EAL/LAC groups.
- Termly governor reports submitted and published headline impact on the website.

Destination data

Destination	2020	2021	2022	2023	2024	2025
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 – On-going strategic objectives (2024–2027)

Objective 1 – Ensure that Goldington Academy is PAL2023-compliant		
	Targets	**Actions**
Year One **2024 - 25**	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.	Conduct an initial review of the current careers provision against PAL2023 standards. Identify strengths, gaps, and priority areas for improvement. Implement a robust tracking system using Compass+ and Unifrog to record careers interactions and measure compliance. 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. Strengthen partnerships with local employers, colleges, and training providers to align opportunities with PAL2023.
Year Two **2025 - 26**		Evaluate and refine PAL2023 implementation based on year-one data and stakeholder feedback. Further embed PAL2023 across the curriculum, ensuring all subjects link career pathways to learning. Increase employer engagement through sector-specific events and workplace visits. Strengthen parental engagement, providing guidance on PAL2023 and post-16 pathways.

Year Three **2026 – 27**		Sustain and future-proof PAL2023 compliance, integrating careers education seamlessly into school culture. Expand long-term employer partnerships, ensuring ongoing access to high-quality encounters. Continue evaluating and adapting provision, using Compass+ and Future Skills Questionnaires to track impact. Engage in peer reviews and external validation, benchmarking against best practices to maintain high standards.

Objective 2 – Embed Future Skills Questionnaires (FSQ) across the whole school		
	Targets	**Actions**
Year One **2024 - 25**	1. **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. 2. **Use FSQ data to inform careers provision** improvements, identifying trends, gaps, and areas for targeted support. 3. Ensure **FSQs complement Compass+ evaluations**, providing a comprehensive picture of careers learning impact across the school. 4. **Develop a structured feedback loop**, using FSQ insights to shape careers interventions, employer engagements, and curriculum-linked careers education.	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. Ensure students receive feedback on FSQ results, linking their responses to relevant career opportunities and guidance. 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. Collect feedback from students and staff on FSQ usability and effectiveness.
Year Two **2025 - 26**		Expand FSQ usage to cover a broader range of year groups, ensuring more comprehensive student insights. 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. Enhance communication with parents, sharing FSQ insights and providing guidance on post-16 options and skills development.
85		Fully embed FSQs as a standard careers evaluation tool, ensuring sustainability and continuous improvement. Use FSQs to support long-term careers planning, tracking student progression and post-16 destinations.

Objective 3 - Grow a programme of meaningful encounters tailored to pupil need		
	Targets	**Actions**
Year One **2024 - 25**	1. **Expand employer and provider engagement** to ensure all students receive meaningful encounters aligned with Gatsby Benchmarks. 2. **Track and evaluate** careers interactions to ensure coverage across all year groups and identify gaps in provision. 3. **Enhance the quality** and variety of encounters, ensuring experiences are tailored to student needs and interests. 4. **Increase student participation** in career-related activities, fostering engagement and career readiness.	Identify key sectors and industries to engage with, ensuring a diverse range of career encounters. Expand relationships with existing partners and establish new links. Use MS Forms surveys and focus groups to gather student and staff feedback on the effectiveness of employer encounters. Work with curriculum leads to embed employer and provider encounters within subject areas. Encourage STEM, creative industries, and vocational pathways to develop industry links. Identify areas for improvement and expansion based on real-time feedback and engagement data.
Year Two **2025 - 26**		Increase the depth of employer engagement, ensuring partnerships move beyond one-off encounters to long-term mentoring and structured experiences. 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. Workplace Experience & Visits – Increase real-world exposure through site visits, taster days, and work placements where possible.
Year Three **2026 – 27**		Develop strategic partnerships with national employers and universities, offering students long-term progression pathways. Continue monitoring, evaluating, and refining encounters, ensuring all Gatsby Benchmarks remain consistently met and exceeded. Leverage employer insights to inform careers strategy, ensuring the curriculum aligns with future job market trends.

Action Plan – New strategic objectives (2025–2028)

Objective 4 – New work experience model implemented		
	Targets	**Actions**
Year One **2025-26**	1. Design a universal WEX model: KS3 cumulative 5-day blend by end of Year 9; KS4 5-day block in Year 10 (from Sept 2026). 2. Put quality, safeguarding and compliance in place (policy, RAs, insurance checks, employer pack, staff roles, communications). 3. Build an employer/provider pool and secure capacity windows for 2026–27 (mix of local SMEs, public sector, FE/HE, alumni; hybrid options). 4. Plan inclusion: SEND/PP adjustments, supported visits, transport approach, alternative on-site/virtual experiences; data triage to Careers Adviser. 5. Finalise calendar: KS4 block week(s), KS3 experience days spread across terms; avoid clashes (exams, trips).	Write and approve WEX policy; create employer/school agreements; draft EVC/Risk Assessment templates. Produce induction slide deck & guides for pupils/parents/tutors; create Unifrog templates (logbook, reflection, supervisor feedback). Contact employers/alumni; agree provisional dates; map sector coverage to LMI. Build reporting dashboards (participation, priority groups, completion, employer quality). Co-plan reasonable adjustments with SEND team; outline bursary/transport options. Publish dates and expectations to staff, pupils and parents.

Year Two **2026 - 27**	1. Deliver KS4: 5-day block for all Year 10 with full preparation and reflection. 2. Begin KS3: cumulative 5 days (employer project days, on-site simulations, at least one external visit/virtual shadowing), tracked across Y7–Y9. 3. Ensure inclusive access and timely follow-up guidance. 4. Establish QA: employer ratings, pupil reflection quality, supervisor sign-off, post-placement debriefs.	Run inductions; issue logbooks; monitor daily reflections; complete supervisor sign-off and debrief tutorials. Provide supported placements/alternatives; track participation by cohort and priority groups. Capture all activity on Unifrog/Compass+; Careers Adviser triage for targeted guidance. Analyse feedback; refine the model and booking for next year.
Year Three **2027 – 28**	1. Universal completion: KS3 5 days by end of Y9; KS4 5-day block in Y10; targeted Y11 top-ups where needed. 2. Improve quality & impact (reflection depth, employer scores, influence on intended/immediate destinations). 3. Secure sustainable partnerships and publish headline impact.	QA sample of logs; share case studies; recognise employers. Report to SLT/Governors; update website impact summary; pre-book capacity for 2028–29. Maintain inclusion measures; address any gaps by cohort.

Objective 6 – Communication and Visibility		
	Targets	**Actions**
Year One **2025-26**	1. Establish a clear communications model for CEIAG (audiences, messages, channels, cadence, owners). 2. Refresh the website CEIAG pages to meet publication expectations (programme summary, Careers Leader contact, PAL plan, impact, review date). 3. Create a termly communications calendar (bulletins, assemblies, tutor slides, social posts, governor reports) 4. Launch LinkedIn alumni network and processes.	Draft a CEIAG communications plan and style guide (branding, tone, accessibility, safeguarding). Map stakeholders (students, parents/carers incl. SEN/PP/EAL/LAC, staff, governors, providers, employers, alumni). Build/update pages; add downloadable programme overview, provider access arrangements, calendars, and FAQs. Ensure accessibility (plain English, alt text, readable PDFs, translations where needed). Produce ready-to-use slide decks for tutors/assemblies; schedule termly parent updates; add CEIAG slot to staff briefings; plan governor updates. Set up a simple content approval workflow. Set up/refresh a school alumni page/group; create a sign-up form (GDPR-compliant) and comms pack; identify first 10–20 alumni stories; agree safeguarding/visitor protocols for any in-school activity

Year Two **2026 - 27**	1. Deliver the plan consistently across channels; ensure targeted comms for key cohorts (SEN, PP, EAL, LAC). 2. Embed celebration of success and visibility. 3. Activate the alumni network to support encounters and mentoring.	Issue monthly student items (bulletins/tutor slides), half-termly parent updates, and termly governor reports. Provide adapted materials (easy-read, translated summaries). Track reach/opens/attendance. Introduce a “Careers Spotlight” feature (student, staff, employer, alumni) across website and displays; publish case studies from Goldington Careers Week/Post-16 Week, employer encounters and work experience. Schedule alumni talks/Q&As, short videos, and profiles linked to subjects; connect alumni to departments; maintain a vetted contact list; capture feedback and impact.
Year Three **2027 – 28**	1. Consolidate and scale: sustain high-quality, regular comms; close gaps in reach/engagement. 2. Showcase impact and ensure accountability. 3. Grow alumni partnerships and employer links through LinkedIn.	Use analytics and survey feedback to refine content and timing; provide targeted follow-ups to under-reached groups; rotate features to cover diverse pathways (apprenticeships, T Levels/HTQs, FE/HE, employment). Publish an annual CEIAG impact summary (participation, destinations headlines, pupil/parent/staff voice, case studies); present to governors/SLT; refresh the website “What we changed because of your feedback” section. Develop sector streams (e.g., health, digital, creative); formalise repeat contributors; integrate alumni into subject schemes and Careers Week/Post-16 Week programmes.

Objective 5 – Linking curriculum learning to careers		
	Targets	**Actions**
Year One **2025-26**	5. Design a whole-school model to move from links mainly in Eng/Maths/Science/PSHE to 'almost all' subjects by July 2028. 6. Agree the Careers Starter/Exit approach (embedded into six lessons across one half-term per subject). 7. Specify one employer/provider input per department per year and the evidence required. 8. Create resources, QA and data systems (audits, Unifrog/Compass+ tagging, pupil voice, FSQ baseline)	Produce SoW insert/template: progression routes, LMI snippet, named employability skill, assessment opportunity, Starter/Exit prompts. Build subject packs (slide banks, exemplar tasks, alumni stories, pathway maps, display templates). Calendar department CPD and coaching with Careers Champions; set submission deadlines for updated SoW. Map providers/employers to subjects; pencil in 2026–27 inputs. Define QA: careers in learning walks/book looks; student voice questions; Unifrog tagging conventions. Establish baseline: % subjects currently evidencing careers links; FSQ items on pathway awareness.

Year Two **2026 - 27**	4. Achieve ≥ 60% of subjects embedding careers links using the Starter/Exit model. 5. Deliver one employer/provider input per department and launch subject displays/alumni case studies/'Where next?' maps. 6. Capture evidence and impact consistently across subjects.	Roll out Starter/Exit in planned half-term; collect samples of pupil work and assessment evidence. Run scheduled employer/FE/HE inputs (talk/masterclass/lab demo/site tour/virtual) and gather feedback. Tag activities on Unifrog/Compass+; conduct mid-year and end-year curriculum careers audits. Use student voice/FSQ to refine units; share good practice termly.
Year Three **2027 – 28**	4. Reach 'almost all' (≥ 90%) of subjects evidencing curriculum-linked careers learning. 5. Sustain one employer/provider input per department annually with improved quality/fit. 6. Demonstrate improved FSQ items and positive student voice on relevance and pathways; maintain BM4 at the higher descriptor.	Extend Starter/Exit to remaining subjects; refresh SoW and resources annually. Co-design deeper tasks with employers/FE/HE (critiques, briefs, mini-projects); integrate progression routes explicitly. Continue QA (walks, book looks, voice); publish an end-of-year impact summary and adjust for 2028–29.

Careers Programme

Implementation: Management

Responsibilities are shared between the Assistant Head (with oversight of CEIAG) and the Careers Leader (Head of Careers, Level 6). They plan, co-ordinate and evaluate the careers programme, reporting termly to SLT and the Link Governor and updating the website as required. Liaison with Curriculum Leaders, the SENCo and Heads of Year ensures sequenced coverage of careers themes across Life Skills, tutor time and subjects, and the scheduling of visiting employers, provider encounters (PAL) and assemblies. All subject areas are expected to make explicit links to career development and employability, coordinated by the Careers Leader, with participation and impact recorded on Unifrog/Compass+.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. PSHE/Life Skills careers content is now delivered by form tutors at Key Stages 3 and 4, using centrally planned resources and guidance from the Careers Leader. Heads of Year, the SENCo and the Assistant Head 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 Adviser(s). The Pupil Premium Lead, LAC Lead, More Able Lead and Teaching & Learning Lead are consulted regularly to target and quality-assure provision. Careers information is available on the careers board and on Unifrog, the school's careers platform.

Implementation: The CEIAG Programme

Careers Education helps young people to develop the 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 delivered by form tutors as part of the PSHE/Life Skills programme, tutor time activities, career guidance meetings, information and research activities, Goldington Careers Week (replacing National Careers Week), Post-16 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, provider encounters (PAL), and employer talks/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 to providing guidance to students on routes beyond school; 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 can request an additional careers appointment and attend a weekly lunchtime drop-in.

The Careers Adviser also contributes 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 Assistant Head, 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 or student request. Priority is for Year 11, but wherever possible these requests are accommodated. Additional appointments are facilitated for all students as necessary – identified by the 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; and the SLT member writes the reference by collating all information. This enables consistency and greater monitoring capacity.

Staff development
Staff training is identified through a needs analysis and planned within the School Development Plan (SDP). Careers is embedded in the whole-school Teaching and Learning (T&L) CPD programme. The Head of Careers has completed a Level 6 Careers Leader course.

Special induction/CPD sessions are provided for ECTs and new trainees to introduce CEIAG, Unifrog and effective ways to link curriculum learning to careers. The Head of Careers is linked with an experienced practitioner 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 now works with the South Midlands Careers Hub, including support from an Enterprise Adviser, 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 through bespoke activities during National Apprenticeship Week. In addition, employers and providers offering apprenticeships/technical routes (including T Levels and HTQs) 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 CEAIG area. The Head of Careers is responsible for effective deployment of resources.

Monitoring, review, evaluation and development of CEAIG
Our partnerships are reviewed regularly. The following provision is reviewed by the Head of Careers and the Assistant head 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 Form Time Future Focus PP opportunities	GA Post-16 Week Form Time Future Focus English Careers Starters	National Apprenticeship Week Form Time Future Focus Online Apprenticeships Talks made available	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 Goldington Careers Week
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	GA Post-16 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 Goldington Careers Week
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	GA Post-16 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 Goldington Careers Week
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	FSQ Evaluation	GA Post-16 Week English Careers Starters SEN - University careers fair	National Apprenticeship Week Online Apprenticeships Talks made available Careers Guidance starts - Labour market information	National Careers week Online Career Talks made available Maths Careers Starters	Life skills - Deciding post-16 destinations	Science & STEM Careers Starters Goldington Careers Week
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	GA Post-16 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	Goldington Careers Week
Gatsby Benchmarks Met	BM - 1, 7 & 8	BM - 1, 2 & 7	BM - 5, 7 & 8	BM - 2, 5 & 7		BM - 4, 5 & 6

Overview			
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
A stable careers programme	Learning from careers and labour market information	Addressing the needs of each student	Linking curriculum learning to careers
Careers programme delivered through Life Skills, form time, curriculum lessons, and assemblies. Weekly SLT meetings to review and plan provision. Termly meetings with Governors and key groups (SEN, PP, More Able, LAC/PLAC). Level 6 qualified Careers Leader overseeing provision. Programme designed to meet the needs of all students. Parents and students have access via the school website and direct contact. Regular updates published and shared with key stakeholders. Programme evaluated through FSQ and Microsoft Forms feedback.	Students/parents access careers and labour market information through Unifrog and ApplicaaOne. Careers and labour market education delivered in Life Skills and form time sessions. Parent information evenings (Post-16) supported by letters and resources sent home. Careers guidance meetings held with students and parents to inform decision-making. PP and SEN students receive additional targeted careers meetings to ensure individual needs are met.	Future Focus sessions delivered during KS3 form time. Careers education embedded into Life Skills lessons from Year 7 to Year 10. Year 11 students receive assemblies on careers and Post-16 pathways. Student participation in careers activities recorded and tracked through Unifrog. Careers data reviewed during academic mentoring to support individual guidance. Destination data collected, analysed, and used to inform provision. Alumni data tracking to commence from September 2026.	Careers Champions in Maths, English, and Science lead subject-specific careers activities, including one half-term of careers-related lesson starters. Goldington Careers Week ensures all subjects embed careers-focused discussions and activities. Careers in education explored through Life Skills lessons.

Overview			
Benchmark 5	Benchmark 5	Benchmark 5	Benchmark 5
Encounters with employers and employees	Encounters with employers and employees	Encounters with employers and employees	Encounters with employers and employees
Employer-led assemblies delivered during Goldington Careers Week. Employer engagement through subject-specific activities, including an English author visit and Art exhibition meeting. All school trips incorporate careers talks; e.g., the North Wales trip included discussions with outdoor education staff. Young Enterprise Company Programme provides direct employer-linked experience	Year 9 students complete a work shadowing day with a family member. Students gain experience through the "School Runner" programme, working as reception assistants. Planned implementation of five days of meaningful work experience during KS3 and KS4 from September 2026.	Post-16 assemblies delivered to inform students of progression pathways. Information documents on Post-16 options shared with parents. Subject-specific visits to Bedford University and whole-school university assemblies. National Apprenticeships Week activities embedded into the careers programme. Goldington Post-16 Week provides focused preparation for transition. Online Bedford talks delivered to broaden awareness of higher education opportunities.	All students receive at least one personal guidance meeting with a qualified careers adviser by the end of Year 11. SEN and PP students receive additional targeted guidance meetings. Extra meetings available on request for parents and carers.

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.

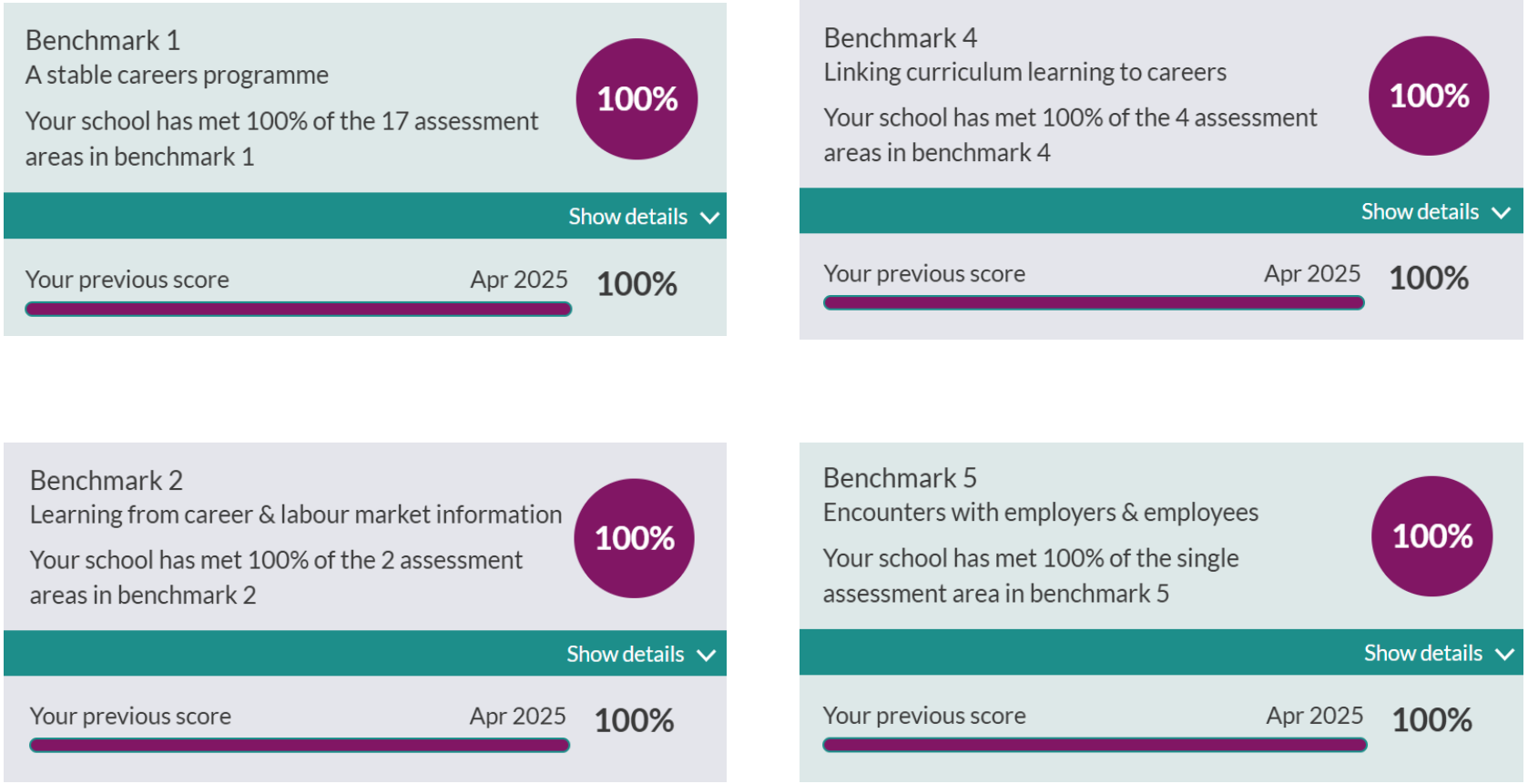
APPENDICES

Appendix 1 - SWOT Analysis 2025 - 26

STRENGTHS	WEAKNESSES
• 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.	• 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	THREATS
• 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.	• 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 3
Addressing the needs of each pupil

Your school has met 100% of the 7 assessment areas in benchmark 3

100%

Show details

Your previous score Apr 2025 45%

Benchmark 6
Experiences of workplaces

Your school has met 100% of the single assessment area in benchmark 6

100%

Show details

Your previous score Apr 2025 100%

Benchmark 7
Encounters with further and higher education

Your school has met 100% of the 5 assessment areas in benchmark 7

100%

Show details

Your previous score Apr 2025 100%

Benchmark 8
Personal guidance

Your school has met 100% of the single assessment area in benchmark 8

100%

Show details

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 • 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 • 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 • 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 • Skills for decision making	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

10 Planning	Timetabled lessons • Setting realistic goals • Exploring post-16 opportunities locally • Planning for the future • Personal branding • Modelling and making applications Guidance • Personal guidance interviews for selected groups • Research options	To focus on post-16 opportunities To explore the influence of personal branding To complete practice applications and detail qualities and skills for the future	Students have a good idea of opportunities available to them locally Students understand the value of LMI in making decisions about their future
11 Deciding	Timetabled lessons • 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 Guidance • Personal guidance interviews • Research options • Make decisions	To make realistic plans and goals To write a professional CV To complete post-16 applications effectively To practice interview technique for a variety of scenarios	Students are aware of all post-16 options and where the pathways can lead them Students apply for their post-16 choices Students can interview effectively and understand how to present themselves well Students can cope with disappointment and display resilience Students can plan for management of work/life balance

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	Sailesh Roopnarain	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	TBC	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 Abora	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 Evie Thomas	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 is overseen by SLT (Assistant Head link) and the Careers Leader. Delivery and access are checked through learning walks, lesson observations, student voice and work scrutiny, alongside regular line-management meetings. Termly Compass+/FSQ analysis and Unifrog participation data inform actions.

The Careers Leader maintains whole-school tracking of encounters (employers, workplaces, FE/HE and training providers) and personal guidance; pupils are targeted for support based on need and aspiration, with a focus on disadvantaged, SEND and PP/HPA cohorts. All external events are authorised and monitored by the Careers Leader in line with the SCR; at least one Goldington member of staff is present at every activity to meet safeguarding and equality requirements.

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

Evaluation strategy

Capturing participant views is central to improving CEIAG. We use the Future Skills Questionnaire (FSQ) to gauge pupils' knowledge, confidence and needs; results inform continuous improvement, help identify pupils at risk of NEET, and guide targeted interventions. Additional feedback is gathered through MS Forms/Unifrog surveys and Student Voice.

External organisations provide their own evaluations, which we review alongside our data. Findings are considered termly, shared with the Assistant Head/SLT and the Link Governor, and headline impact is communicated to parents/carers via the school website and newsletters. Insights directly shape future planning, resourcing and participation at events.

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

Teach First

Appendix 7

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
Where do you source your labour market information? • Online resources (with details) • Personal/professional networks • Links with industry/employers, universities • Websites • Conferences and events (with details) • CPD • Other (please describe)	
Do you use display notices / information about careers related to your subject area? If so, please give details.	
Do you, on a regular basis, engage in classroom discussions around potential career prospects with your students?	
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?	
Do you invite visitors in from industry to speak to your students? If so, how do you source these visitors?	
Do you plan visits to: • Employers, Work Based Learning providers • HE/FE If so, who do you link with in school to make this happen?	
How much is your good practice shared around your department, or with other members of staff?	

Appendix 8

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 knowledge 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:

.....

.....

.....

.....

Plan to maximise external stakeholder relationships

Appendix 9

Contact or Partner	**Current state** *How have they contributed to the school? Engagement level?*	**Desired state**	**Needs and interests** *Why do you need to increase or improve their support? What is the benefit to the business?*	**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

Appendix 10

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

Appendix 3

Provider access policy statement

Goldington Academy

Approved by:	Academic Standards Committee	**Date:**	October 2026
Last reviewed on:	October 2026		
Next review due by:	October 2027		

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1. Aims

This policy statement sets out Goldington Academy's arrangements for managing the access of education and training providers to students for the purpose of informing them about approved technical education qualifications, apprenticeships and other education and training pathways.

The policy aims to ensure that all students receive impartial information about the full range of post-16 and post-18 progression opportunities available to them, enabling them to make informed decisions about their future education, training and careers.

It sets out:

- Procedures in relation to requests for access
- The grounds for granting and refusing requests for access
- Details of the premises and facilities available to providers
- The school's commitment to fulfilling its statutory responsibilities under the Provider Access Legislation (PAL)

2 Statutory requirements

2.1 General requirements

Goldington Academy is committed to ensuring that all students have access to high-quality, impartial information about the full range of education and training opportunities available to them.

In accordance with Section 42B of the Education Act 1997, the school will provide opportunities for a range of education and training providers to access students in Years 7 to 11 for the purpose of informing them about approved technical education qualifications and apprenticeships.

The school will publish this policy statement and review it annually to ensure continued compliance with statutory guidance and best practice in careers education.

2.2 Statutory - Provider Access Legislation (PAL)

All students in Years 7 to 11 at Goldington Academy are entitled to:

Two meaningful encounters with providers of approved technical education qualifications or apprenticeshipsduring Key Stage 3 (Year 8 or 9).

Two further meaningful encounters during Key Stage 4 (Year 10 or 11).

These encounters are part of our planned careers programme and are designed to provide students with relevant information about technical and vocational options, in line with the Provider Access Legislation (January 2023).

2.3 Meaningful encounter

- Based on DfE guidance, a meaningful encounter is one where students:
- Learn about the provider and the qualifications or apprenticeships they offer.
- Understand potential career paths linked to those qualifications.
- Receive a clear description of what learning/training with that provider is like.
- Have the opportunity to ask questions.

3. Student entitlement

All students in years 7 to 11 at Goldington Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

4. Management of provider access requests

4.1 Procedure

A provider wishing to request access should contact Mr A Lucas,

Careers Leader. Email: lucasa@goldington.beds.sch.uk

4.2 Provider opportunities

Goldington Academy provides a range of opportunities for education and training providers to engage with students throughout the academic year as part of the school's Careers Education, Information, Advice and Guidance (CEIAG) programme.

- Opportunities may include, but are not limited to:
- Careers and Post-16 events
- Assemblies and presentations
- Employer and provider encounters
- Careers fairs and networking events
- Curriculum-linked careers activities
- Workshops and employability sessions
- Apprenticeship and technical education events
- Workplace visits and experiences

- Small group or targeted guidance activities

The school will work with providers to identify the most appropriate opportunity for engagement, taking account of the needs of students, the careers programme and the school calendar.

Details of planned careers activities are published annually within the school's Careers Programme and may vary from year to year.

4.3 Granting and refusing access

Access to students will be refused under the following circumstances:

- On dates of national examinations
- During internal, formalised examinations
- If it is deemed that learning will be significantly impacted
- During staff training days and school holidays
- Over a weekend, unless an event is specifically arranged for this time period
- Where the proposed activity does not support the aims of the school's careers programme, cannot be accommodated within the school timetable, or raises safeguarding concerns

4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

Education and training providers will be expected to adhere to this policy and sign an agreement upon their initial visit to the premises.

DBS checks should be provided if available. All visitors must report to Reception upon arrival at the school site, bringing a photographic means of identification (e.g. passport, driving licence)

4.5 Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity.

The school will also make available AV and other specialist equipment to support provider presentations.

This will be discussed and agreed in advance of the visit with the Careers Leader or member of the Careers Team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at our Reception desk for the attention of the Careers Leader.

There will be a Resource Centre available to all students at lunch and break times in our school library.

5. Links to other policies

For further information on our policies, please visit the policy area of our website:

https://www.goldington.beds.sch.uk/information/policies-procedures

6. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students ismonitored by Mike Birchall, School Business Manager.

This policy will be reviewed annually by Alex Lucas, Careers Leader.

At every review, the policy will be approved by Francis Galbraith, Principal.