















Careers Leadership action plan and summary – January 2025

● PRIORITY ACTION AREAS
 ● INDICATED AREAS OF STRENGTH

Maturity model statement	Indicator of maturity			
	Response 1	Response 2	Response 3	Response 4
1.1 Distributed careers leadership				
1.2 Leaders' vision				
1.3 Strategic careers planning				
1.4 Strategic careers leadership				
1.5 Governance				
1.6 Careers Hub engagement				
1.7 Enterprise Adviser engagement				
2.1 Career learning journeys				
2.2 Addressing the needs				
2.3 Recording systems				
2.4 Destinations data				
2.5 Learner perception				
2.6 Stakeholder voice				
2.7 Quality assurance				

Leadership area	Current position	Actions to improve	Next steps summary	By when / who
1.2 Leaders' vision and intent for careers	The school or special school vision includes specific reference to preparing learners for their future. There may be a related vision specifically for careers. The vision, intent and priorities for the development of the careers provision are shared with the senior leadership team, governors and staff.	The vision(s) shapes the priorities for the development of the careers provision and informs all relevant areas of the school or special school development plan. Senior leaders, governors and staff understand and are accountable for achieving the vision, intent, and priorities of the careers provision, in alignment with wider school or special school priorities.	Create shared vision for careers which matches new Gatsby changes Share vision with Governors and LT Align with wider school priorities	HT3 – SR
1.3 Strategic careers planning	There is a strategic careers development plan that includes priorities for the continuous improvement of the careers provision and includes careers roles and responsibilities.	There is a strategic careers development plan that is regularly monitored by the senior leadership team and governors that includes priorities aligned to school or special school development priorities. The school or special school development plan features careers within key development priorities as a driver for change.	Share careers plan with stakeholders	HT3 - SR
1.6 Engagement with the national Careers Hub network and other careers networks	The named Careers Leader regularly meets with an Enterprise Co-ordinator to review strategic careers development planning and the school or special school regularly engages with a Careers Hub or other relevant community of practice.	The school or special school leadership is supported with strategic careers development planning from relevant Careers Hub colleagues and the school or special school leadership strategically engages with and contributes to a Careers Hub or other relevant community of practice.	See Julie Hussey about work with Careers Hub Strategically engaging	HT3/4 SR/ JHu
1.7 Effective engagement with an Enterprise Adviser(s)	The Careers Leader is supported and challenged by an Enterprise Adviser(s).	An Enterprise Adviser(s) supports the senior leadership team to plan strategically and to evaluate impact ensuring that careers provision is aligned to wider school or special school priorities.	Contact Steve Langrick and look at how this work can link into strategic development of careers	HT3 - SR
2.1 Development of progressive careers learning journeys	A documented careers learning journey is shared and understood. It includes progressive careers	Documented careers learning journeys that are planned, progressive and responsive are	Revise learning journey for careers which shows	HT3 – SR

	<p>learning and activities that support learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness. 	<p>underpinned by relevant careers-related learning outcomes that show measurable intent for learners as leavers. Progressive careers-related learning outcomes inform discrete careers-related learning, encounters with employers and providers, workplace experiences and personal guidance.</p>	<p>measurable intent – must show all key areas</p>	
2.2 Addressing the needs of all learners	<p>Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to personalise careers guidance provision.</p>	<p>Data and information about vulnerable and targeted groups and cohort level attendance, behaviour, progress data, FSQ and the RONI are analysed by relevant colleagues (e.g. SENCo, Careers Leader, designated teacher and pastoral leads, etc.) to differentiate careers-related learning, personal careers guidance, encounters with employers and workplace experiences.</p>	<p>look at targeted groups – using FSQ</p> <p>Share findings with SENDCO and create a plan to ensure all students needs are met – careers learning and insights</p>	<p>On going</p>
2.3 Effective use of recording systems	<p>Recording systems (e.g. Compass+) are used to capture careers activities and to track intended and actual destinations</p>	<p>Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders to measure impact of the careers provision and to inform continuous improvement and planning of careers.</p>	<p>Look at Morrisby platform to record all data form students</p> <p>Ensure FSQ data is acted upon</p>	<p>HT3 - SR</p>
2.4 Careers impact evaluation: Destinations data	<p>Destinations data (including intended and actual destinations) is collected, analysed and reported on according to specific success criteria (intent). This could include outcomes for specific cohorts, breadth of destinations, aspiration, alignment to labour market, NEET, etc.</p>	<p>Destinations data (including intended and actual destinations) is systematically collected and analysed to specific success criteria by the senior leadership team to inform evaluation, reporting and continuous improvement of the careers provision.</p>	<p>Share Destination Data with LT and Governors</p>	<p>HT3/4 – SR / NR</p>

2.6 Careers impact evaluation: Stakeholder voice	Stakeholder voice is collected to inform evaluation of the careers provision.	Stakeholder voice is systematically and strategically collected and analysed by the senior leadership team to inform evaluation, reporting and continuous improvement of the careers provision.	Employers and all stakeholders survey for improvements in careers provision	
2.7 Careers impact evaluation: Quality assurance	Careers provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, CDI Framework, Careers Strategy, Provider Access Legislation, etc.).	Quality assurance processes involve senior leaders and inform action planning and continuous improvement of the careers provision.	Monitoring of careers learning in PSHE must be strategically planned	HT3/HT4 SR and PLLS
3.3 Supporting learners to challenge misconceptions and stereotypes	A planned and written down careers learning journey maps opportunities in each key stage to challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.	documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that measurably challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.	To add to learning journey	HT3 - SR
3.4 Parent and carer understanding of what LMI is and how to make effective use of it	All parents and carers receive information about local, regional and national labour market information (LMI) on an ad hoc basis, through a variety of channels.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes and are used to inform how parents and carers are regularly supported through a variety of channels to understand what the labour market is and how to access and interpret LMI. There is evidence of how support is differentiated according to parent and carer context.	To ensure this is shared with all students and parents on platforms Morrisby platform?	HT3 - SR
3.6 Staff understanding of all routes available to learners at key transitions	Teaching, pastoral and relevant support staff are regularly supported to understand how to access relevant LMI, the benefits of all routes available to learners at	Teaching, pastoral and relevant support staff are regularly supported to understand how to access relevant LMI, the benefits of all routes available to learners at key transitions and how to	Staff to use LMI data when teaching and incorporating the information in to planning Unbiased careers conversations	HOFS / SR / ALL STAFF

	key transitions, including academic, technical and vocational.	effectively signpost learners for further support. This informs a planned approach to supporting and enabling staff to have effective and unbiased careers conversations with learners as trusted adults.	Support for this	
3.7 Effective provider engagement	The school or special school engages with a range of providers to support careers provision.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that include multiple opportunities for learners to engage with and learn from providers of all routes available at key transitions.	Learning journey	SR
4.1 Careers education	Discrete time for careers in the school or special school timetable for careers education is structured and progressive, and includes progressive careers learning and activities that supports learners to: <ul style="list-style-type: none"> • make aspirational and informed decisions • make effective and sustained transitions • develop career readiness. 	Discrete time for careers education in the school or special school timetable is structured around progressive, learner-centred, impact-driven, careers-related learning outcomes that are both universal and differentiated to learner need. Progress in careers education is monitored and supported in line with other quality assurance processes in the school or special school.	Monitored by key staff to ensure the content is delivered effectively	HT3 / 4 SR
4.2 Staff highlighting the relevance of their subjects and making links from the curriculum	There is an expectation that staff make reference to pathways and the world of work in their lessons.	All staff consistently and regularly highlight the relevance of their subject to the world of work and careers, and regularly make links from their curriculum to careers, pathways and essential skills. There is evidence of curriculum learning being embedded in the context of the world of work across the school or special school.	Staff to be supported in delivering key skills Make links between curriculum learning and key skills	HOFS / ALL STAFF

<p>4.3 Staff learning and development to support understanding of Labour Market Information (LMI) and pathways, to inform careers in the curriculum</p>	<p>Staff receive information about Labour Market Information (LMI) and routes available to learners at key transitions on an ad hoc basis.</p>	<p>Staff are supported, through learning and development, to understand how to apply their knowledge and understanding of LMI and pathways to highlight the relevance of their subject and make regular links from the curriculum to careers and the world of work. There is a measurable consistency as to how this takes place across the curriculum.</p>	<p>Staff to understand LMI information and be trained to ensure this is discussed in all lessons where relevant across the curriculum</p>	
<p>3.7 Effective provider engagement</p>	<p>The school or special school engages with a range of providers to support careers provision.</p>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that include multiple opportunities for learners to engage with and learn from providers of all routes available at key transitions.</p>	<p>Learning journey to show connections with employers</p>	<p>HT3 / 4 SR</p>
<p>4.4 Learner skills development</p>	<p>There is a whole school or special school approach to essential skills development.</p>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes, that include a progressive and measurable approach to developing essential skills through the curriculum.</p>	<p>See above – measurable opportunities for key skills</p>	<p>HT3/4 – SR</p>
<p>5.1 Effective employer engagement</p>	<p>The school or special school identifies and engages with employers, including those from key sectors regionally as well as those of interest to learners</p>	<p>Engagement with employers is informed by relevant LMI and learner need and there is evidence that employer engagement informs multiple progressive and meaningful employer encounters for learners.</p>	<p>Employer encounters – employer engagement recorded</p>	<p>HT3/ 4</p>
<p>5.2 Meaningful encounters with employers</p>	<p>All learners engage in progressive meaningful encounters with employers.</p>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes and</p>	<p>Ensure all insights are recorded on learning journey</p>	<p>HT3/4</p>

		include multiple meaningful encounters with employers.		
6.1 Engagement with personal guidance	Learners have the opportunity to engage in a personal guidance interview. All parents and carers are informed that this opportunity is available.	Personal guidance interviews and time for learner preparation and reflection are well-timed and are embedded within careers learning journeys. Relevant staff learning and development, and parent and carer engagement, are mapped to support this. All parents and carers are supported to have a clear role in helping learners to prepare and reflect on their interviews.	Mapping document for student personal guidance and parental encounters Ensure parent understand their role	HT3/4
6.2 Meaningful approach to personal guidance	Learners have the opportunity to engage in a personal guidance interview. All parents and carers are informed that this opportunity is available.	Personal guidance interviews and time for learner preparation and reflection are well-timed and are embedded within careers learning journeys. Relevant staff learning and development, and parent and carer engagement, are mapped to support this. All parents and carers are supported to have a clear role in helping learners to prepare and reflect on their interviews.	As above	
6.3 Personal guidance resourcing	There is evidence of evaluation of the impact of impartial personal guidance provision.	Impartial personal guidance provision and learners' engagement with the provision is regularly and systemically reviewed and evaluated.	Review the personal guidance interview system Meet with NR to discuss this process	HT 3 SR/ NR

New Gatsby Benchmark changes 2025

Gatsby Benchmark	Changes 2025
<p>A stable career programme that is known and understood by pupils, parents, teachers and employers.</p>	<p>Implement a comprehensive monitoring system involving regular feedback from all stakeholders, including parents/carers. SLT Involvement: Ensure regular SLT meetings to review and refine the careers strategy.</p> <ul style="list-style-type: none"> • Explicit backing of SLT is expanded to include governors and headteacher, and career leader should be identified and appropriately trained • New measure: <i>'The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged'</i> • careers advisers referenced as a source to evaluate the effectiveness of the career programme (alongside learners, parents, teachers and employers – as previous).
<p>Learning from careers and labour market information</p>	<p>Increase efforts to disseminate career and LMI through workshops, online platforms like Morrisby, and regular updates on the school website. Parental Engagement: Develop strategies to encourage greater parental engagement with career information, such as dedicated sessions during parents' evenings or targeted communications.</p> <ul style="list-style-type: none"> • 'during each key stage all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps' This was previously only by the age of 14 and didn't include 'next steps'.
<p>Addressing the needs of each student</p>	<p>Continue to provide personalised advice and support, maintaining accurate records and ensuring equality and diversity considerations throughout the programme Data Utilisation: Use data on pupil destinations to continuously review and improve careers provision.</p> <ul style="list-style-type: none"> • Systematic records – this was previously for individual advice given to each pupil, but now covers <i>'the participation of pupils in all aspects of their career programme'</i> • New measure – following on from the above there is a criterion for the information to be shared when pupils change school during the secondary phase

	<ul style="list-style-type: none"> The guidance on tracking for three years after leaving has gone and is replaced with recording aspirations, intended and immediate destinations. In addition, schools are expected to <i>'use sustained and longer-term data as part of their evaluation process and use alumni to support their careers programme'</i>
Linking curriculum learning to careers	<p>Maintain and enhance the integration of career learning into all subjects. Audit and review the curriculum to identify further opportunities for embedding careers education. Provide ongoing training for teachers to help them incorporate career learning into their lessons.</p> <ul style="list-style-type: none"> Now expected in every year and in every subject while also highlighting the knowledge and skills pupils develop and not just career routes. New measure: <i>'Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils'.</i>
Encounters with employers and employees	<p>Continue to provide multiple employers encounters each year, potentially increasing the variety and scope of these encounters. Implement a feedback mechanism to evaluate the impact of these encounters on students' career understanding and readiness.</p>
Experiences of workplaces	<p>Maintain and expand the opportunities for students to experience workplaces, ensuring these experiences are meaningful and relevant.</p> <ul style="list-style-type: none"> Previous measure used to be at least one experience of a workplace by age 16 and further experience by 18, excluding part-time jobs. Now the measure states 'meaningful experiences' but no longer discounts part-time work.
Encounters with further and higher education	<p>Establish new partnerships with a wider range of further and higher education institutions, including independent training providers and technical colleges.</p>
Personal guidance	<p>Continue to provide high quality personal guidance for all students, ensuring advisers are appropriately trained. Regularly gather feedback from students on the guidance received to make continuous improvements.</p>

	<p>Measure to track destinations 3 years after students have left has now gone, focussing instead on ‘current learners and recent leavers’</p> <ul style="list-style-type: none">• As before but language changed from ‘interviews’ to ‘meetings’ and now states ‘<i>meetings should be scheduled in the careers programme to meet the need of pupils</i>’• New measure: ‘<i>Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.</i>’• Amended measure: For over-16s who are in a school sixth form, this benchmark now matches those for over-16s at a college or independent training provider (ITP). Benchmark 8 for schools now states that every young person should have a further meeting by the age of 18, where it previously required them to have the opportunity for a further meeting.’
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It identifies **five themes** that emerged from the overall evidence:

1. **Careers at the heart of education and leadership** (whole school approach, connectivity with strategic vision/plans and distinct responsibilities for leadership, careers leaders, advisers and governors).
2. **Inclusion and impact for every young person** (tailoring programmes to needs, considering vulnerability, disadvantage and SEND).
3. **Meaningful and varied encounters** (expanded definition of ‘meaningful’ in GBs 5, 6 & 7, providing greater variety and the opportunities to review and reflect from encounters)

4. **Focus on the use of information and data** (data collection has been refocused to include aspirations and intended destinations).

5. **Engagement of parents and carers** (embed parent and carer engagement into planning and provide them with information to support their children).

Definitions of meaningful

Benchmark 5	Benchmark 6	Benchmark 7
<p>-have a clear purpose, which is shared with the employer and the young person</p> <p>-be underpinned by learning outcomes that are appropriate to the needs of the young person</p> <p>-have opportunities for two-way interactions between the young person and the employer</p> <p>- be followed by time for the young person to reflect on the insights, knowledge or skills gained through the encounter</p>	<p>- have a clear purpose, which is shared with the employer and the young person</p> <p>-be underpinned by learning outcomes that are appropriate to the needs of the young person</p> <p>-involve extensive two-way interactions between the young person and employees</p> <p>-include opportunities for young people to meet a range of different people from the workplace</p> <p>-include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace</p> <p>-include the employer providing feedback to the young person about their work</p> <p>-be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience</p>	<p>-have a clear purpose, which is shared with the provider and the young person</p> <p>-be underpinned by learning outcomes that are appropriate to the needs of the young person</p> <p>-involve a two-way interaction between the young person and the provider</p> <p>-include information about the provider, such as their recruitment and selection processes, the qualifications that provider offers and the careers these could lead to - describe what learning or training with the provider is like</p> <p>-be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through the encounter</p>