

## CEIAG ACTION PLAN 2025/2026

### What does the school want to achieve?

- Further improve the life chances of all students by increasing the number of CEIAG opportunities
- Meet all Gatsby benchmarks
- Engage students to achieve the outcomes needed to go onto first choice at post 16
- Ensure all students have a clear career path into post 16 and obtain a place in further education, training or apprenticeship employment
- Ensure all students have high aspirations for their future and are motivated to fulfil their potential

Gatsby benchmark area to address	Fulfilment statement: What will it look like? What will learning experiences look like following successful actions taken to address issues?	What Actions to be taken to achieve	Who Leadership responsibility	When date actions completed	RAG Impact of actions & evidence to meet fulfilment statement
1 A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>Whole-school careers programme is written down</li> <li>Is approved by the Management Committee</li> <li>Has the explicit backing of senior leadership</li> <li>Has resources allocated to it</li> <li>Has systematic monitoring in place</li> <li>Has both strategic and operational elements</li> <li>Has an identified lead individual with strategic responsibility for overseeing the programme</li> </ul>	<p>Careers program published on website</p> <p>Employer statement on website</p> <p>Named SLT member / Governor in place</p> <p>Discreet Careers budget allocated</p> <p>Page on website on regularly updated by careers adviser with items aimed at pupils and parent</p>	AM	Feb 26	25% met
2 Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>Ensure the majority of students have used up-to-date career &amp; labour market information to help inform study/career decisions.</li> <li>Encourage parents and carers to use career path and labour market information to aid the support given to their children.</li> </ul>	<p>PSHE includes information about careers and local labour market using employers where relevant</p> <p>Direct key local employers to key students and parents</p>	<p>RF</p> <p>AM</p>	<p>Dec 25</p> <p>Apr 26</p>	50% met

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3 Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>Keep systematic records on each students' experiences of career and enterprise activity</li> <li>Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school</li> </ul>	<p>AM to maintain a 'rolling' spreadsheet of careers related events for each year group showing the availability of all career events open to each year group.</p> <p>Destinations collected for each student for 1 year (up to end of first term) shared with LA</p>	<p>AM</p> <p>AM</p>	<p>Dec 25</p> <p>July 26</p>	50% met
4 Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. (Nat average of schools meeting benchmark – 4%)	All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of: English lessons Maths lessons Science lessons PSHE lessons	<p>CEIAG integral and discreet part of PSHE</p> <p>CEIAG integral to delivery of core subjects</p> <p>SLT to work with curriculum leads to identify opportunities to delivery both in and out of the existing lessons (and where possible to use local employers)</p>	<p>RF</p> <p>AM</p> <p>AM</p>	<p>Dec 25</p> <p>Dec 25</p> <p>Dec 25</p>	33% met

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5 Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. (Nat average of schools meeting benchmark – 37%)	Futures Week – opportunities should be extended through targeted opportunities developed through assemblies / lessons / visits / workshops / competitions /	Futures Week and Careers fair to be co-ordinated annually  Local employers to attend at least 2 times per year group over the course of the year	AM	May 26	25% met
6 Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Have had a meaningful experience of a workplace by the end of year 11  Have obtained a meaningful experience of a workplace	Develop Work Experience programme, providing placements for all students.	AM	May 25	100% met

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7 Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. (Nat average of schools meeting benchmark – 8%)	<ul style="list-style-type: none"> <li>The bench mark requires students to engage with 6th form colleges.</li> <li>Provided with information about the full range of apprenticeships, including higher level apprenticeship</li> <li>Have had meaningful encounters with general further education colleges</li> <li>Have had meaningful encounters with independent training providers</li> </ul>	<p>Universities and post 16 providers to be invited to speak to students.</p> <p>AM to identify opportunities to visit and have visitors from Further and Higher education providers at the start of the academic year and plan a calendar of events to meet the needs of students</p> <p>Information relating to apprenticeships covered through PSHE (and where possible other curriculum areas)</p>	<p>AM</p> <p>RF and AM</p>	<p>March 26</p> <p>March 26</p> <p>March 26</p>	25% met
8 Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. (Nat average of schools meeting benchmark – 46%).	All/the overwhelming majority of pupils: Have had an interview with a professional and impartial careers adviser by the end of year 11	<p>HCFE Student Development team and academic mentors provide in house support to students.</p> <p>Drop in sessions for students to access when they require support</p>	AM and AA	May 26	25% met