



HANLEY CASTLE HIGH SCHOOL & SIXTH FORM CENTRE

Hanley Castle High School Careers Strategy 2026-2027

To be reviewed September 2027

Our Vision

Belong – Aspire - Achieve

"Our careers strategy is designed to unlock the potential of every student, inspiring them to make informed, ambitious, and achievable choices for their future. Through personalised guidance, real-world experiences, and a curriculum that fosters growth, we aim to equip each individual with the skills, knowledge, and confidence to thrive in the next stage of their journey and contribute positively to society."

Hanley Castle High School is an active member of the Worcestershire Careers Hub and supports the development of Worcestershire's Future Workforce through the Worcestershire Enterprise Adviser Network.



Hanley Castle High School CAREERS STRATEGY

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Hanley Castle High School (Hanley and Upton Educational Trust)

Our Mission: “Unlocking potential, inspiring minds”

We aim to be the Trust of choice, working in partnership with the families in our area. As a community of distinctive schools, we are united by our common purpose:

To create a school culture in which every individual feels valued, respected and encouraged to make a positive contribution to the world.

Our ambition is that our children and young people:

Belong to a happy, safe and caring community where equality, diversity and service are celebrated.

Aspire for excellence. Regardless of background and prior learning experiences, all are encouraged to fully develop their talents and abilities within and beyond our rich curriculum.

Achieve their full potential and leave the care of the partnership with the skills and personal qualities required to understand the world, contribute to society and change it for the better.



Careers at Hanley Castle High School

Our Vision

"Our careers strategy is designed to unlock the potential of every student, inspiring them to make informed, ambitious, and achievable choices for their future. Through personalised guidance, real-world experiences, and a curriculum that fosters growth, we aim to equip each individual with the skills, knowledge, and confidence to thrive in the next stage of their journey and contribute positively to society."

Our Careers Strategy: Introduction

Our commitment and purpose:

At Hanley Castle High School, we are deeply committed to empowering our students with the skills, knowledge, and confidence necessary to manage their learning and career progression in order to achieve and thrive.

Our Careers Related Learning Programme ensures that every student is equipped to achieve their personal best, preparing them for both post-16/18 pathways and the world of work.

We offer a wide range of meaningful career-related activities, from employer interactions to workplace experiences, providing students with the opportunity to explore diverse career options.

Our aim is to give students the knowledge and inspiration they need to make informed decisions and to manage their individual career plans, enabling them to succeed in their chosen path.

An effective careers guidance programme is essential in today's increasingly complex educational and employment landscape. With the variety of training, education, and career options available, navigating these pathways can be challenging.

The Hanley Castle Careers Programme is designed to ensure that every student has the support and resources to make informed, confident decisions at key transition points. This includes guidance on academic, vocational, technical, and apprenticeship pathways, tailored to each student's aspirations and needs.

We believe that high-quality careers guidance is key to improving social mobility. When students are well-informed about the range of career opportunities open to them, they can make more empowered choices, paving the way for a brighter future.

By equipping students with the skills, knowledge, ambition and opportunities to succeed, we aim to break down barriers and enable all young people to succeed in fulfilling careers.

Entitlement

At Hanley Castle High School, we take a whole-school approach to careers education, with every member of staff playing an active role in delivering high-quality, impartial Careers Education, Information, Advice, and Guidance (CEIAG).

This approach ensures that all learners have access to the information they need to make informed decisions about their future pathways.

Our careers programme supports the curriculum throughout the year, aligning with the latest Careers Statutory Guidance (May 2025), and aims to achieve the eight Gatsby Benchmarks.



The plan is mapped to the Career Development Institute's (CDI) Career Development Framework, ensuring it meets current best practice.

Careers education at Hanley Castle High School is not a standalone initiative; it is woven into every area of the school and integrated across the curriculum. Our goal is to help learners understand how their studies relate to potential future pathways.

We are committed to collaborating closely with a range of external agencies and partners, including Early Careers Worcestershire, The Careers and Enterprise Company (CEC), Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), further and higher education providers, and local employers. These partnerships ensure that our programme meets the statutory requirements outlined in the Department for Education's Careers Statutory Guidance (updated May 2026).

Aims and objectives

This strategy outlines our whole-school approach to careers guidance, which will support students across all year groups, from Year 7 to Year 13.

We aim to provide a comprehensive, progressive and engaging careers programme that empowers every student to plan their future effectively and confidently. It is differentiated to ensure a progression through activities that are appropriate to our students' stage of career learning, planning and development.

The objectives of our careers strategy are:

- **Inclusive Community:** Every student will feel part of a secure, inclusive environment where they are valued, listened to, and supported in their career journey.
- **Personalised Development:** All students will be enabled to develop their unique talents, abilities, and character, equipping them to make informed decisions and succeed in a dynamic global landscape.
- **Clear Pathways:** By the time they leave Hanley Castle, students will have the confidence, resilience, and clarity to pursue their chosen next steps, whether that's further study, training, or employment.
- **Strategic Careers Programme:** We will deliver a strategic, whole-school careers programme that is embedded in leadership, policy, and planning, ensuring that careers guidance is a central feature of the school experience.
- **Impartial Guidance:** We will ensure that students receive impartial, clear advice on all educational and career routes, including apprenticeships, FE Level 1,2 and 3 vocational courses, A Level and BTECH courses, T-Levels, Higher Technical Qualifications (HTQs), and university degrees.
- **Employer-Led Engagement:** Throughout Key Stage 3, students will engage with multiple employer-led activities, and by Key Stage 4, they will have opportunity for a workplace placement, as part of our two-week work experience guarantee.
- **Modern Work Experience Initiative:** gives every young person access to progressive, high-quality, multiple workplace experiences, throughout their education journey.
A minimum of two weeks' worth of work experience by Year 11, made up of:
At least one week of work experience activities in Years 7–9
At least one week of placements in Years 10–11



- **Tailored Support:** We will offer tailored career guidance to meet the needs of all students, with additional support for disadvantaged, vulnerable, and SEND students.
- **Family and Alumni Engagement:** We will involve parents, carers, and alumni in the career decision-making process to ensure students have the information and support they need.
- **Data-Driven Improvement:** We will use data—such as destination data, student aspirations, Future Skills Questionnaire and labour market information (LMI)—to drive continuous improvement in our careers programme, ensuring it is relevant and effective.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2025
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- Skills and Post-16 Education Act 2022

Publication of Information

In line with the Department for Education's Statutory Careers Guidance (May 2026), Hanley Castle High School publishes the following information on the school website so that it is accessible to students, parents, staff, employers, and external providers:

- **Name and contact details of the Careers Leader**
Mr Paul Holmes (Careers Leader and Head of Work-Related Learning)
Email: holmesp@hanleycastlehs.org.uk Telephone: 01684 593241
- **Summary of the careers programme**
A year-by-year outline of careers education and opportunities from Year 7 to Year 13.
- **How the school measures and assesses the impact of the careers programme**
Including Compass+ evaluations, Future Skills Questionnaire results, student/employer/parent voice, and destination data.
- **Provider Access Policy Statement**
Detailing how external training providers, colleges, employers, and universities can request and secure access to students in line with the Provider Access Legislation.

This information is reviewed annually and updated at the start of each academic year, or sooner if significant changes are made to the programme.



Roles and Responsibilities

Strategic Overview

In line with the DfE Statutory Guidance: Careers Guidance and Access for Education and Training Providers (May 2025) and statutory duties introduced by the Skills and Post-16 Education Act 2022, Hanley Castle High School has a whole-school approach to careers education.

Careers guidance is delivered in accordance with the eight Gatsby Benchmarks, mapped to the CDI Career Development Framework, and aligned with local labour market needs via our collaboration with Early Careers Worcestershire and associated partners.

Strategic Careers Leadership

As required by the DfE Careers Strategy, Hanley Castle High School has appointed a named Strategic Careers Leader: Mr Paul Holmes (Careers Leader and Head of Work-Related Learning) who is also the school's Careers Advisor.

Supported by a member of our Senior Leadership Team: Mr Sam Cook (Assistant Headteacher, Post-16 Studies).

The Strategic Careers Leader is responsible for:

- Leading the implementation of our school-wide careers strategy and CEIAG programme.
- Ensuring compliance with statutory duties, including Gatsby Benchmarks and Provider Access Legislation – refer to our policy which sets out these arrangements.
- Providing the Senior Leadership Team and Governing Body with regular termly updates and progress reports.
- Working closely with the Early Careers Worcestershire delivery team, assigned Enterprise Adviser, and local employers to embed careers learning into all aspects of school life.

Governing Body Responsibilities

The Governing Body is responsible for ensuring that:

- All registered learners from Year 7 to Year 13 receive independent, impartial careers guidance and any learners up to the age of 25 with an EHCP.
- Arrangements are in place to allow a range of education and training providers access to learners, including through our Provider Access Policy.
- Guidance is unbiased and inclusive, covering all post-16 and post-18 routes: academic, technical, and apprenticeships.
- Careers provision complies with the Equality Act 2010, and is accessible to all learners, regardless of background.
- Complaints related to the careers programme are addressed via the school's Complaints Policy.
- Strategic advice is given to the Headteacher to ensure the school's Careers Strategy meets all statutory and best practice requirements.



Careers Leader Responsibilities

The Careers Leader is responsible for:

- Managing and coordinating the delivery of high-quality CEIAG provision across the school.
- Leading on the implementation and evaluation of the careers strategy and development plan.
- Ensuring the school's careers offer is mapped to the Gatsby Benchmarks and the CDI Framework.
- Conducting regular self-assessments using the Compass+ tool.
- Working with curriculum and pastoral staff to embed careers education into lessons and schemes of work.
- Developing partnerships with FE/HE institutions, employers, apprenticeship/training providers.
- Ensuring learners have multiple meaningful encounters with employers and providers (as per Skills and Post-16 Education Act 2022).
- Publishing the school's Careers Programme and Provider Access Statement on the school website.
- Ensuring effective provision for SEND learners and children in care, working closely with the SENDCo and designated teacher.
- Undertaking the Careers Advisor role.
- Co-ordination and management of our careers platform – Unifrog,

Careers Adviser Responsibilities

The Careers Adviser supports the delivery of personalised CEIAG by:

- Providing one-to-one and small-group impartial guidance to all learners.
- Supporting transitions and career planning.
- Maintaining CPD to ensure guidance reflects current opportunities and pathways.
- Creating engaging resources, including displays and digital content.
- Liaising regularly with key staff.
- Contributing to PEPs for learners in care
- Attending annual review meetings for students in receipt of an EHCP from year 9 onwards

Teaching & Support Staff Responsibilities

All staff contribute to CEIAG by:

- Embedding careers learning and labour market relevance into lessons and key themed weeks.
- Supporting the delivery of PSD/IAG carousel lessons.
- Promoting employer-led activities and careers events.
- Enrichment opportunities through extracurricular activities.
- Encouraging use of the Unifrog platform.
- Organising and attending career-related trips and external visits.



- Creating learning environments that develop workplace skills and real-world thinking.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's career plan.

Enterprise Adviser

Thanks to our partnership with the Early Careers Worcestershire, Hanley Castle High School is supported by our Enterprise Adviser: Paul Bonas

Paul supports the school in facilitating careers-related activity, particularly employer encounters and experiences aligned with Gatsby Benchmarks 5 and 6.

Contributions from Key Stakeholders

Local Employers

- Work experience placements in Year 10 and Year 12
- Site visits to Employers
- Assemblies, talks, workshops and mentoring
- Participation in activity days and mock interviews

Parents and Carers

- Supporting and securing work placements
- Participating in events (mock interviews, workshops)
- Using Unifrog to support their child's careers development
- Attending open days and application guidance evenings

Alumni

- Giving talks and presentations
- Hosting workplace visits
- Supporting university and apprenticeship interview prep
- Participating in mock interviews and mentoring

Addressing the needs of students

At Hanley Castle High School, our careers programme plays a vital role in supporting every learner to progress to their chosen destination, whether that be further or higher education, training, or employment.

We are committed to raising aspirations and ensuring that all students have access to personalised, impartial and high-quality Careers Education, Information, Advice and Guidance (CEIAG).

It is designed to be inclusive, aspirational, and tailored to meet the individual needs of all learners, including those with special educational needs and disabilities (SEND), those in care or previously in care, and other vulnerable or disadvantaged groups.

We are committed to:

- Raising aspirations for all learners, enabling them to explore a full range of education, training, and career pathways, regardless of background, ability, or personal circumstances.



- Providing personalised support and careers guidance, including at least one 1:1 career guidance meeting by age 16, and a further meeting by age 18, in line with the statutory requirement. For learners with EHCPs, guidance is informed by the outcomes and aspirations set out in their plans, and transition support begins from Year 9, in partnership with the SENDCo and relevant external professionals.
- Delivering meaningful and age-appropriate employer encounters and workplace experiences for all students. From September 2025, this includes:
 - A programme of employer-led activities for students in Years 7–9.
 - At least one real workplace experience for every learner during Years 10 or 11.
- Challenging stereotypes and promoting equality of opportunity in all aspects of CEIAG. Careers advice will actively challenge gender bias and all forms of stereotyping to ensure learners from all groups feel empowered to explore non-traditional and high-value career options.
- Ensuring learners with SEND have access to tailored careers support and can participate fully in the careers programme. This includes differentiated resources, accessible employer encounters, and the opportunity to develop key employability skills in a supported environment. The careers team works closely with the SENDCo, key workers, and external agencies to personalise guidance and progression planning.
- Keeping comprehensive and accurate records of each learner's careers education experiences, guidance meetings, aspirations, intended destinations, and participation in events or encounters. These records are used to inform the programme and ensure appropriate support is provided at every stage.
- Monitoring destination data for all learners, including those with SEND or who are disadvantaged, to evaluate the impact of our careers programme. Destination data is retained for a minimum of three years and published annually on the school's website in line with statutory expectations.
- Ensuring transparency by publishing details of the school's careers programme and provider access arrangements on the school website, including how impact is measured and how the needs of different student groups are met.

Through this inclusive and student-centred approach, we aim to equip every learner at Hanley Castle High School with the knowledge, skills and confidence they need to make informed, ambitious choices about their future.

Current position summary

Our careers programme and curriculum is fully aligned with the updated Gatsby Benchmarks (May 2025) and mapped to the Career Development Institute's (CDI) Career Development Framework (see below for overview).

The Eight Gatsby Benchmarks of Good Career Guidance

At Hanley Castle High School, our careers programme is built around the updated Gatsby Benchmarks of Good Career Guidance. These benchmarks remain at the heart of the Department for Education's Statutory Careers Guidance (May 2026) and provide a clear, measurable framework for world-class careers education. We use the Compass+ tool to regularly assess progress against each benchmark and to inform continuous improvement.



The **Eight Gatsby Benchmarks** are:

1. **A stable careers programme**

Every school and college should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, those in governance roles, employers and other agencies.

2. **Learning from career and labour market information**

All learners, parents and carers, teachers and staff who support learners should have access to good quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All learners will need the support of an informed adviser to make the best use of available information.

3. **Addressing the needs of each student**

Learners have different careers guidance needs at different stages. Careers programmes should help learners navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each learner, including any additional needs of vulnerable and disadvantaged learners, young people with SEND and those who are absent.

4. **Linking curriculum learning to careers**

As part of the institution's programme of careers education, all teachers and subject staff should link curriculum learning with careers, even on courses which are not specifically occupation led. Subject teachers and staff should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways and future career paths.

5. **Encounters with employers and employees**

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes and could include learners' own part-time employment where it exists.

6. **Experiences of the workplace**

Every learner should have first-hand experiences of workplaces to help them explore career opportunities and expand their networks.

7. **Encounters with further and higher education**

All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.

8. **Personal guidance**

Every learner should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school) or external, provided they are trained to an appropriate level. These meetings should be available for all learners whenever significant study or career choices are made. They should be expected for all learners but should be scheduled to meet their individual needs. The careers leader should work closely with the career's adviser, SEND coordinator and other key staff to ensure personal guidance is effective and embedded in the careers programme.





At Hanley Castle, we aim to fully meet all eight benchmarks as part of our commitment to delivering inclusive, high-quality, and legally compliant careers provision.

Career Development Institute (CDI) Career Development Framework

In addition to the Gatsby Benchmarks, Hanley Castle High School aligns its careers provision with the Career Development Institute's (CDI) Career Development Framework.

This framework sets out the six key learning areas and outlines the skills, knowledge and attitudes that individuals need to manage their careers effectively and lead fulfilling working lives.

A 'positive career' will mean different things to different individuals. However, the CDI describes it as one in which a person can find purpose and satisfaction in how they spend their time, make a meaningful contribution to their community, and achieve a decent standard of living that supports their personal and financial well-being.

The framework provides a structured approach to helping students develop the competencies they need to:

- Make informed and confident decisions.
- Understand themselves and the world of work.
- Manage transitions and progression points throughout education and employment.

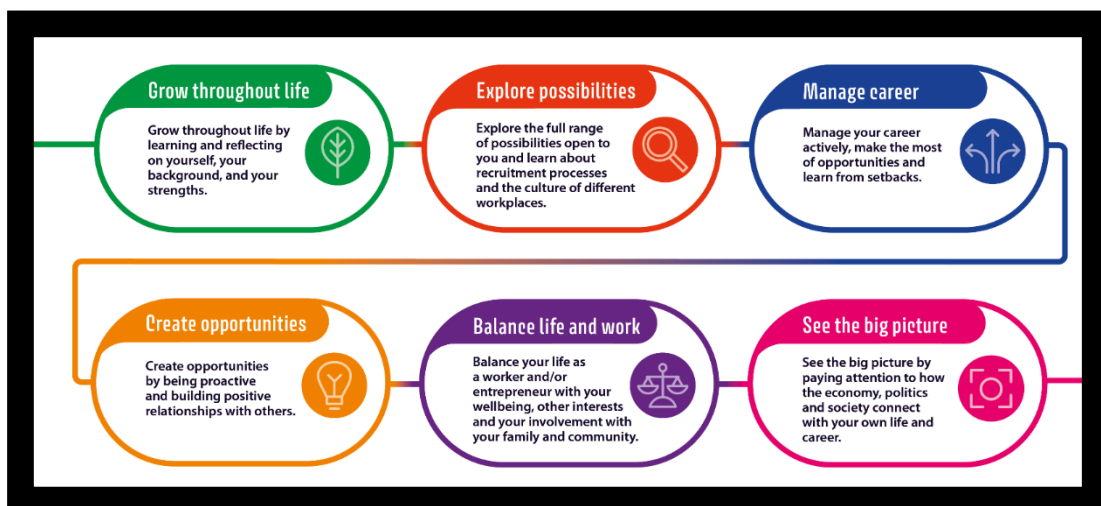
It underpins our delivery of:

- Curriculum-linked careers learning (Gatsby Benchmark 4).
- Personal guidance (Benchmark 8).
- Individualised support for SEND and vulnerable learners (Benchmark 3).

At Hanley Castle, we also use the framework to map careers learning across the curriculum and ensure that our CEIAG provision supports meaningful progression for all learners, including those with additional needs. We make full use of Unifrog, our whole-school careers platform for our formal careers education, to support students in building their personal profiles, exploring career pathways, and recording key experiences.

More information about the CDI Career Development Framework is available from the Career Development Institute website.

Career Development Framework – The Six Learning Areas:





Summary of our current position as of August 2026

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool. How data is reported was updated in 2025 enabling us to clearly see areas for improvement, particularly as we have a new Careers Leader in place.

Areas of strength

Hanley Castle High School has demonstrated strong performance against national standards as measured by the Gatsby Benchmarks, using the Careers and Enterprise Company's COMPASS+ self-assessment tool.

Our careers provision is embedded across the school, and we are proud to have achieved strong results in seven of the eight Gatsby Benchmarks, including 100% in three of them.

One current area for ongoing development relates to Benchmark 4: Linking curriculum learning to careers, where we will be working with subject leaders and teachers to provide them with all the resources they need.

Additionally we are working to improve our performance in Gatsby 1: A stable careers programme; Gatsby 2: Learning from careers and labour market information; Gatsby 6: Experiences of workplaces, particularly considering the new Modern Work Experience requirements and Gatsby 7: Encounters with further and higher education.

Although the updated DfE Statutory Careers Guidance (May 2026) no longer requires schools to track destinations for three years, we recognise the value of this information in supporting learners' long-term career development.

We remain committed to working closely with the local authority, local further education institutions, training providers, and employers to maintain and improve our understanding of learner destinations, ensuring our careers programme continues to be relevant and effective.

In addition to this, Hanley Castle High School benefits from significant strengths in leadership and partnership working, including:

- Our Careers Leader holds a Level 6 qualification in Careers Guidance and Development and is working towards the Level 6 Careers Leader Training, endorsed by the Careers and Enterprise Company, demonstrating expert knowledge and leadership in careers education.
- The school is an active member of the Early Careers Worcestershire Careers Hub, which provides additional support, continuing professional development (CPD), and resources to enhance our careers provision.
- Our Careers Leader is a registered member of the Careers Development Institute (CDI), ensuring adherence to national professional standards and ongoing development.
- Hanley Castle High School consistently maintains low NEET (Not in Education, Employment, or Training) figures, with the majority of students progressing to Further Education, apprenticeships, or employment.
- We have developed strong partnerships with local employers, FE providers, and training organisations, enriching the careers programme through work experience placements, employer encounters, and tailored guidance.
- We work closely with the Worcestershire Local Authority to identify and target students we feel are most at risk of becoming NEET. Their Post-16 NEET team continue to work with students to provide support, advice and guidance.



These strengths underpin our commitment to delivering a high-quality, impartial, and inclusive careers education that prepares all learners to make informed choices and succeed in their future pathways.

Destination Data Summary by numbers of students (Y11) 2022 - 2026

	2022 (165)	2023 (169)	2024 (167)	2025 (170)	2026 (184)
Education	156	156	160	165	172
Training/employment with training	7	6	4	4	6
Employment	0	3	0	0	0
Voluntary/part-time activities	0	0	0	1	0
NEET	1	3	3	0	0
Unknown	1	1	0	0	6

Destination Data Summary by numbers of students (Y13) 2022 - 2026

	2022 (91)	2023 (113)	2024 (100)	2025 (94)	2026 (94)
University	51	62	53	60	56
Other education	3	3	3	4	1
Training/employment with training	12	12	1	7	8
Employment	11	13	19	3	6
Gap Year	14	21	20 *12	18 *8	20 *7
Other (seeking employment)	1	0	4	2	3
Unable to contact	0	2	0	0	0

**number of students offered a deferred university place for the following year*

Students are currently receiving the following careers related support or are participating within the activities listed below during their journey through school:

A fully mapped plan of our careers programme can be accessed from our school website: [access here](#)

Year 7

- Careers education and lessons within the PSD carousel and introduction to the Unifrog career platform
- Future Skills Questionnaire
- Employer encounters through assemblies, PSD carousel, focus weeks, Enrichment Week. Virtual and in-person
- Assemblies supporting future choices and opportunities
- Curriculum lessons linking subjects to career opportunities
- STEM clubs and STEM activities organised by STEM Co-ordinator
- External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin
- Enrichment Week – skills building
- Apprenticeships 'Treasure Hunt' as part of National Apprenticeships Week
- Personal reflection and evaluation of careers related learning and activities
- Celebration and participation in National Apprenticeships Week and National Careers Week

Year 8

- Careers education and lessons within the PSD carousel
- Employer encounters through assemblies, PSD carousel, focus weeks, Enrichment Week. Virtual and in-person
- Options process – meetings with pastoral and careers staff, tutor support, information and guidance for parents, targeted area on website and display boards
- Careers drop-in sessions to support the options process



- Futures Fortnight event (to include employer engagement)
- Access to Unifrog careers platform
- Assemblies, subject talks/workshops and tutor-based discussions supporting future choices and opportunities
- Apprenticeship presentation
- Curriculum lessons linking subjects to career opportunities
- STEM clubs and STEM activities organised by STEM Co-ordinator
- External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin
- Enrichment Week – skills building
- Personal reflection and evaluation of careers related learning and activities
- Celebration and participation in National Apprenticeships Week and National Careers Week
- Future Skills Questionnaire

Year 9

- Careers education and lessons within the PSD carousel
- Access to Unifrog careers platform
- Employer encounters through assemblies, PSD carousel, focus weeks, Enrichment Week. Virtual and in-person
- Futures Fortnight event – including employer engagement activities
- Assemblies and tutor-based discussions supporting future choices and opportunities
- Future pathways presentation
- Curriculum lessons linking subjects to career opportunities
- STEM clubs and STEM activities organised by STEM Co-ordinator
- Enrichment Week – skills building
- Worcestershire Skills Show – whole year group trip
- External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin
- Personal reflection and evaluation of careers related learning and activities
- Celebration and participation in National Apprenticeships Week and National Careers Week

Year 10

- Careers education and lessons within the PSD carousel
- Access to Unifrog careers platform
- Work Experience Information Evening combined with Parents' Information Evening
- Y10 Assembly – including introduction of work experience
- Whole year group visit to the Worcestershire Skills Show
- University experience days
- FE College Taster Days
- Formal work experience
- STEM clubs and STEM activities organised by STEM Co-ordinator
- External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin
- Assemblies and tutor-based discussions supporting future choices and opportunities; school staff, apprenticeships, employers, training providers
- Apprenticeships presentation – Worcestershire Apprenticeships
- HE/FE/Training Provider – talks/presentations (FE College, Army, HWGTA)
- Trip to university
- Curriculum lessons linking subjects to career opportunities
- Careers drop-in sessions/work experience support
- Headstart Programme with employer (Grant Thornton)
- Personal reflection and evaluation of careers related learning and activities
- Celebration and participation in National Apprenticeships Week and National Careers Week
- Future Skills Questionnaire

Year 11

- Careers education and lessons within the PSD carousel
- Access to Unifrog careers platform



- Parents' Information Evening
- Pathway Assembly
- 1:1 interview with Careers Adviser
- Sixth Form Open Evening and Sixth Form taster sessions
- Employer led CV session
- Workshops with Careers Adviser – CV support, apprenticeships
- Apprenticeships presentation and workshop – Worcestershire Apprenticeships
- STEM clubs and STEM activities organised by STEM Co-ordinator
- External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin
- Personal reflection and evaluation of careers related learning and activities
- Celebration and participation in National Apprenticeships Week and National Careers Week

Sixth Form

• Timetabled IAG sessions – fortnightly, to include ◦ Life skills/personal well-being ◦ Career research and Careers Pathways Sessions ◦ UCAS ◦ Apprenticeships	Y12 & Y13
• Dedicated IAG programme – supported by the KS5 Team and tutors	Y12 & Y13
• All students have training and support in the use of Unifrog which helps them to find the best universities and apprenticeships linked to their own skills, preferences and aptitude.	Y12 & Y13
• 1:1 interviews with Careers Advisor	Y12 & Y13
• Careers Pathway Programme	Y12
• Assemblies ◦ Employers ◦ Apprenticeships – Worcestershire Apprenticeships, Training Providers and ex-students ◦ Work Experience ◦ Universities	Y12 & Y13
• Parent/carer information evening and events	Y12 & Y13
• University talks and presentations	Y12 & Y13
• Volunteering programme (Hanley Honours)	Y12 & Y13
• External open events, activities, workshops and opportunities shared with students through our fortnightly careers bulletin	Y12 & Y13
• University visits/UCAS Fair	Y12 & Y13
• HE+ Programme and EPQ	Y12 & Y13
• Personal reflection and evaluation of careers related learning and activities	Y12 & Y13
• Y12 Mock Interview Programme	Y12
• Work Experience	Y12
• 'Your personal brand' & 'LinkedIn' session with employer	Y13
• Y12 Inspiration Day – supported by employers, Worcestershire Apprenticeships, Universities, Alumni	Y12
• Future Skills Questionnaire	Y12

Strategic Priorities for 2026-2027

1. Stable, well-resourced careers programme
 - Careers embedded in the School Development Plan.
 - Published and reviewed Careers Strategy, programme and related policies, accessible to students, staff, parents.



2. Provider access & pathways information

- At least six engagements with providers of apprenticeships, technical education, and higher education for Years 8–13.
- Published and implemented Provider Access Policy.
- Clear, unbiased presentation of academic and technical routes.

3. Meaningful Encounters & Workplace Experience to meet the Modern Work Experience guidelines for Years 7 to 11

- KS3 (Years 7–11): multiple, varied and meaningful employer-led encounters.
- KS4 (Year 10): work placement with an employer
- KS5 (Year 12): work placement with an employer
- Preparation for the two-week work experience guarantee.

4. Personal Guidance & Support

- At least one personal guidance meeting with a qualified adviser by end of Y11; at least two by Y13.
- Guidance meetings are structured, reflective, and linked to student aspirations and experiences.
- SEND and vulnerable students receive tailored additional support, including employment planning in EHCP reviews from Year 9 onward.

5. Curriculum Integration & Staff Development

- All subjects embed careers learning and labour market context.
- Focussed weeks for departments to showcase career pathways.
- CPD for subject teachers, SENCO, support and pastoral staff to play their part.

6. Data, Evaluation & Impact

- Use FSQ or similar to assess career readiness at transition points.
- Senior Leadership Team to engage in quality assurance of careers education lessons.
- Benchmark against Gatsby via **Compass+**.
- Internal review with student, parent, and employer feedback.

7. Inclusion & SEND Provision

- Identify vulnerable / disadvantaged / SEND students early to work closely with key staff to include SENDCo and pastoral staff.
- EHCP reviews from Year 9 to include preparation for adulthood and employment in collaboration with SENDCo.
- Ambition-driven careers planning, not limited by preconceived expectations.

8. Parent & Carer Engagement

- Regular updates for parents/carers on pathways, labour market, and support.
- Parent information evenings aligned with key transition points.
- Involving parents/carers and alumni in encounters, mentoring and employer talks.

Measuring and Assessment of the impact of our careers programme on students

To ensure that our Careers Programme is effective, inclusive, and continuously improving, we commit to systematic measurement, review, and evaluation of its impact. It ensures that our



work is transparent, evidence-based, and responsive to student, employer, and labour market needs.

- Annual self-evaluation using Compass+ against updated Gatsby Benchmarks.
- FSQ (Future Skills Questionnaire) at key transition points.
- Student, parent, and employer voice surveys.
- Destination tracking.
- Termly report to the Academy Standards Committee on progress and compliance.

Careers Programme Action Plan 2026-2027

An in-depth timetable of the planned careers related activity for the academic year can be accessed from the careers section of the school website [Careers Education, Information, Advice and Guidance](#)

Policy Change Log

Policy Name	Version	Date of Change	Summary of Changes	Reason for Change	Approved By
Example Policy	v1.1	2025-03-26	Updated wording in Section 3	Clarified language for compliance	John Doe
Data Privacy Policy	v2.0	2025-02-10	Added new GDPR requirements	Legal compliance update	Jane Smith

Note: This table serves as a record of all revisions made to company policies to ensure transparency and compliance.

Useful links / Resources

The Careers Enterprise Company	https://www.careersandenterprise.co.uk/
The Careers and Enterprise Company Resource Directory	https://resources.careersandenterprise.co.uk/



Gatsby Foundation	http://www.gatsby.org.uk/education/focus-areas/good-career-guidance
Post 16 Skills Plan	https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education
Department of Education Statutory Careers Guidance	Careers guidance and access for education and training providers - GOV.UK
CDI (Career Development Institute) Framework	https://www.thecdi.net/resources/cdi-framework
Skills For Worcestershire	http://www.skills4worcestershire.co.uk/
National Careers Service	https://nationalcareersservice.direct.gov.uk/
UCAS (Universities and Colleges Admissions Service)	https://www.ucas.com/
Worcestershire Local Enterprise Partnership	http://www.wlep.co.uk/
Worcestershire Apprenticeships	http://worsapprenticeships.org.uk/
HOW College	http://www.howcollege.ac.uk/
Kidderminster College	http://kidderminster.ac.uk/
Warwickshire College Group	https://wcg.ac.uk/page/1/home
Hartpury College	https://www.hartpury.ac.uk/college/
University of Gloucestershire	https://www.glos.ac.uk/
University of Worcester	https://www.worcester.ac.uk/