

South Midlands Careers Hub

Benchmark 1: Frameworks & Tools

Thursday 27th
November

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CAREERS HUB

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- Welcome & Learning Outcomes
- BM1 Overview
- How learning outcomes are threaded across benchmarks 1,5,6 & 7
- Career Leader approaches
- Resource spotlight - understanding how to create a strategic careers plan
- Frameworks and Tools

By the end of this session you will

- Have a clear understanding of how to incorporate learning outcomes into your careers programme
- Have a deeper level of knowledge about how learning outcomes link to the criteria for benchmarks 1, 5, 6 & 7
- Have a clear understanding of how to create a strategic careers plan
- Be able to identify suitable frameworks and link this to your careers programme

BM1 A Stable careers programme

Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.

- Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
- 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 throughout.
- The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access, and understand it.
- The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.

Learning Outcomes across benchmarks 1,5, 6 & 7

- BM1: 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.
- BM5: A meaningful encounter will: be underpinned by learning outcomes that are appropriate to the needs of the young person
- BM6: A meaningful experience will: have a clear purpose, which is shared with the employer and the young person, be underpinned by learning outcomes that are appropriate to the needs of the young person
- BM7: A meaningful encounter with will: have a clear purpose, which is shared with the provider and the young person & be underpinned by learning outcomes that are appropriate to the needs of the young person

Excerpts from the Gatsby Report

The new requirement introduces a more strategic focus on outcomes and impact. Institutions should consider how to develop knowledge, skills and understanding as part of a progressive learning journey. This will support each young person to make connections between their careers and curriculum learning and to navigate key transition points. It requires careers programmes, and the activities within them, to be clear about their intent and for this to be understood by everyone.

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The best examples of published careers programmes include the intended learning outcomes for the activities in each year group, Key Stage and for the programme overall. They also share the impact of the programme, which often includes leavers' sustained destinations.

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Career leader approaches

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- **Mel Barron, Chelveston Road School**
- **Zoe Correa, Huxlow Academy**

Benchmark 1

A stable careers programme means a planned, structured, and long-term approach to careers education that is embedded in the school's ethos and curriculum.

Why it matters: It ensures consistency, progression, and measurable impact for students across all year groups.



Gatsby Benchmark 1

A stable careers programme



77%

Your institution or organisation has met **77%** of the **8 assessment areas** in Gatsby Benchmark 1.

[Show less](#)



These questions are about Gatsby Benchmark1: A stable careers programme.

Institutions and organisations should have an embedded programme of careers education and guidance that is known and understood by learners, parents and carers, staff, governors, employers and other agencies.

Action Period 1 (Autumn terms 1 and 2)						Status		Action Period 2 (Spring terms 1 & 2)		
Objective	Action	Lead	Progress	End point	Impact/ Evidence	RAG	Evidence list	Action	Lead	Progress
All students receive high quality impartial careers advice. (C3.4)	Plan for students in Years 11, 12 and 13 to receive impartial advice (at least one meeting) which is recorded with an Intended Destination. Any students requiring a second interview are seen within	ZCO	Termly progress checkpoint	Mar-26	Positive impact on student outcomes All students in Year 11, 12 and 13 seen		Interview records Action plans Student reflections	Year 9 students are offered an interview before their options to allow for students to consider next steps before and after GCSE's	ZCO	GOCA to have reviewed Year 11 need and ZCO to have produced Year 9 offer GOCA to attend Year 9 options evening to speak with parents and give advice
Retention is significantly above national averages (C3.5)	Strengthen sixth form aspirations through Key Stage 4 Careers Day.	ZCO/JHO	Plan Careers Day with sixth form opportunities	07.10.26	Positive impact on students considering sixth form as an option		Careers Day Student voice	Sixth form mentoring to take place between sixth formers and Year 11 targeted students to encourage aspiration from sixth formers	ZCO/JH	Link potential students with sixth form mentors to allow for support with GCSE's and aspirations to join sixth form
Leaders have established a comprehensive, purposeful programme of work-related learning, closely aligned to each student's individual needs and aspirations	Plan for Year 10 students to access one week's work experience by the end of the year. This must be meaningful and all students should be able to access a placement that is recorded as part of their careers programme	ZCO	Years 10-11: Provide one week of real workplace placements, which may be across multiple days or settings to suit student needs and employer availability.	17.07.26	All students in Year 10 to have work experience opportunity		Gatsby 5 met Work experience records	100% of Years 7-9 take part in one week of meaningful work related learning, including visits, talks and virtual work experience.	ZCO	Ensure that students in Years 7-9 have opportunities throughout the year to engage with and experience aspects of work related learning
Leaders design a comprehensive, purposeful range of high-quality wider opportunities that	Map and implement a structured programme from Year 7 to Year 13 that includes volunteering, citizenship, enrichment,	ZCO	All clubs on EVOLVE clubs and planned trips and enrichment activities on Evolve	Oct half term	Students engage, feel proud, and develop confidence and		Participation registers event reports photos	Expand and diversify leadership roles (e.g., student council, prefects,	ZCO	Review opportunities and ensure all students have the ability to become a lead. Introduce Leadership

Planning

What	Why	How	Completed
Consider your audience	To ensure that all students have equal access to understanding value of ALL learning opportunities, including technical and vocational pathways	Consider how cohorts and groups are supported to access encounters and experiences of all pathways. Challenge any unconscious bias in student/cohort selection. Refer to <u>FSQ</u> and Destination Data to inform interventions	<input type="checkbox"/>
Learning outcomes are defined, based on the needs of students	To support the encounter to contribute to a progressive careers programme building on what has gone before and preparing students for what is to come	Refer to frameworks such as the <u>CDI's</u> Framework for careers, employability and enterprise education and the <u>Skills Builder</u> Universal Framework	<input type="checkbox"/>
Consider if the encounter would be better delivered as a virtual, blended or virtual encounter	To maximise value of encounter	Consider learning outcomes, availability of providers and time/space/tech capacity available for the encounter	<input type="checkbox"/>
Structure activity and ensure all participants	To support students to consider all learning opportunities available to	Work with your Enterprise Adviser/Enterprise Co-ordinator to identify providers from all	<input type="checkbox"/>

Careers Programme Overview Huxlow Academy



Huxlow Academy
Ambition • Respect • Pride

Vision Statement

At Huxlow Academy, we wish for all students to Thrive through Excellence. This is especially true for them in our career's guidance. The purpose of Careers Education, Information, Advice and Guidance at Huxlow Academy is to provide a whole school and community approach to engage all students in years 7 to 13 in learning about the world of work. With this knowledge, they are then able to make informed decisions that will empower them to manage their own learning journey.

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Milestones and Learning Outcomes

Year 13

PSHE - Personal Finance

- Gross and net pay
- Loan sharks and pay day loans
- Currencies throughout the world
 - Inflation
- Standing orders and Direct Debits

Year 12

PSHE - Personal Finance

- Personal tax allowance
 - Income tax
 - Income sources
 - Trade unions
 - Financial advice

Year 11

PSHE - Careers programme - Next steps

- Employability skills
- Post-16 choices
- Decision making
- Volunteering and paid work
- Is AI a threat to jobs?

Year 10

PSHE - Future choices and planning

- My future choices
- Interview skills
- Strengths and weaknesses
- Personal presentation
- Leadership

PSHE - Careers programme: Options and expectations

- Reflecting on my careers journey
 - Type of careers
 - Wellbeing in the workplace
 - Hybrid, remote and in-person working
 - Financial education

Year 9

PSHE - Interprising people

- Apprenticeships
- Employability
- Interpersonal skills

PSHE - Careers programme: Preparing for GCSE's

- My skills
- Decisions at KS4
 - Taking Control
 - Managing and saving money
 - The Labour Market
 - Employability skills

Year 8

PSHE - Careers programme: Understanding what to expect

- Who am I?
 - Curriculum Vitae
- Challenges and rewards of work
- What does success mean?
- Careers and the climate

Year 7

PSHE - Developing skills and aspirations

- Who am I?
 - My dream jobs
 - What is a career?
 - What is an entrepreneur?
 - Work life balance
 - Careers and the future

PSHE - Financial decision making and future skills

- Money management
 - Budgeting
- Savings, loans, and interest rates
- Aspirations
- Behaviour and success

Key Events and Experiences

Year 13

1:1 Careers guidance

University visits

Year 12

1:1 Careers guidance

Futures week

Year 11

1:1 Careers guidance

College assemblies

Sixth form assemblies

Year 10

Careers fair

Careers interviews

Nationwide talk

Sixth form assemblies

Year 9

Apprenticeship talks

Careers Assemblies

Year 8

Careers Fair

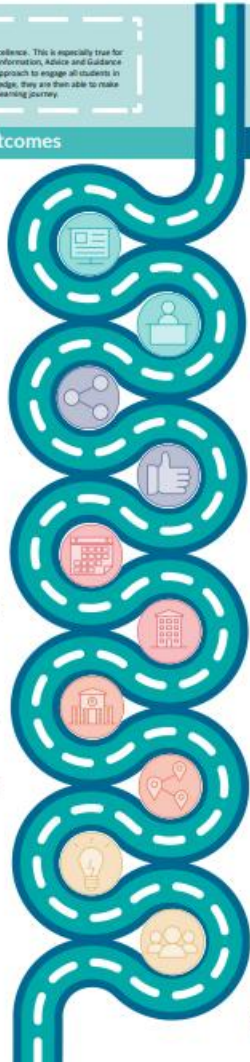
The Big Bang STEM Careers Fair

Year 7

STEM workshop

Take your child to Work day

Virtual work experience



Inspiring and preparing young people for the world of work.

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Careers

Does this opportunity relate to the Careers Education Programme?:	
If yes, how?:	

Planning

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Next steps

Learners as leavers of this institution will:

Self-awareness	Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
	Be inspired and motivated by career opportunities which they may not have otherwise considered.
	Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.
Career knowledge and decision-making	Have a broad knowledge of a range of career opportunities which enable informed decision-making.
	Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
	Understand how the local and national labour market is changing and what this might mean for their career choices.
	Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
	Be able to evaluate the risks and rewards of different types of employment and working environments.
	Be able to make links between their curriculum to skills, pathways, and to the world of work.
	Be able to identify and make effective use of available support systems.
	Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.	

Possible approach

Activity 1: Review your current careers provision mapping

1. Review how it is mapped – are different elements mapped in one place?
2. Reflect on the learning happening in each activity
3. Reflect on learner progression through the provision

Activity 2: Develop career learning journeys underpinned by progressive learning outcomes

Activity 3: Make effective use of data to assess impact and revisit your provision mapping

Understanding how to create a strategic careers plan

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Understanding
how to create
a strategic
careers plan

Step-by-step guide

How to set a vision and clear intent for careers



How to set strategic priorities and objectives



Action planning



Setting milestones to review progress



Key performance metrics to measure progress



Template examples

How to set a vision and intent



Make informed and aspirational decisions



To make effective and sustained transitions



To develop career readiness

Example 2 (sentence):

We will embed a progressive and responsive careers provision to support all learners as leavers to maximise their potential

Example 3 (acronym)

At (name of school, special school or college) we all strive to **ASPIRE**:

Aspirational and informed decision making

Support to make effective and sustained transitions

Progressive provision underpinned by career related learning outcomes

Informed by community & regional context and skills need

Responsive to learner need

Equity of access to information and understanding of all opportunities and career pathways

How to define strategic priorities

Strategic priorities are what you need to achieve to solve the problem(s) and realise your vision.

They should be aligned to:

- The school, special school or college vision
- The vision for careers
- The whole school, special school or college development plan

Aim to agree between 3-5 strategic priorities.

Example Strategic Priority Statements:

- To identify and tackle key misconceptions and stereotypes to support all learners to make informed and aspirational decisions at key transition points
- To embed a sustainable and strategic approach to leadership of careers
- To develop an engaging and progressive approach to Work Experience that enhances all learners' career readiness
- To develop and implement an approach to impact evaluation that systematically measures and analyses the effectiveness of the careers provision, ensuring evidence-based decision-making and continuous improvement

Putting careers at the heart of education and leadership

To support a sustainable, strategic careers leadership approach, consider undertaking a [Careers Impact internal leadership review](#) in your school, special school or college.

An internal leadership review is based on the [Careers Impact Maturity Model](#), which provides a shared language of how careers can be positioned as a driver for school, special school and college improvement.

Undertaking an internal leadership review supports the quality assurance of your careers provision and encourages continuous improvement aligned to your whole institution's priorities.

Strategic objectives



Example Strategic Objectives:

- Increase the number of encounters with alumni network contacts by organising 18 opportunities to hear from alumni who have taken different routes, by the end of the academic year
- Secure funded places on Careers Leader Training for 2 colleagues (Strategic Careers Leader and Operational Careers Leader) to start in September
- Improve staff awareness of the Careers Learning Journeys, including a whole school, special school or college approach to work experience, by delivering CPD to all staff by December
- Improve understanding of learner and staff perception by surveying 40% of learners and staff by March
- Develop a progressive approach to work experience by considering a meaningful experience in Year 9 to support learners to investigate & explore a range of workplaces

Action planning, milestones and key metrics

<p>Institution Vision Statement:</p> <p>Careers Vision Statement:</p> <p>e.g. Careers provision at (name of school, special school or college) will support our learners to:</p> <ul style="list-style-type: none"> • Make informed and aspirational decisions • To make effective and sustained transitions • To develop career readiness 				
<p>Key Strategic Priorities</p>				
<p>Priority 1</p> <p>“What is the problem you are trying to solve?”</p>	<p>To identify and tackle key misconceptions and stereotypes to support all learners to make informed and aspirational decisions at key transition points</p>			
<p>Objective</p> <p>“SMART statement outlining focus area”</p>	<p>Outcomes</p> <p>“What would success look like?”</p>	<p>Actions, including CPD/resourcing</p> <p>“What would solve the problem?”</p>	<p>Responsible</p> <p>“Who is responsible for each action?”</p>	<p>Time/Milestones</p> <p>“When do you aim to have this completed by?”</p>
<p>Improve understanding of learner and stakeholder perception by surveying 40% of learners, parents & carers and staff (by date)</p>	<p>SLT and Governor awareness of FSQ data analysis</p> <p>SLT and Governor awareness of staff and parent & carer survey responses</p> <p>Data used to inform continuous improvement of provision</p>	<p>Increase number of FSQ completions to 100 in each year group</p> <p>Embed FSQ data reporting and action-planning into SLT and governance structures</p> <p>Include analysis of data from staff and parents & carers in reporting</p>	<p>Strategic lead for careers/Careers Leader</p>	<p>FSQ data collected (by date)</p> <p>Survey data collected (by date)</p> <p>Termly review and action planning from FSQ data on SLT and governance meetings</p>

Universal Learning Outcomes Framework

Learners as leavers of this institution will:

Self-awareness	Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
	Be inspired and motivated by career opportunities which they may not have otherwise considered.
	Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.
Career knowledge and decision-making	Have a broad knowledge of a range of career opportunities which enable informed decision-making.
	Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
	Understand how the local and national labour market is changing and what this might mean for their career choices.
	Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
	Be able to evaluate the risks and rewards of different types of employment and working environments.
	Be able to make links between their curriculum to skills, pathways, and to the world of work.
	Be able to identify and make effective use of available support systems.
	Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
	Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.
Recruitment and workplace readiness	Have developed essential skills which will support them to transition to the workplace.
	Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.
	Understand the expectations, behaviours, and cultures of a range of workplaces.
	Be able to evidence when they have applied their knowledge and skills within the workplace.
	Be able to articulate their knowledge and skills to potential employers.
	Be able to use their work experiences to make informed career decisions.

- Suggested universal career-related learning outcomes
- CDI Framework (including primary useful for SEND)
- Skills builder
- PHSE association
- Unifrog?
- Others?

By the end of this session you will

- Have a clear understanding of how to incorporate learning outcomes into your careers programme
- Have a deeper level of knowledge about how learning outcomes link to the criteria for benchmarks 1, 5, 6 & 7
- Have a clear understanding of how to create a strategic careers plan
- Be able to identify suitable frameworks and link this to your careers programme