



Careers Strategy 2025-2026

Annual review June 2026

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Current State

School Context*

- We are a smaller than average 11-16 mixed secondary school with 846 students. There has been a significant rise of 25% in our student population in the last five years.
- The school is highly popular amongst local parents, being oversubscribed on first choices in all year groups, with a healthy waiting list of students wanting to transfer in.
- The intake of the school is truly comprehensive, as students come from a range of backgrounds. The catchment area for Jarrow School, which includes parts of **Jarrow, Fellgate, Monkton**, and nearby South Tyneside communities, is generally considered to be **economically disadvantaged** compared to national averages. Jarrow ranks 15th out of 18 wards in South Tyneside for home ownership, indicating relatively high levels of deprivation. Neighbouring areas like Primrose and Simonside & Rekendyke have even lower ownership and higher rental rates.
- The school qualifies for the National School Breakfast programme, which has been established for many years now. The school has a LA resource base for students with autism.
- The proportion of students eligible for Pupil Premium is significantly above the national average at 50.35%.
- The proportion of students eligible for FSM is 45.41%.
- There are 33.88% SEND students across the school with 6.59% having an EHCP.
- Currently there are 64 (44 official + 20 unofficial) students in the resource base. Last year there were 10 students in the year 11 cohort. Their outcomes impacted negatively on the school's overall results (see quality of education section). National data reflects results of the whole cohort including autistic students; therefore, caution is required when making hypotheses.

**To be updated termly*

Destination Data

The table below shows the most recent three-year trend for destination data – updated Nov 2025.

Measure	2023 (Local authority / school data)		2024 (local authority/ school data)		2025 intended (school data)	
Number of students	164	100%	165	100%	155	100%
Further education	145	88.4%	146	88.5%	117	75%
Sixth form college	15	9%	11	6.9%	8	5.1%
Sixth form school	9	5.5%	9	5.5%	8	5.1%
Other education destination	10	6%	1	0.6%	3	2%
Apprenticeships	8	4.8%	4	2.4%	28	18%
Destination not sustained	NA	NA	NA	NA	NA	NA
NEET	7	4.3%	7	4.2%	2	1.3%
Not captured	2	1.2%	0	0%	10	6.4%

Review schedule: November 2025 on receipt of most recent data

Responsible for: Career Lead / Careers Advisor

GATSBY Benchmark Results

Evaluation date: July 2025 (final evaluation of old benchmarks, see report in appendices)

Review schedule: December 2025

Responsible for: Careers Leader

Benchmark	% Achievement	Areas of Focus
1	100%	Evaluations from employers and parents/carers
2	100%	Parental use of LMI to support child
3	100%	Student recording of activities
4	100%	Further development in English and Science
5	100%	Review current provision in order to be more meaningful and linked to curriculum areas
6	100%	Review current provision in order to be more meaningful and linked to curriculum areas
7	100%	Meaningful encounters with training providers
8	100%	L6 certification for careers adviser

Evaluation date: December 2025 (first evaluation of new benchmarks, see report in appendices)

Review schedule: March 2026

Responsible for: Careers Leader

Benchmark	% Achievement	Areas of Focus
1		
2		
3		
4		
5		
6		
7		
8		

**What GATSBY looks like in Jarrow School (to be updated on completion of new GATSBY evaluation
– December 2025)**

GB1

GB2

GB3

GB4

GB5

GB6

GB7

GB8

Vision & Objectives

The three strategic objectives below have been identified as integral to the continued development and effectiveness of our careers programme.

Vision: All students will have the skills, confidence and inspiration to make the most of their life choices and follow the career path that best allows them to shine brightly beyond Jarrow school.		
Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
To embed careers provision as an integral part of school life and delivered naturally in all areas	To increase students awareness of the links between their school experience and their career journey	To develop sustained local partnerships to assist with careers learning, meaningful encounters and experiences of the workplace
GB: 4, 5	GB: 1, 2, 3, 7, 8	GB: 4, 5, 6

Careers Framework

This framework sets out clear, measurable, and progressive outcomes for every year group. It provides the foundation for our careers programme and ensures we maximise opportunities for meaningful careers learning.

Review schedule: Termly

Responsible for: Career Lead / Careers Adviser / Career Champions

KS3

Year 7: Explore - We want Y7 students to explore a wide range of careers and begin to understand how different jobs connect to their interests and school subjects.

By the end of year 7 students...

1. Will be introduced to a range of careers
2. Will begin to experience meaningful encounters across the curriculum
3. Will begin see the relevance of curriculum learning to careers
4. Will be introduced to LMI
5. Will receive age/phase related careers information during a fortnightly form time careers session
6. Will be introduced to key career readiness skills
7. Will have the opportunity to explore and record their aspirations
8. Will be introduced to the P16 routes available to them
9. Will be introduced to and develop their understanding of the CDI career development framework
10. Will participate in at least one whole school event/activity relating to the world of work
11. Will experience up to 10 hours of work experience-based encounters

Year 8: Discover - We want Y8 students to discover the skills and qualifications needed for different careers and start linking these to their aspirations.

By the end of year 8 students...

1. Will discover career industries and the opportunities within them

2. Will experience meaningful encounters across the curriculum
3. Will continue to see the relevance of curriculum learning to careers
4. Will have developed a further understanding of LMI and its relevance to their future
5. Will receive age/phase related careers information during a fortnightly form time careers session
6. Will further understand the importance of developing career readiness skills for future success
7. Will have the opportunity to explore and record their aspirations
8. Will be aware of the P16 routes available to them
9. Will be introduced to and develop their understanding of the CDI career development framework
10. Will participate in at least one whole school event/activity relating to the world of work
11. Will experience up to 10 hours of work experience-based encounters

Year 9: Opportunity - *We want Y9 students to identify opportunities that will inform and support future career choices.*

By the end of year 9 students...

1. Will have an increased awareness of career industries and the opportunities within them and where they might wish to work within them
2. Will experience further meaningful encounters in each curriculum area and reflect on how it might inform their option choices
3. Will see the relevance of curriculum learning to careers and how it might inform their option choices
4. Will further understand the relevance of LMI to their option choices and future prospects
5. Will receive age/phase related careers information during a fortnightly form time careers session with a particular focus on their KS3 to KS4 transition
6. Will be able to identify relevant career readiness skills relevant to their chosen pathways and future success
7. Will have the opportunity to explore and record their aspirations with a focus on how this might inform support their KS3 to KS4 transition and their option choices
8. Will consider and discuss their preferred P16 routes related to their intended career path
9. Will participate in a career informed options programme
10. Will receive targeted additional support linked to risk/need
11. Will be introduced to and develop their understanding of the CDI career development framework
12. Will participate in at least one whole school event/activity relating to the world of work
13. Will experience up to 10 hours of work experience-based encounters

KS4

Year 10: Prepare - *We want Y10 students to prepare for the world of work by developing employability skills and learning how to present themselves to employers.*

By the end of year 10 students...

1. Will be able to articulate their career preferences within the industries and sectors they are now familiar with
2. Will participate in scheduled P16 events/activities
3. Will receive age/phase related careers information during a fortnightly form time careers session with a particular focus on their KS4 to P16 transition
4. Will begin to consider LMI in relation to their P16 intended destinations
5. Will be able to apply relevant career readiness skills relevant to their chosen pathways and future success
6. Will start to consider and record their P16 destination
7. Will understand the recruitment requirements of employers
8. Will receive targeted additional support linked to risk/need
9. Will experience up to 25 hours of work experience-based encounters

Year 11: Aspire - *We want Y11 students to aspire to achieve their next steps by making informed decisions about post-16 pathways and setting realistic career goals.*

By the end of year 11 students...

1. Will participate in at least one careers guidance meeting
2. Will have updated their P16 intended destination and applied for at least one P16 pathway
3. Will have attended careers related events relevant to their intended destination
4. Will be able to use LMI to inform their intended destination and chosen P16 pathway
5. Will have experience of the recruitment requirements of employers
6. Will have created relevant employability-based documents
7. Will reflect on the careers activities and meaningful encounters they have been involved in when making a decision on their next steps
8. Will received targeted additional support linked to risk/need

Careers Programme

This programme details the activities and interactions each year group will undertake to achieve the outcomes set out in the framework. It will be continuously reviewed to ensure alignment with those outcomes and maintain a high standard of careers education.

Review schedule: Termly

Responsible for: Career Lead / Careers Advisor / Career Champions

Y7 Careers Programme – Explore			
Framework Outcomes. By the end of Y7 students...	Delivery/Provision/Activity	Assessment/Evaluation	Intended Impact
Will be introduced to a range of careers	<ul style="list-style-type: none"> Curriculum area learning Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> Broaden student awareness of the diverse range of careers available to them, beyond what their family and friends do GB: 2
Will begin to experience meaningful encounters across the curriculum	<ul style="list-style-type: none"> Curriculum area learning Curriculum MTP's 	<ul style="list-style-type: none"> Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership Unifrog interactions 	<ul style="list-style-type: none"> Students will understand how subjects connect to real-world careers, increasing engagement and motivation in learning GB: 4, 5, 6
Will begin see the relevance of curriculum learning to careers	<ul style="list-style-type: none"> Curriculum area learning Curriculum MTP's Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will appreciate the links between their academic knowledge and potential careers, fostering a sense of purpose in their learning GB: 4
Will be introduced to LMI	<ul style="list-style-type: none"> Curriculum area learning Assemblies Form time programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will develop an understanding of job trends, skills demand, and opportunities,

	<ul style="list-style-type: none"> • Whole school careers programme 		<p>supporting realistic and future-focused career planning</p> <p>GB: 2</p>
Will receive age/phase related careers information during a fortnightly form time careers session	<ul style="list-style-type: none"> • Careers form time schedule 	<ul style="list-style-type: none"> • Termly evaluations from students and staff to review suitability of the session content and to inform future planning 	<ul style="list-style-type: none"> • Students will access structured, age-appropriate guidance, ensuring progressive development of career knowledge and readiness <p>GB: 1, 2</p>
Will be introduced to key career readiness skills	<ul style="list-style-type: none"> • Careers form time schedule • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will build essential employability skills such as communication, teamwork, and resilience, preparing them for the world of work <p>GB: 3</p>
Will have the opportunity to explore and record their aspirations	<ul style="list-style-type: none"> • Students will complete tracking form during scheduled lessons 	<ul style="list-style-type: none"> • Feedback from staff delivering the materials. • Student feedback 	<ul style="list-style-type: none"> • Students will reflect on personal goals and track progress, promoting ownership of their career development journey <p>GB: 3</p>
Will be introduced to the P16 routes available to them	<ul style="list-style-type: none"> • Careers form time schedule • External provider • Whole school careers programme 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will be introduced to the post-16 pathways available to them <p>GB: 3</p>
Will be introduced to and develop their understanding of the CDI career development framework	<ul style="list-style-type: none"> • Careers form time schedule • SMC Curriculum 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	<ul style="list-style-type: none"> • Students will gain a clear structure for career learning, helping them consider the bigger picture and plan for continuous growth <p>GB: 1, 3</p>
Will participate in at least one whole school event/activity relating to the world of work	<ul style="list-style-type: none"> • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on 	<ul style="list-style-type: none"> • Students will engage with employers and professionals,

	<ul style="list-style-type: none"> • Whole school careers programme 	suitability and to aid future planning	gaining insights into workplace expectations and opportunities GB: 5
Will experience up to 10 hours of work experience-based encounters	<ul style="list-style-type: none"> • Whole school careers programme • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> • Students will apply skills in real or simulated work environments, enhancing confidence and understanding of workplace culture GB: 6

Y8 Careers Programme - Discover			
Framework Outcomes. By the end of Y8 students...	Delivery/Provision/Activity	Assessment/Evaluation	Intended Impact
Will discover career industries and the opportunities within them	<ul style="list-style-type: none"> • Curriculum area learning • Form time programme • Whole school careers programme 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> • Broaden student awareness of the diverse range of careers available to them, beyond what their family and friends do GB: 2
Will experience meaningful encounters across the curriculum	<ul style="list-style-type: none"> • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership • Unifrog interactions 	<ul style="list-style-type: none"> • Students will expand their understanding how subjects connect to real-world careers, increasing engagement and motivation in learning GB: 4, 5, 6
Will continue to see the relevance of curriculum learning to careers	<ul style="list-style-type: none"> • Curriculum area learning • Curriculum MTP's • Form time programme • Whole school careers programme 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will further appreciate the links between their academic knowledge and potential careers, fostering a sense of purpose in their learning GB: 4

Will have developed a further understanding of LMI and its relevance to their future	<ul style="list-style-type: none"> • Curriculum area learning • Assemblies • Form time programme • Whole school careers programme 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will deepen their understanding of job trends, skills demand, and opportunities, supporting realistic and future-focused career planning <p>GB: 2</p>
Will receive age/phase related careers information during a fortnightly form time careers session	<ul style="list-style-type: none"> • Careers form time schedule 	<ul style="list-style-type: none"> • Termly evaluations from students and staff to review suitability of the session content and to inform future planning 	<ul style="list-style-type: none"> • Students will access structured, age-appropriate guidance, ensuring progressive development of career knowledge and readiness <p>GB: 1, 2</p>
Will further understand the importance of developing career readiness skills for future success	<ul style="list-style-type: none"> • Careers form time schedule • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will continue to build essential employability skills such as communication, teamwork, and resilience, preparing them for the world of work <p>GB: 3</p>
Will have the opportunity to explore and record their aspirations	<ul style="list-style-type: none"> • Students will complete tracking form during scheduled lessons 	<ul style="list-style-type: none"> • Feedback from staff delivering the materials. • Student feedback 	<ul style="list-style-type: none"> • Students will reflect on personal goals and track progress, promoting ownership of their career development journey <p>GB: 3</p>
Will be aware of the P16 routes available to them	<ul style="list-style-type: none"> • Careers form time schedule • External provider • Whole school careers programme 	<ul style="list-style-type: none"> • Student evaluations of careers activity • FSQ 	<ul style="list-style-type: none"> • Students will develop their understanding of the post-16 pathways available to them and better understand their next steps <p>GB: 3</p>
Will be introduced to and develop their understanding of the CDI career development framework	<ul style="list-style-type: none"> • Careers form time schedule • SMC Curriculum 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	<ul style="list-style-type: none"> • Students will gain a clear structure for career learning, helping them consider the bigger picture and plan for continuous growth

			GB: 1, 3
Will participate in at least one whole school event/activity relating to the world of work	<ul style="list-style-type: none"> Curriculum area learning Curriculum MTP's Whole school careers programme 	<ul style="list-style-type: none"> Staff, students and partner evaluations to inform on suitability and to aid future planning 	<ul style="list-style-type: none"> Students will engage further with employers and professionals, gaining insights into workplace expectations and opportunities GB: 5
Will experience up to 10 hours of work experience-based encounters	<ul style="list-style-type: none"> Whole school careers programme Curriculum area learning Curriculum MTP's 	<ul style="list-style-type: none"> Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> Students will apply skills in real or simulated work environments, enhancing confidence and understanding of workplace culture GB: 6

Y9 Careers Programme – Opportunity			
Framework Outcomes. By the end of Y9 students...	Delivery/Provision/Activity	Assessment/Evaluation	Intended Impact
Will have an increased awareness of career industries and the opportunities within them and an idea of where they might aspire to work within that	<ul style="list-style-type: none"> Curriculum area learning Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> Begin to consider preferable industries in which they would like to progress their career GB: 2
Will experience further meaningful encounters in each curriculum area and reflect on how it might inform their option choices	<ul style="list-style-type: none"> Curriculum area learning Curriculum MTP's 	<ul style="list-style-type: none"> Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership Unifrog interactions 	<ul style="list-style-type: none"> Students will expand their understanding how their selected subjects will connect to real-world careers, increasing engagement and motivation in learning GB: 4, 5, 6
Will see the relevance of curriculum learning to careers	<ul style="list-style-type: none"> Curriculum area learning Curriculum MTP's 	<ul style="list-style-type: none"> Student evaluations of careers activity 	<ul style="list-style-type: none"> Students will use their appreciation of the links between

and how it might inform their option choices	<ul style="list-style-type: none"> Form time programme Whole school careers programme 	<ul style="list-style-type: none"> FSQ 	<p>their academic knowledge and potential careers in their decision making process for their option choices</p> <p>GB: 4</p>
Will further understand the relevance of LMI to their option choices and future prospects	<ul style="list-style-type: none"> Curriculum area learning Assemblies Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will consider the local and regional job trends, skills demand, and opportunities, when planning their option choices <p>GB: 2</p>
Will receive age/phase related careers information during a fortnightly form time careers session with a particular focus on their KS3 to KS4 transition	<ul style="list-style-type: none"> Careers form time schedule 	<ul style="list-style-type: none"> Termly evaluations from students and staff to review suitability of the session content and to inform future planning 	<ul style="list-style-type: none"> Students will access structured, age-appropriate guidance, ensuring progressive development of career knowledge and readiness, with a focus on their KS4 option choices <p>GB: 1, 2</p>
Will be able to develop relevant career readiness skills relevant to their chosen pathways and future success	<ul style="list-style-type: none"> Careers form time schedule Curriculum area learning Curriculum MTP's 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will continue to build essential employability skills such as communication, teamwork, and resilience, preparing them for the world of work <p>GB: 3</p>
Will have the opportunity to explore and record their aspirations with a focus on how this might inform support their KS3 to KS4 transition and their option choices	<ul style="list-style-type: none"> Students will complete tracking form during scheduled lessons Pre-prepared SOW to be delivered once per fortnight during timetabled SMC lessons 	<ul style="list-style-type: none"> Feedback from staff delivering the materials. Student feedback 	<ul style="list-style-type: none"> Students will reflect on personal goals and track progress, understanding how this might inform their option choices <p>GB: 3</p>
Will consider and discuss their preferred P16 routes related to their intended career path	<ul style="list-style-type: none"> Careers form time schedule External provider Whole school careers programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will consider the post-16 pathways available to them

			and how this might inform their option choices GB: 3
Will participate in a careers informed options programme	<ul style="list-style-type: none"> • Careers fair / options night with employers • Opportunity for careers guidance • Specialist curriculum input 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> • Students will make informed and confident option choices by understanding how their subject selections align with future career pathways and progression opportunities GB: 3, 4
Will receive targeted additional support linked to risk/need	<ul style="list-style-type: none"> • Careers adviser intervention • Careers meetings with careers lead • Bespoke sessions planned to meet the varying needs of at-risk students 	<ul style="list-style-type: none"> • RONI data • FSQ • Student evaluations of careers activity 	<ul style="list-style-type: none"> • Students identified as at risk or with specific needs will receive tailored support, helping to remove barriers to progression and ensuring they have access to careers education and opportunities GB: 3
Will be introduced to and develop their understanding of the CDI career development framework	<ul style="list-style-type: none"> • Careers form time schedule • SMC Curriculum 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	<ul style="list-style-type: none"> • Students will consider the bigger picture and plan for continuous growth through their option choices GB: 1, 3
Will participate in at least one whole school event/activity relating to the world of work	<ul style="list-style-type: none"> • Curriculum area learning • Curriculum MTP's • Whole school careers programme 	<ul style="list-style-type: none"> • Staff, students and partner evaluations to inform on suitability and to aid future planning 	<ul style="list-style-type: none"> • Students will engage further with employers and professionals, gaining insights into workplace expectations and opportunities GB: 5
Will experience up to 10 hours of work experience-based encounters	<ul style="list-style-type: none"> • Whole school careers programme • Curriculum area learning • Curriculum MTP's 	<ul style="list-style-type: none"> • Staff, student and external partner evaluations to ensure all parties are benefitting from the partnership 	<ul style="list-style-type: none"> • Students will apply skills in real or simulated work environments, enhancing confidence and understanding of workplace culture

			GB: 6
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Y10 Careers Programme – Prepare			
Framework Outcomes. By the end of Y10 students...	Delivery/Provision/Activity	Assessment/Evaluation	Intended Impact
Will be able to articulate their career preferences within the industries and sectors they are now familiar with	<ul style="list-style-type: none"> Form time programme Whole school careers programme Careers drop-in sessions 	<ul style="list-style-type: none"> FSQ Intended destinations 	<ul style="list-style-type: none"> Students will confidently express informed career interests, supporting purposeful decision-making and progression planning GB: 3
Will participate in scheduled P16 events/activities	<ul style="list-style-type: none"> Careers fair P16 info evening Lunch-time provider stands Drop-in sessions 	<ul style="list-style-type: none"> Student evaluations Impact on intended destinations 	<ul style="list-style-type: none"> Students will gain practical insights into post-16 options, increasing engagement and readiness for transition GB: 5, 7
Will receive age/phase related careers information during a fortnightly form time careers session with a particular focus on their KS4 to P16 transition	<ul style="list-style-type: none"> Careers form time schedule 	<ul style="list-style-type: none"> Termly evaluations from students and staff to review suitability of the session content and to inform future planning 	<ul style="list-style-type: none"> Students will access structured, relevant guidance that supports smooth progression from KS4 to post-16 pathways GB: 1, 2
Will begin to consider LMI in relation to their P16 intended destinations	<ul style="list-style-type: none"> Curriculum area learning Assemblies Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will make realistic and future-focused choices by understanding labour market trends and opportunities GB: 2
Will be able to apply relevant career readiness skills relevant to their chosen pathways and future success	<ul style="list-style-type: none"> Workshops run in conjunction with external partners Drop-in sessions 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ Unifrog skills toolkit 	<ul style="list-style-type: none"> Students will develop and demonstrate employability skills, improving their preparedness for education, training, or employment

			GB: 3
Will start to consider and record their P16 destination	<ul style="list-style-type: none"> Form time programme Whole school careers programme Careers drop-in sessions 	<ul style="list-style-type: none"> FSQ Intended destinations 	<ul style="list-style-type: none"> Students will take ownership of their next steps by documenting aspirations and planning for progression GB: 3
Will understand the recruitment requirements of employers	<ul style="list-style-type: none"> Whole school careers programme Careers drop-in sessions Employer workshops 	<ul style="list-style-type: none"> Student evaluations of careers activity Completion of CV/letter/personal statement 	<ul style="list-style-type: none"> Students will understand employer expectations and recruitment processes, enhancing confidence and employability GB: 5
Will receive targeted additional support linked to risk/need	<ul style="list-style-type: none"> Careers adviser intervention Careers meetings with careers lead Bespoke sessions planned to meet the varying needs of at-risk students 	<ul style="list-style-type: none"> RONI data FSQ Student evaluations of careers activity 	<ul style="list-style-type: none"> Students facing barriers will receive tailored interventions, ensuring equitable access to opportunities and reducing risk of NEET GB: 3
Will experience up to 25 hours of work experience based encounters	<ul style="list-style-type: none"> Traditional work experience opportunities to be available in the summer term 	<ul style="list-style-type: none"> Student and external provider evaluations 	<ul style="list-style-type: none"> Students will apply skills in real or simulated work environments, enhancing confidence and understanding of workplace culture GB: 6

Y11 Careers Programme - Aspire			
Framework Outcomes. By the end of Y11 students...	Delivery/Provision/Activity	Assessment/Evaluation	Intended Impact
Will participate in at least one careers guidance meeting	<ul style="list-style-type: none"> One scheduled careers interview with Careers Adviser during autumn term 	<ul style="list-style-type: none"> Action plan outcomes Student evaluation of guidance meeting 	<ul style="list-style-type: none"> Students will receive impartial and personalised advice, helping them make informed decisions

	<ul style="list-style-type: none"> Planned activities linked to action plan following meeting 		<p>about future education, training, or employment</p> <p>GB: 8</p>
Will have updated their P16 intended destination and applied for at least one P16 pathway	<ul style="list-style-type: none"> Completes application process Updated intended destination via Unifrog at three points during the year 	<ul style="list-style-type: none"> Completion of application process Review of destination following each entry 	<ul style="list-style-type: none"> Students will demonstrate proactive planning for their next steps, reducing uncertainty and increasing successful progression post-16 <p>GB: 3</p>
Will have attended careers related events relevant to their intended destination	<ul style="list-style-type: none"> Careers fair P16 info evening Lunch-time provider stands Drop-in sessions 	<ul style="list-style-type: none"> Student evaluations Impact on intended destinations 	<ul style="list-style-type: none"> Students will gain insights and practical knowledge about their chosen pathway, strengthening confidence and commitment to their plans <p>GB: 5</p>
Will be able to use LMI to inform their intended destination and chosen P16 pathway	<ul style="list-style-type: none"> Curriculum area learning Assemblies Form time programme Whole school careers programme 	<ul style="list-style-type: none"> Student evaluations of careers activity FSQ 	<ul style="list-style-type: none"> Students will make realistic and future-focused decisions based on labour market trends, improving long-term employability <p>GB: 2</p>
Will have experience of the recruitment requirements of employers	<ul style="list-style-type: none"> CV workshops run in conjunction with external partners SMC sessions After school support 	<ul style="list-style-type: none"> Student and external provider evaluations 	<ul style="list-style-type: none"> Students will understand employer expectations and recruitment processes, enhancing their readiness for work or apprenticeships. <p>GB: 5</p>
Will have created relevant employability based documents	<ul style="list-style-type: none"> CV workshops run in conjunction with external partners SMC sessions After school support 	<ul style="list-style-type: none"> Student and external provider evaluations 	<ul style="list-style-type: none"> Students will develop practical skills in producing CVs, applications, and personal statements, increasing their chances of success in recruitment <p>GB: 3</p>

<p>Will reflect on the careers activities and meaningful encounters they have been involved in when making a decision on their next steps</p>	<ul style="list-style-type: none"> • Workshops run in conjunction with external partners • SMC sessions • After school support 	<ul style="list-style-type: none"> • Unifrog interactions 	<ul style="list-style-type: none"> • Students will make well-considered decisions by evaluating experiences and aligning them with personal goals and aspirations <p>GB: 3</p>
<p>Will received targeted additional support linked to risk/need</p>	<ul style="list-style-type: none"> • Bespoke sessions planned to meet the varying needs of at-risk students 	<ul style="list-style-type: none"> • Student evaluations 	<ul style="list-style-type: none"> • Students facing barriers will receive tailored interventions, ensuring equitable access to opportunities and reducing risk of NEET <p>GB: 3</p>

Milestones

The milestones that have been set to achieve the strategic objectives are outlined below. The intention is that they are prioritised by need, progressive and sequential. Year one milestones have been identified with actions. Year two and three milestones are currently suggestive and will be responsive to progress made with year one.

Review schedule: Termly

Responsible for: Career Lead

Strategic Objective 1:

To embed careers provision as an integral part of school life and delivered naturally in all areas (GB: 4, 5)

Importance of this objective: It creates a whole-school culture of careers education. Embedding careers provision across all areas ensures it's not seen as an "add-on" but as a core part of learning. This helps every teacher contribute to a students' career readiness. It enhances student engagement and motivation. When students see how subjects connect to real-world careers, they understand the relevance of their learning. This often improves motivation, attainment, and reduces disengagement. It supports equity and inclusion as it ensures all students, regardless of background or barriers have access to high-quality guidance and opportunities, not just those who actively seek it. It builds employability and careers skills. By linking careers to everyday learning, students develop transferable skills (communication, problem-solving, resilience) that employers value. It strengthens partnerships. A careers-focused culture encourages collaboration with employers, colleges, and universities, enriching the curriculum and providing real-world experiences.

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2025-2026	<ol style="list-style-type: none"> 1. Completion of comprehensive training needs analysis by all staff to identify future CPD priorities, ensuring professional development is targeted, relevant, and aligned with the strategic objectives 2. A comprehensive review of the careers strategy and vision will be shared with all staff to ensure clarity, alignment, and collective ownership of the school's careers provision 3. Careers intent will be communicated shared by all curriculum areas, including a dedicated statement of intent and integration within medium-term plans 4. Careers education will be visible across the entire school programme, including assemblies and form time, not limited to curriculum lesson 	<ol style="list-style-type: none"> 1. Develop and distribute a staff needs analysis, review responses to identify training priorities, provide feedback to key stakeholders, and deliver targeted CPD based on the findings 2. Schedule key dates within whole school briefing and CPD opportunities to ensure timely communication and increasing staff awareness 3. Liaise with curriculum and achievement lead to allocate and provide time and guidance for curriculum leaders and career champions to complete these documents 4. Update the school calendar on a termly basis to include all scheduled careers-related activities, ensuring visibility for staff, students, and parents 5. Provide staff with targeted CPD and ongoing support to ensure timely, accurate recording of careers interactions and effective use of resources

	<ol style="list-style-type: none"> 5. Staff are proficient in recording careers-related interactions on Unifrog and effectively utilising additional resources such as the career’s library and subject library 6. The careers programme is designed to be progressive, with tailored provision for each year group whilst also remaining responsive to individual student needs 	<ol style="list-style-type: none"> 6. Implement a structured careers framework that includes progressive activities for each year group, while incorporating regular student feedback and data analysis to adapt provision to individual needs
2026-2027	<ol style="list-style-type: none"> 1. Ensure careers is consistently embedded across all curriculum areas, reflecting statements of intent and integration within medium-term plans and with regular reviews to monitor impact and alignment to strategic objectives 2. Ensure staff not only record careers-related interactions on Unifrog and use resources effectively, but use this information inform planning, and enhance the quality of careers provision within their curriculum area 3. Embed careers education as a consistent and measurable element across all aspects of school life, ensuring it is integrated into assemblies, form time, enrichment activities, and curriculum lessons, with clear evidence of impact on student engagement and outcomes 	TBC towards the end of year 1
2027-2028	<ol style="list-style-type: none"> 1. All staff actively support and contribute to careers education. They understand their role within the programme and how their input enhances students’ career development. Regular, forward-thinking feedback from staff ensures the provision remains dynamic, relevant, and continuously improving 	TBC towards the end of year 2

	<ol style="list-style-type: none">2. A curriculum-led careers provision where departments actively embed careers learning into subject teaching, ensuring engagement is driven through the curriculum and reflects the realities of the modern working world3. The careers programme is fully progressive, ensuring a clear pathway of development for students, and remains responsive to both individual needs and the evolving local labour market	
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Strategic Objective 2

To increase students' awareness of the links between their school experience and their career journey (GB: 1, 2, 3, 7, 8)

Importance of this objective: It improves student motivation and engagement. When students understand how their subjects, skills, and experiences relate to real-world careers, they see a clear purpose in their learning. This often leads to higher engagement, better attendance, and improved attainment. It promotes informed choices and reduces NEET risk. Awareness of career links helps students make better decisions about GCSE options, post-16 pathways, and future qualifications. This reduces uncertainty and the risk of students choosing unsuitable courses or not sustaining their destination. It promotes social mobility and Equity. By embedding these links for all students, schools help close aspiration gaps and ensure that every learner, regardless of background, understands how education opens doors to future opportunities. It prepares students for a changing labour market. As industries evolve, students need to see how their learning connects to emerging careers and skills. Development of Transferable Skills. Students recognise how skills gained in school, such as teamwork, problem-solving, and communication, are essential for future success in employment and further education.

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2025-2026	<ol style="list-style-type: none"> 1. Collect, record and track student aspirations and intended destinations to inform, shape, and tailor the careers programme effectively 2. Staff, students and parents to have access to clear, targeted information and guidance on all available post-16 pathways to support informed decision-making 3. Students and parents are clearly informed about the key careers staff and the range of support available, including contact details for guidance and information 4. Staff demonstrate proficiency in the use of Unifrog for the accurate recording of careers-related events 5. Targeted provision for students identified as at risk or belonging to vulnerable and disadvantaged groups, ensuring equitable access to careers support and opportunities 	<ol style="list-style-type: none"> 1. Prepare and distribute an aspiration survey, schedule dedicated time for completion, analyse responses, and share findings with key staff to inform planning 2. Up to date and accurate information to be sourced and shared with staff, students and parents. Staff to be provided with CPD on pathways to support understanding further 3. Schedule careers assemblies for all year groups, invite parents to in-school support sessions, and ensure the website contains information about the careers team 4. Provide staff with targeted CPD and ongoing support to ensure timely, accurate recording of careers interactions and effective use of resources

	<ol style="list-style-type: none"> 6. Students have well-structured, relevant, and meaningful encounters with employers and experience of the workplace to inform and support their future career decisions 7. Create structured opportunities for students to provide feedback, enabling them to influence the planning of future encounters that are relevant and meaningful to their career aspirations 	<ol style="list-style-type: none"> 5. Use of RONI and student data to identify disadvantaged groups of students who would benefit from additional support and guidance 6. Identify external providers at both the curriculum level and within the whole-school careers programme who can deliver meaningful experiences tailored to student need 7. Ensure that feedback becomes an integral part of careers related activities for students to provide feedback which can then be analysed to improve provision
2026-2027	<ol style="list-style-type: none"> 1. Provide students with regular career planning opportunities to review their aspirations and strengthen their future career intentions 2. Implement termly student voice sessions alongside individual careers activity evaluations to gather actionable feedback that informs and enhances the careers programme 3. Students and parents have a realistic understanding of the challenges of each of the pathways and can therefore make a more informed choice 4. Staff can communicate confidently with students about career pathways in their curriculum area and point them to the correct source of support 	TBC towards the end of year 1
2027-2028	<ol style="list-style-type: none"> 1. All students take an active role in their career planning, have a clear projected career path, and can confidently articulate their career goals 	TBC towards the end of year 2

	2. Students and parents are fully aware of all available sources of advice and understand how to take the next steps in their journey	
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Strategic Objective 3

To develop sustained local partnerships to assist with careers learning, meaningful encounters and experiences of the workplace (GB: 4, 5, 6)

Importance to school: It provides real-world context and relevance. Local employers, training providers, and colleges offer authentic insights into the world of work, helping students understand how classroom learning translates into career opportunities. It enhances student aspirations and confidence. Meaningful encounters and workplace experiences broaden horizons, raise aspirations, and build confidence by exposing students to diverse roles and sectors. Through these partnerships, students gain access to activities such as work experience, mock interviews, and employer-led workshops, which develop essential skills for future success. It supports inclusive access to opportunities. By embedding partnerships into the careers programme, all students, regardless of background, can access high-quality experiences that prepare them for progression. It also strengthens community links and reputation. Sustained partnerships increase local engagement and create opportunities for collaboration that benefit both students and the wider community.

	What are our milestones? What do we need to achieve?	What actions will we take as a school to achieve these milestones?
2025-2026	<ol style="list-style-type: none"> 1. The existing network of external partners will be shared with all staff to encourage collaboration and new partnerships 2. Expansion and strengthening of our network of external partners, with a particular emphasis on engaging alumni to provide valuable insights and opportunities for students 3. Each curriculum area to establish at least one new partnership with an external organisation to enrich curriculum learning, the careers programme and provide meaningful opportunities for students 4. Increase the use of student aspiration data and intended destinations to plan more meaningful, targeted encounters with employers that align with student career goals 5. Increase the number of workplace experience opportunities available to all year groups, ensuring broad and equitable access 	<ol style="list-style-type: none"> 1. Conduct an audit of existing partners to ensure their suitability and maintain a centralised database accessible to all staff 2. Request staff, parents, and governors to share potential contacts to help expand our network, with a particular focus on alumni engagement 3. Identify curriculum areas that could be enhanced through meaningful employer encounters, review the existing partner database for suitable contacts, and seek support in establishing new partnerships where gaps exist 4. Share student aspiration data and intended destinations with curriculum areas to enable more targeted planning and the development of new external partnerships 5. Collaborate with curriculum areas to identify new opportunities that support and expand workplace experience for students

	6. Ensure each year group has at least one meaningful encounter with employers or the workplace annually, maintaining relevance and quality across all experiences	6. Review student aspirations and intended destinations, and coordinate with partners to ensure all encounters are relevant, purposeful, and meet programme requirements
2026-2027	<ol style="list-style-type: none"> 1. Grow and strengthen the existing network of external partners through contributions from all staff, ensuring it becomes well-organised, sustainable, and a valuable resource for staff to use 2. Integrate alumni as a key component of the external partner programme, offering diverse opportunities for students to engage in meaningful encounters and workplace experiences 3. Develop a process for sharing student aspiration data with curriculum leads and careers staff, to then use these insights to schedule employer encounters that directly align with identified career goals 	TBC towards the end of year 1
2027-2028	<ol style="list-style-type: none"> 1. A robust network of sustained local partnerships that consistently provides students with high-quality careers learning, meaningful employer encounters, and authentic workplace experiences, resulting in improved student engagement and better alignment with future career aspirations 	TBC towards the end of year 2

Stakeholder Plans

Audit of Current External Stakeholders

The stakeholders identified below are some of our most established. Our aim is to sustain and strengthen these partnerships further to continue to provide our students with valuable meaningful encounters and an effective careers programme. External stakeholder relationships are managed carefully through establishing a meaningful partnership that will serve to be mutually beneficial. The needs and interests of both parties will be identified and shared during the initial contact and will be closely monitored during the partnership. Regular evaluations will take place to ensure both parties are happy with the partnership to continue.

Stakeholder	Current Provision	Further Partnership Requests/Developments
Talent Foundry – Barclays Life Skills	Annual series of workshops focusing on career readiness skills and leadership - Y8	Additional programmes for other year groups.
Siemens	Work experience, assemblies, KS4 lunch time stands, site visits, careers fair	School visits, return of curriculum-based competitions
MOJ	Careers fair, skills workshops, WEX week support	Work experience
Channel 4	Annual year group workshops for Y7 and Y9	Continued workshops
DWP	Careers fair, employability/ apprenticeships workshops	Continued support
Army	Careers fair, assemblies, KS4 lunch time stands, workshops/ info sessions	Work experience
Zenith	Careers fair, assemblies, KS4 lunch time stands, workshops/ info sessions	Continued support
Access Training	Careers fair, assemblies, KS4 lunch time stands	Apprenticeship workshops

SETA	Careers fair, assemblies, KS4 lunch time stands	Apprenticeship workshops
Access Sport	Attendance at careers fair, KS4 lunch time stands, curriculum discussions, class visits	Continued support
Hebburn Town	Attendance at careers fair, KS4 lunch time stands, curriculum discussions, class visits	Continued support
SA Performing Arts	Assemblies, KS4 lunch time, careers fair, class visits	Class visits
South Tyneside College	Attendance at careers fair, KS4 lunch time stands, taster visits, staff CPD, assemblies, parent info sessions	N/A
Newcastle College	Attendance at careers fair, KS4 lunch time stands, assemblies,	Taster visits
Gateshead College	Attendance at careers fair, KS4 lunch time stands, assemblies,	Taster visits
Sunderland College	Attendance at careers fair, KS4 lunch time stands, assemblies	Taster visits
Newcastle Sixth Form College	Attendance at careers fair, KS4 lunch time stands, assemblies	Taster visits
Harton Sixth Form	Attendance at careers fair, KS4 lunch time stands, assemblies	Continued support
St Joseph's Sixth Form	Attendance at careers fair, KS4 lunch time stands, assemblies	Continued support
Sunderland University	Careers fair	Assemblies and info sessions
Durham University	Careers fair	Assemblies and info sessions

Plan for New Stakeholders

Our aim is to develop long-lasting relationships with new local external partners, preferably large organisations that could link to numerous curriculum areas. We explore our alumni, staff, parent and Governor networks to generate links as well as investigating the other traditional channels.

The table below outlines the areas in which we will focus on. As a starting point, this focuses primarily on the growth sectors of the region and also curriculum and student specific needs.

New Stakeholder Area	Need for relationship	Potential Business / Organisation?	Action/Next Steps
Advanced Manufacturing	<ul style="list-style-type: none"> Local area industry Staff encounters 	<ul style="list-style-type: none"> Nissan 	Make contact
Digital	<ul style="list-style-type: none"> Gap in careers programme Staff encounters 	<ul style="list-style-type: none"> ST Digital 	Arrange Workshops and KS
Creative	<ul style="list-style-type: none"> Student identification of gaps within current provision Staff encounters 	<ul style="list-style-type: none"> Speakers 4 Schools/ NE1Can 	Look out for appropriate opportunities
Energy	<ul style="list-style-type: none"> Growing industry and gap in careers programme Staff encounters 	<ul style="list-style-type: none"> Local authority green careers events 	Contact Alex W
Health & Life Sciences	<ul style="list-style-type: none"> Local industry and gap in careers programme Staff encounters 	<ul style="list-style-type: none"> NHS 	Find new contacts
Curriculum Specific (each curriculum area has been tasked with identifying one new partner)	<ul style="list-style-type: none"> To provide meaningful encounters within each curriculum area 	<ul style="list-style-type: none"> To be confirmed 	Curriculum staff to contact organisations
NE1Can	<ul style="list-style-type: none"> Local labour market opportunities 	<ul style="list-style-type: none"> NE1Can 	Curriculum staff to check the termly programme

Alumni	<ul style="list-style-type: none">• Establish further opportunities and provide aspirations for students	<ul style="list-style-type: none">• To be confirmed	Contact alumni
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Internal Roles and Responsibilities

As per SO1, all staff have a responsibility for the development of careers provision. See outline of expected roles below.

Job Title	Responsible for:	Accountable to:
Careers Leader	<ul style="list-style-type: none"> Setting the strategic direction for careers provision Monitoring and evaluating the careers programme 	Governors, Head Teacher
Enterprise Adviser	<ul style="list-style-type: none"> Advising and informing on the school careers strategy Support in developing the school's provision to meet all benchmarks 	Careers Leader
Head Teacher	<ul style="list-style-type: none"> Strategic support and challenge of career leader Supporting and directing funding requests for careers provision 	Governors
Assistant Head Teacher – Personal Development	<ul style="list-style-type: none"> Direct line management of careers leader Strategic and operational support of careers leader 	Head Teacher
Link Governor	<ul style="list-style-type: none"> Strategic support and challenge of the career strategy Actively promote the careers strategy with governors and wider stakeholders 	Head Teacher
Careers Adviser	<ul style="list-style-type: none"> Independent, impartial advice and guidance for students Implementing the careers programme 	Careers Leader
Career Champions (one per curriculum area)	<ul style="list-style-type: none"> Lead curriculum provision in-line with the strategy 	Careers Leader
Curriculum Leaders	<ul style="list-style-type: none"> Responsible for careers development within their curriculum area 	Careers Leader
PSHE Curriculum Leader	<ul style="list-style-type: none"> Oversee and monitor the delivery of the careers programme of study within the SMC curriculum 	Careers Leader
Teachers	<ul style="list-style-type: none"> Delivery and support of careers provision 	Careers Leader
HOY	<ul style="list-style-type: none"> Delivery and support of careers provision 	Careers Leader
Tutors	<ul style="list-style-type: none"> Delivery of Careers form time materials 	Careers Leader

CPD Plans

This example annual CPD plan has been designed to keep staff fully informed about our vision and strategic objectives while equipping them with the knowledge and skills needed to effectively support the careers programme. CPD opportunities have been agreed in collaboration with the Teaching & Learning lead, and dedicated time will be scheduled throughout the academic year for delivery. The programme and timings are subject to change.

CPD Session	Focus	Staff
INSET Day	Vision & objectives	All
Unifrog Update	Introduction to and then subsequent support sessions to follow	Career Champions / Curriculum Leaders
Curriculum Leaders x 3	Re-engagement in careers provision	Curriculum Leaders
Training Needs	Addressing staff needs following the training needs audit	All (split into teaching & non-teaching staff)
Extended Briefing Slot x 2	Bespoke focus	All
Briefing Slot x 3	Bespoke focus	All
CPD carousel 1 & 2	Specific to staff needs following training analysis & audit	Identified staff or as per request
Faculty/Curriculum Meetings	Contribution towards strategic objectives	All staff but within faculty areas
Breakfast/After Briefing Support	Varied but focusing on specific areas of need	Identified staff or as per request
Career Champion	Development to support initiative	Career Champions
P16 Pathways	To update/refresh staff on the	All