

PARK SCHOOL
CAREERS EDUCATION – THE GATSBY BENCHMARKS
DEVELOPMENT PLAN 2026-2027



Benchmark 1. A stable careers programme		
Objective	What we need to provide	How we meet these
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 leadership 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 school has a stable and well-established careers programme that is coordinated by a designated Careers Leader. • Careers education is supported by senior leaders and forms part of the school's strategic vision for preparing students for adulthood. • The careers programme is embedded throughout the curriculum and wider personal development offer.

	• 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.	• All students have access to meaningful careers education, information, advice and guidance (CEIAG). • Information about the careers programme is shared with students, parents/carers, staff and other stakeholders through the school website. • Careers provision is regularly reviewed and evaluated using Compass, destination data, student voice and stakeholder feedback. • Outcomes from monitoring and evaluation are used to inform future planning and continuous improvement. • The school is committed to ensuring that all students develop the knowledge, skills, confidence and
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		aspirations needed to make informed decisions about their next steps and future careers.
Benchmark 2. Learning from career and labour market information		
Objective	What we need to provide	How we meet these
All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options and labour market opportunities. Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	- During each Key Stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps. - Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care.	- Pupils use labour market information as part of the careers curriculum in both KS3 and KS4. - The school website has the LMI Careerometer for pupils and parents/carers to use. - The school attends the Aspirations Day career fair where pupils encounter local employers. - The SENCO and Head of Upper School liaise with pupils and parents/carers to discuss Post 16 pathways
Benchmark 3. Addressing the needs of each pupil		
Objective	What we need to provide	How we meet these
Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate	A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.	Park School has an accredited careers programme for KS3 and KS4. For KS2, careers is

their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	• Schools should keep systematic records of the participation of pupils in all aspects of their careers programme. • For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. • All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development. • Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations to inform personalised support. • Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.	embedded throughout the curriculum. • All our pupils have EHCPs and/or additional needs, so our approach is adapted to meet the needs of all pupils in addition to the whole school careers programme. • We work with local authorities, alongside parents/carers, to ensure pupils have managed transitions into further education, employment or training. • Leavers' data, including destinations, is tracked using a database.
Benchmark 4. Linking curriculum learning to careers		
Objective	What we need to provide	How we meet these

As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers 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.	• Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers. • Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.	• Through the KS3 Incredible Futures curriculum, pupils learn about the world of work and the steps necessary to achieve their goals and aspirations. • Careers-focused CPD is offered on school inset days for staff to access. • ASDAN and Functional Skills offer real-world examples and skills such as budgeting, CV writing, timetables.
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Benchmark 5. Encounters with employers and employees

Objective	What we need to provide	How we meet these
Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. • A range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include learners' own part-time employment where it exists.	• The Careers Lead has ensured that the Careers Policy and Provider Access Policy are in place. • We follow the OFG Work Experience Policy and are working with local partners to secure WEX opportunities for KS4.

		Aspirations Day offers an opportunity for pupils to meet and experience employers from local businesses
Benchmark 6. Experiences of workplaces		
Objective	What we need to provide	How we meet these
Every learner should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	- By the age of 16, every pupil should have had meaningful experiences of workplaces - By the age of 18, every pupil should have had at least one further meaningful experience	- The Head of Upper School oversees the Work Experience placements for KS4 students. - For those pupils for whom external work experience is inappropriate, internal work experience on the school site is available.
Benchmark 7. Encounters with further and higher education		
Objective	What we need to provide	How we meet these
All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes.	- By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities or training provider. - By the age of 18, all pupils who are considering applying to higher education should have had at least two visits to higher education providers to meet staff and learners.	- Parents/carers are informed about college open events - Pupils are supported with applications to FE colleges and training providers where appropriate - Head of Upper School and SENCO visit colleges and

		specialist provision and support parents with feedback Regular contact with parents about pupils' learning levels in KS4, possible pathways post 16.
Benchmark 8. Personal guidance		
Objective	What we need to provide	How we meet these
Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs.	- Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16, and a further meeting by the age of 18. - Meetings should be scheduled in the careers programme to meet the needs of pupils. - Information about personal guidance support and how to access it should be communicated to pupil's parents and carers, including through the school website.	- All pupils in KS3 and KS4 have access to 1:1 sessions with an independent careers advisor. - The School's Careers Lead has completed the CDI Level 6 Careers Leadership training. - All feedback from pupils' careers meetings is added to their folders for them to follow up with their key staff.

Development Plan

Development Target	How will this be achieved?	By whom	By when
1. A Stable Careers Programme			
Enhance and embed a solid careers programme at Park School	• A careers curriculum embedded across the school which includes purposeful schemes of learning, medium- and long-term planning. • Use of National Careers website to highlight student pathways • Develop cross-curricular careers link across primary and secondary to ensure a whole school approach of careers delivery. Students to understand the importance of the core subjects and how they will help to drive post 16 options and future career choices. • All year 10+ students offered the opportunity of work experience • Develop displays to include local context: apprenticeships, colleges and case studies • Training cascaded to staffing team for a whole school approach.	OCB / CM OCB ED ED/OCB OCB	September 2026 November 2026 September 26
Development Target	How will this be achieved?	By whom	By when
2. Learning from career and labour market information			
Enhance communication with parents and carers.	• Further engage with parents/carers – parent/carers newsletters and information email updates. • College open day information shared • Attend Careers Aspiration Day	ED/OCB	September 2026 – Ongoing
All staff to have knowledge of labour market information Enhancing the delivery of careers and labour market information across KS3 and KS4	• Careers curriculum to include the delivery of labour market information	OCB	September 2026
Development Target	How will this be achieved?	By whom	By when
3. Addressing the needs of each pupil			

Addressing the needs of each pupil	- EHCP targets to be monitored and tracked by form tutors and SENCO, career development to be highlighted to careers lead to identify key areas of career intervention. - Further develop independence and life skills for each pupil - Staff to work alongside parents/carers and the local authority to ensure KS4 students post 16 transitions are completed timely and effectively	All staff/SENCO/OCB	September 2026
Careers programme to support KS4 EHCP outcomes		All staff	
		SENCO/ED/OCB	April 2027
Development Target	How will this be achieved?	By whom	By when
4. Linking curriculum learning to careers			
Ensure careers is a whole school approach, with all staff understanding their role within careers.	- Teachers deliver appropriate curriculum content to enable pupils to see the value of Science, Technology, English and Mathematics and how it contributes to what they want to do. - Develop sector specific visitors to discuss importance of core subjects, link with the pupils' interests. - Upskill staff to identify students with strong curriculum interests and abilities to local work experience opportunities and visits.	CM/OCB/ED	January 2027
Development Target	How will this be achieved?	By whom	By when
5. Encounters with employers and employees			
Continue to develop pupils encounters with employers from a range of backgrounds: religious; vocational; academic.	- Attendance to Aspirations Day for KS4 students - Develop links and build relationships with local colleges and apprenticeships - Plan guest speakers from the local area on aspects such as next steps (local college) and routes to employment (local businesses)	OCB/ED	November 2027

	Develop/encourage links with parents/carers and their areas of expertise		
Development Target	How will this be achieved?	By whom	By when
6. Experiences of workplaces			
Enhance Work Experience offer to KS4 students	- Work Experience to be offered (and encouraged to all Year 10 Students) - Where student needs prevent them from experiencing external opportunities, in-house or virtual experiences to be offered. - Increase school visits to workplace sectors	ED OCB	March 2027 January 2027
Development Target	How will this be achieved?	By whom	By when
7. Encounters with further and higher education			
Continue to network with local college and education providers to understand the offerings	- College open days to be shared with parents and carers - Develop links with local apprenticeships - Arrange visits from local colleges and apprenticeships to school	ED/OCB	March 2027
Development Target	How will this be achieved?	By whom	By when
8. Personal guidance			
Students to receive 1-1 bespoke careers guidance from Year 9 Years 7 and 8 to receive careers workshops	- Use of Outcomes First Group Careers Advisor – Nicholas Stewart-Hodges to facilitate these guidance sessions. - Maintain strong links and communication with OFG guidance officer. - Careers lead/SENCO to identify any students in need of further intervention.	OCB/SENCO	September 2026