



3-Year Careers Strategy

2026-2029

Overview

Priority 1

Develop the Careers in the Curriculum Framework

As part of this priority, we will work with Teaching and Learning Leads within each faculty to ensure careers education is fully embedded within curriculum planning and delivery. Curriculum areas will be mapped against the CDI Framework, Labour Market Information (LMI), apprenticeship pathways, Higher Education and Further Education opportunities. Students will develop both technical and transferable skills and understand how these relate to future education and employment pathways.

The central careers team will continue to work closely with the Trust's Curriculum Assurance Board and senior leaders to ensure Gatsby Benchmark 4 remains a strategic priority.

Lead

- M Ryder Wolf (Careers Lead)
 - L Tyler (Enhanced Careers Lead and Careers Guidance)
 - R Bowen
 - T&L Leads
 - GAT Central Careers Team
-

Priority 2

Develop effective and impactful opportunities for students to experience the workplace

The Careers Lead will continue to strengthen employer links through local networks, enterprise partners and the Careers Hub. Students will access a progressive programme of employer encounters, workplace experiences and industry engagement opportunities linked directly to their interests and aspirations.

Lead

- M Ryder Wolf
 - GAT Central Careers Team
-

Priority 3

Embed and maximise the use of UniFrog and Compass+ for tracking student careers interactions

UniFrog and Compass+ will be used strategically to record careers activities, monitor Gatsby Benchmark achievement, track student aspirations and destinations, and identify students

requiring additional support. Staff, students and parents/carers will actively engage with the systems as part of the academy's careers programme.

Lead

- M Ryder Wolf
 - R Bowen
 - T&L Leads
 - All Staff
-

Priority 4

Fostering a culture of whole-school careers

Careers education will continue to be recognised as a whole-school responsibility. Staff training, strategic leadership support and robust quality assurance processes will ensure careers remains embedded across the curriculum, pastoral systems and wider school culture.

Lead

- M Ryder Wolf
 - R Bowen
 - All Staff
 - GAT Central Careers Team
-

Priority One: Develop a Careers in the Curriculum Framework

Core Aim and Person(s) Responsible

Teaching and Learning Leads are fully briefed and supported to deliver effective curriculum careers across their subject areas

Person

M Ryder Wolf

Responsible:

Implementation

All Teaching and Learning Leads will attend annual CPD led by the Careers Lead focused on the Careers Strategy, Gatsby Benchmarks, CDI Framework and current statutory guidance. Faculty leaders will review and update curriculum mapping annually to ensure careers learning remains relevant and impactful.

Desired Impact August 2027

- Each faculty has completed an annual careers audit against Gatsby Benchmark 4.
- Curriculum maps clearly identify careers learning opportunities.
- Careers displays and resources are visible across all faculties.

Desired Impact August 2028

- Departments have fully reviewed and updated curriculum mapping against the CDI Framework.
- Careers learning is evident across all key stages.
- Students can explain links between subjects, skills and future career pathways.

Desired Impact August 2029

- Careers in the Curriculum is fully embedded across all faculties.
- Faculty leaders independently evaluate and improve careers provision.
- Student voice demonstrates awareness of career pathways linked to curriculum learning.

Whole-school CPD throughout the year to embed careers within the curriculum

Persons Responsible:

- M Ryder Wolf
- L Tyler (Enhanced Careers Lead and Careers Guidance Adviser)

Implementation

All staff will attend careers-focused CPD throughout the year. Careers updates will form part of staff briefings, departmental meetings and whole-school training. Staff will access Trust-wide CPD opportunities and resources.

Desired Impact August 2027

- All staff understand Gatsby Benchmarks and the CDI Framework.
- Staff recognise their role within careers education.

Desired Impact August 2028

- Careers learning is delivered consistently across curriculum areas.
- Staff confidently promote progression routes and opportunities.

Desired Impact August 2029

- Careers education is embedded across the academy.
- Faculties have established employer and industry links to enrich learning.

Priority Two: Develop Effective and Impactful Opportunities for Students to Experience the Workplace

Core Aim and Person(s) Responsible

Use networks to recruit employer partners who will offer meaningful work insight opportunities

Person

M Ryder Wolf

Responsible:

Implementation

Using the Enterprise Adviser, Careers Hub, local employers and collaborative partnerships, the Careers Lead will provide a wide range of employer encounters and workplace experiences. Students will participate in preparation and reflection activities through UniFrog.

Desired Impact August 2027

- Every student participates in at least one meaningful employer encounter and workplace experience.

Desired Impact August 2028

- Workplace experiences are increasingly linked to student aspirations and intended destinations.
- Employer engagement reflects a broad range of employment sectors.

Desired Impact August 2029

- Every student has a progressive record of workplace experiences documented in UniFrog.
- Students can articulate how employer encounters have influenced future plans.

Priority Three: Embed and Maximise the Use of UniFrog and Compass+

Core Aim and Person(s) Responsible

Embed and maximise the use of UniFrog to support career development, destination tracking and personal guidance

Persons Responsible:

- M Ryder Wolf
- All Academy Staff

Implementation

UniFrog is fully implemented across the academy. Staff, students and parents/carers will actively use the platform to record careers activities, guidance interactions, intended destinations and career aspirations.

Desired Impact August 2027

- All students actively use UniFrog.
- Staff confidently record careers interactions and activities.

- Students maintain up-to-date careers profiles.

Desired Impact August 2028

- UniFrog is fully embedded across KS3, KS4 and KS5.
- Parents and carers actively engage with available guidance resources.

Desired Impact August 2029

- UniFrog data informs strategic planning and intervention support.
- Positive progression and destination outcomes are sustained across all key stages.

Core Aim and Person(s) Responsible

Utilise Compass+ effectively across the Academy

Persons Responsible:

- M Ryder Wolf
- T&L Leads
- Head of Sixth Form

Implementation

Compass+ will be used to monitor Gatsby Benchmark achievement, record careers provision and support quality assurance processes.

Desired Impact August 2027

- Compass+ accurately reflects academy careers provision and Gatsby Benchmark achievement.

Desired Impact August 2028

- Faculty leaders routinely record and evaluate careers activity through Compass+.

Desired Impact August 2029

- Compass+ data is used effectively to inform strategic planning and programme review.

Core Aim and Person(s) Responsible

Intended and actual destination data is collected, analysed and used to inform interventions

Persons Responsible:

- M Ryder Wolf
- All Tutors
- GAT Central Careers Team

Implementation

Destination data will continue to be collected through UniFrog and Compass+ at key transition points. Information will be analysed to identify students at risk of becoming NEET and to support targeted interventions.

Desired Impact August 2027

- Destination data collection processes are robust and consistent.
- Students requiring intervention are identified early.

Desired Impact August 2028

- Destination analysis informs interventions for vulnerable and priority groups.
- Support programmes are regularly reviewed for effectiveness.

Desired Impact August 2029

- Destination data is used strategically to inform programme development.
- Sustained positive destinations are achieved across all learner groups.
- NEET figures remain exceptionally low.

Priority Four: Fostering a Culture of Whole-School Careers

Core Aim and Person(s) Responsible

Ensure that all staff know and understand all elements that make up a good careers programme

Person

M Ryder Wolf

Responsible:

Implementation

Annual staff training will cover statutory guidance, Gatsby Benchmarks, the CDI Framework and relevant careers updates. Careers education will continue to feature within whole-school CPD programmes.

Desired Impact August 2027

- Staff understand their role within the academy careers programme.
- Staff feel confident discussing progression opportunities.

Desired Impact August 2028

- Staff consistently promote careers learning through curriculum and pastoral interactions.
- Careers messaging is visible throughout academy life.

Desired Impact August 2029

- Careers is recognised as a whole-school responsibility.
 - Careers education is fully embedded within academy culture and practice.
-

Core Aim and Person(s) Responsible

The Careers Lead has the support, time and resources to effectively carry out the role

Persons Responsible:

- SLT
- GAT Central Careers Team

Implementation

The Careers Lead's time allocation remains protected. Strategic support will be provided through SLT, the Careers Governor, Enterprise Adviser and **L Tyler (Enhanced Careers Lead and Careers Guidance Adviser)**. Regular review meetings will ensure continuous development of the academy's careers programme.

Desired Impact August 2027

- Careers leadership structures are clearly defined.
- Appropriate budget and staffing arrangements are in place.

Desired Impact August 2028

- The Careers Governor actively contributes to programme review and development.
- Annual Gatsby Benchmark reviews inform strategic priorities.

Desired Impact August 2029

- The academy demonstrates sustained achievement across all Gatsby Benchmarks.
- Careers provision is recognised as a significant strength of the academy.
- Evaluation outcomes drive continuous improvement and future planning.