

ABG Careers and Personal Development Action Plan 2025-26

Aims of the development plan

- To continue the development of the careers programme at Abbey Grange, ensuring it is fit for purpose and meets the needs of students.
- To audit the current offer to ensure we offer a full and thorough careers provision that allows all students to make confident, informed decisions about their future.
- To map out the journey to the Careers Gold Award.

Goals

- To enhance careers provision at Abbey Grange.
- To ensure positive feedback from students, parents, staff and employers, and act on this when it is not the case.
- To ensure that any potential NEET student is given appropriate support and tracked throughout the academic year.

How do you want this to look in a year's time?

- All students will have had valuable careers education.
- To meet 100% of the Gatsby benchmarks.
- Bespoke careers offer for all students.

How will you know?

- Students can articulate what careers education is at Abbey Grange and are confident when discussing opportunities.
- Lower than national NEET figures

What actions will you take to get there?

- QA Careers learning journey and development of Careers resource.
- Employ a fulltime careers and enrichment coordinator.
- Complete the application for the Careers Gold Award

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Gatsby Benchmark – what do we want to achieve?	What do we currently do well?	Outcomes: how will you know when you have achieved your objective? What will have changed? When do you expect this to happen by?	Actions: what will it take to do this? Include a range of implementation strategies, key dates and members of the team.	When by:	RAG
Benchmark 1 - A Stable Careers programme <i>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.</i>	<ul style="list-style-type: none"> - Compass+ 100% 	<ul style="list-style-type: none"> - Develop the school website so it is clear and fit for purpose, and effective for all key stakeholders. 	<ul style="list-style-type: none"> - Develop relationship with key stakeholders to ensure thorough evaluation of the careers programme. - Develop a systematic evaluation process that is recorded to allow improvement. Regular student voice and questionnaires embedded in to the PSHCE programme - Review the school website to ensure it is fit for purpose, specifically the information with all stakeholders, 		
Benchmark 2 - Learning from career and labour market <i>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.</i>	<ul style="list-style-type: none"> - Compass+ 100% - LMI Assemblies - Careers Fair - Enrichment mornings 	<ul style="list-style-type: none"> - Student voice and questionnaires. 	<ul style="list-style-type: none"> - Continue to develop relationships with LCC - Embed LMI in to the careers programme (newsletter form time and the PSHCE programme) - Review the information on the website and ensure students are aware it is there. - Review and track visitors for the previous three years and arrange suitable support for this year. - Ensure the transition calendar is accurate from KS3 – KS5 and this is widely available to all stakeholders. - Further develop relationships with employers in the local area. 		
Benchmark 3 - Addressing the needs of each young person <i>Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, should be tailored to the needs of each pupil, including any additional needs of vulnerable and</i>	<ul style="list-style-type: none"> - Compass+ 100% - Destinations data - Effective careers guidance for all students. 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Maintain unifrog, excel spreadsheet & compass+ to ensure all enrichment is systematically monitored and recorded. - Maintain capacity for student career interviews and to establish an effective system to record and monitor interviews, that is accessible for parents, staff and students - consider how information regarding careers and enterprise experiences can be shared with students and parents effectively. - Continue to raise aspirations through the Abbey Character. - Students in years 11 & 13 have a clearly planned and appropriate destination for post Year 11 or Post Year 13 		

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disadvantaged pupils, young people with SEND and those who are absent.			<ul style="list-style-type: none"> - Ensure we challenge stereotypical thinking and consider how we can record this. Embed in to formtime and PSHCE. - Improve the way in which we record destinations data and ensure it is shared on the website. - Build on existing relationships with employers to extra support for our students when applying for apprenticeships and job roles - 1-2-1 time for students with education and training providers and employers at post 16 		
Benchmark 4 - Linking curriculum learning to careers 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.	- Compass+ 100%	<ul style="list-style-type: none"> - QiC Award success - Student and staff voice - Learning walks in careers and apprenticeship week - Audit of curriculum maps shows embedded careers in the curriculum 	<ul style="list-style-type: none"> - Careers in the curriculum audit - Audit of careers displays across school - Active use of employability skills posters in each classroom, relating it back to the skills used in that subject 		
Benchmark 5 – Encounters with employers and employees Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none"> - Compass+ 100% - 	-	<ul style="list-style-type: none"> - Map out speakers for the previous three years, including mock interviews and careers fair, Year 11 & 13 apprenticeship fair and leavers festival. - Ensure encounters are meaningful 		
Benchmark 6- Experiences of workplaces Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none"> - Compass+ 100% 	<ul style="list-style-type: none"> - 100% of year 12 students have a meaningful work experience planned for 8-12 July and appropriate checks have been done to ensure that they meet relevant safe-guarding requirements. Where this is not the case, a thorough and detailed plan 	<ul style="list-style-type: none"> - To work with the Post 16 team to ensure we offer a supported work experience programme that is effective and monitored, ensuring all students have a work experience placement. Where this is not the case, alternative plans are put in to place within school. - Develop a KS3 work experience, 5 days in total, to include enterprise activities, virtual and in person placements. - Continue with "take your child to work day" but increase engagement to 80% 		

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		<p>in place to support students gaining relevant work experiences in school.</p> <ul style="list-style-type: none"> - - 	<ul style="list-style-type: none"> - Establish Y10 work experience week, based on government statutory guidelines, 70% - Ensure 100% of students in year 12 take part in a meaningful work experience. - Develop P16 based 'community service' experiences 		
Benchmark 7- Encounters with Further and Higher Education <i>All pupils should understand the full range of learning opportunities that are available to them., including academic, technical and vocational routes. This should incorporate learning in schools, colleges, independent training providers (ITPs), universities and in the workplace</i>	- Compass+ 100%	<ul style="list-style-type: none"> - Student and parent voice. 	<ul style="list-style-type: none"> - Maintain monitoring and evaluation and ensure this is recorded - Maintain recording system so that all HE and FE encounters are set in the transition calendar. - Use enrichment mornings as a way of ensuring students are exposed to a wide range of educational encounters especially technical pathways - Internal UCAS fair for year 13 students before the UCAS deadline to support with post 18 choices and personal statement checking. 		
Benchmark 8- Personal Guidance <i>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. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</i>	- Compass + 100%	<ul style="list-style-type: none"> - Destinations data - Student voice 	<ul style="list-style-type: none"> - Ensure all post 16 students have at least one guidance session. - Ensure all guidance interviews are recorded and that students can access and evaluate (Unifrog). - Ensure school staff can see when an interview has taken place with outcomes that the student has agreed to share (spreadsheet)- FLA, SLT, Form tutor - Internal spreadsheet that staff can access to see outcomes 		

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