



**CAISTOR
YARBOROUGH
ACADEMY**

Caistor Yarborough Academy Strategic Careers Plan 2025-2026

Career Leader Name – Ben Curtis

Date Strategic Careers Plan Updated: July 2026

Join us on our journey....

Vision

At Caistor Yarborough Academy, we are committed to delivering a progressive and inclusive Careers Education, Information, Advice and Guidance (CEIAG) programme that enables all students to make informed, aspirational decisions about their next steps. Our approach meets the requirements of the *DfE Careers Guidance and Access for Education and Training Providers (January 2025)* and the *Gatsby Benchmarks* by ensuring that every student has fair access to high-quality encounters with employers, further and higher education providers, and impartial personal guidance.

Our Careers programme promotes equality of access, raises aspirations, and supports positive transitions into sustained education, employment or training destinations.

Strategic Objectives 2025–2026

1. **Embed a data-driven approach to Careers provision** using Compass+ and student feedback to monitor impact, identify gaps, and ensure equality of access across all cohorts.
2. **Redevelop the Key Stage 3 Careers Curriculum** to deliver a structured, progressive CEIAG programme that builds employability skills and knowledge of the world of work.
3. **Strengthen employer engagement and real-world encounters** to ensure all students experience meaningful interactions with a wide range of local and national employers.
4. **Embed Careers learning across the curriculum** by supporting subject leaders to integrate labour market information (LMI) and career pathways into teaching and learning.
5. **Enhance encounters with Further and Higher Education providers** to broaden awareness of Post-16 and Post-18 options, including apprenticeships, T Levels, and academic routes.
6. **Deliver impartial and personalised Careers Guidance** for all students, ensuring early support for SEND, disadvantaged, and vulnerable learners.
7. **Strengthen parental engagement in Careers Education** through clear communication, events, and digital resources that support informed decision-making.
8. **Track and analyse destination data** to evaluate the effectiveness of the CEIAG programme, inform curriculum planning, and maintain strong positive outcomes for all students.

The Strategic Careers Plan is evaluated three times a year as part of wider Compass+ Evaluations which the school undertakes with its LEP Representative. The document is then reviewed in July of each Academic year to establish priorities for the following academic year.

Strategic Priority	Actions (What will be done)	Timeline (Sept 2025 – July 2026)	Responsible	Gatsby Benchmark(s)	Evidence / Impact	Next Steps	DfE 2025 Reference
1. Embed a data-driven approach to Careers provision using Compass+ and student feedback	- Conduct termly Compass+ evaluations to monitor progress against Gatsby Benchmarks.- Implement annual Skills and Interests survey (Years 7–11) to inform CEIAG delivery.- Analyse student voice data to identify gaps by year group, gender, SEND, FSM, and disadvantaged students to ensure equality of access.	Sept 2025 – July 2026	B. Curtis	1, 3	- Termly Compass+ reports showing improved benchmark compliance.- Student feedback evidences increased confidence and understanding of career pathways.- Governors receive summary data by cohort.	Review annual Compass+ data with LEP and update Careers Strategy for 2026–27.	DfE 2025, s5.2 – Monitoring and Evaluation of Careers Provision
2. Redevelop Key Stage 3 Careers Curriculum to ensure progressive CEIAG learning	- Review PSHE and Form Time provision to embed structured careers learning across Years 7–9.- Implement new “World of Work” modules linked to employability skills and local labour market information (LMI).- Embed equality of access by auditing representation in careers resources.	Sept 2025 – April 2026	B. Curtis / PSHE Lead	1, 2	- Updated KS3 Careers map published on website.- Lesson feedback and student work demonstrate improved understanding of pathways.- LMI content integrated into PSHE schemes.	Conduct mid-year evaluation and adjust KS3 content in response to student survey feedback.	DfE 2025, s6.3 – Careers Education in the Curriculum

3. Strengthen employer engagement and real-world encounters (KS3 & KS4)	- Develop an annual employer engagement calendar in partnership with LEP and local businesses.- Introduce industry carousel events and workplace visits for Years 8–10.- Increase virtual encounters with national employers through Speakers for Schools.	Oct 2025 – July 2026	B. Curtis / LEP Link / Business Advisor	5, 6	- At least one employer encounter per year group.- Feedback forms show improved understanding of job roles.- Students can name local and regional employers.	Expand partnerships to include emerging green and digital sectors for 2026–27.	DfE 2025, s6.4 – Employer Encounters and Partnerships
4. Embed careers links across the curriculum through departmental collaboration	- Conduct curriculum audit with subject leaders to map explicit careers links.- Launch “Careers in the Curriculum” week each half-term using departmental slides and resources.- Provide CPD for staff on embedding careers learning.	Sept 2025 – July 2026	B. Curtis / Dept Leads	4	- Department audits completed and published.- Staff survey shows improved confidence embedding CEIAG.- Lesson observations reference careers contexts.	Review audit outcomes annually; develop subject-specific employer links.	DfE 2025, s6.3 – Careers in the Curriculum
5. Enhance encounters with Further and Higher Education providers	- Deliver annual FE and HE visits (Y9–Y11).- Organise in-school workshops led by local colleges and universities.- Ensure early exposure to Post-16 options for Y8 students through assemblies and taster events.	Nov 2025 – July 2026	B. Curtis / Careers Advisor	7	- Increased student confidence about post-16 pathways.- Destinations data shows reduced NEET risk.- All Y9–Y11 students have at least one meaningful encounter with FE/HE.	Expand partnership with local apprenticeship providers and UTCs for 2026–27.	DfE 2025, s8.1 – Provider Access Requirement
6. Deliver impartial, personalised Careers	- Provide at least one personal guidance interview for every KS4 student.- Record outcomes on Compass+ and link to	Sept 2025 – July 2026	Careers Advisor / B. Curtis	8	- Records show 100% of Y11 received guidance.- Student action plans logged on Compass+.- Positive	Review guidance impact with post-16 data and adjust allocation for 2026–27.	DfE 2025, s7.2 – Personal Guidance

Guidance for all students	destination data.- Ensure SEND and disadvantaged students receive early guidance support.				destination outcomes maintained.		
7. Strengthen parental engagement in CEIAG	- Publish half-termly Careers newsletter featuring local opportunities and provider events.- Host Careers Information Evenings for parents of Y8, Y10, and Y11.- Introduce website section with updated resources for parents.	Sept 2025 – July 2026	B. Curtis / SLT Link	1, 3	- Parental feedback indicates improved understanding of pathways.- Increased attendance at provider events.- Website analytics show engagement growth.	Expand to include digital webinars for parents by 2026–27.	DfE 2025, s6.7 – Parental Engagement
8. Track and analyse destinations data to inform continuous improvement	- Collect and analyse Year 11 and Year 13 destinations data.- Use outcomes to inform curriculum design and identify at-risk groups.- Share summary data with governors and LEP partners.	Sept 2025 – July 2026	B. Curtis / SLT Link	3	- Destinations data evidences sustained positive outcomes.- NEET figures below national average.- Reports shared termly with governors.	Introduce alumni tracking system to strengthen employer and mentoring links.	DfE 2025, s5.4 – Tracking Destinations and Outcomes