



CAREERS IMPACT REPORT

Academic Year 2024 to 2025

This report evaluates the reach, coherence and inclusivity of the careers programme delivered during 2024 to 2025. It brings together the taught curriculum, personal guidance, encounters with employers and further and higher education, workplace experiences, transition support and wider partnership work.

The programme combined a planned entitlement for every pupil with targeted activity for pupils whose circumstances, needs or intended pathways required additional support. The evidence in this report is drawn from delivery and participation records. Where attendance figures are shown, they represent recorded participations and should not be interpreted as unique pupils unless stated.

33 planned careers lessons across Years 7 to 11	100% of Year 11 received personal guidance	540 mock interviews across Years 10 and 11	1,100 pupils attended the careers fair
50+ organisations at the careers fair	150 families at Pathways Evening	6 staff development sessions	120 pupils in the Year 8 enterprise challenge

Prepared by the Careers Leader

EXECUTIVE SUMMARY

The 2024 to 2025 programme provided a broad sequence of careers education from Year 7 to Year 11. It gave all pupils structured curriculum learning and large-scale encounters, while additional programmes addressed SEND, disadvantage, care experience, low confidence, disengagement, academic stretch and specific career interests.

KEY STRENGTHS

- A clear taught entitlement. Years 7 to 10 received six planned careers lessons and Year 11 received three. New content strengthened learning about artificial intelligence, decision making, labour market information, career adaptability, action planning, digital identity and social capital.
- Universal personal guidance and transition support. Every Year 11 pupil received a one-to-one guidance appointment, with additional appointments for pupils identified through the Risk of NEET Indicator. Assemblies, application drop-ins, the Pathways Information Evening and a SEND transition afternoon supported informed post-16 decisions.
- Substantial employer and provider involvement. Pupils met employers and providers through mock interviews, the careers fair, curriculum workshops, industry challenges, workplace safaris and longer programmes.
- Responsive targeted provision. Activities were designed for disadvantaged pupils, pupils with SEND, cared-for children, disengaged learners and pupils needing greater academic challenge.
- Strong partnership and system leadership. The academy hosted borough and Greater Manchester communities of practice, supported cross-school improvement activity and contributed to the development of the Greater Manchester Baccalaureate.

IMPACT EVIDENCED IN 2024 TO 2025

- Every Year 11 pupil had access to impartial personal guidance and direct support with their next step.
- All pupils in Years 10 and 11 completed an individual employer interview and received written feedback.

- Pupils encountered a wide range of sectors, including engineering, construction, healthcare, public service, law, finance, digital, cyber security, retail, utilities, creative industries and higher education.
- Parents and carers were included in transition planning, including a dedicated event for SEND families.
- Staff received regular development so that careers learning was reinforced across the curriculum and through the academy careers platform.

EVALUATION PRIORITIES

The next stage is to connect the strong evidence of delivery and reach more systematically to evidence of learner development. Priorities are to use consistent pre- and post-activity questions, strengthen pupil and employer feedback, analyse participation by pupil group, and connect careers activity to intended destinations and sustained destination data.

CAREERS EDUCATION CURRICULUM

Careers learning was planned as a progressive sequence. The curriculum moved from self-awareness and transition in Year 7 towards decision making, employability, career management and post-16 action planning by Year 11.

YEAR GROUP	PLANNED LESSON SEQUENCE
YEAR 7	Changes and achievements; Transition and influence; What are you like; Let's get talking; What is work; AI and the world of work new
YEAR 8	Work versus school; Job families; Quashing stereotypes; Post-16 destinations; Transferable skills; Let's get presenting
YEAR 9	Personal attributes; Skills and jobs; Elevator pitch; Making decisions new; Working today; Working tomorrow and labour market information new
YEAR 10	Exploring possibilities; Work and lifestyle; Rights and responsibilities; Career adaptability new; Financial understanding; Wellbeing
YEAR 11	Managing my career journey, including goal setting and action planning new; Digital identity new; Networks and social capital new

CURRICULUM DEVELOPMENT

Seven new or substantially updated units were introduced. These addressed changes in the labour market and the practical capabilities pupils need to manage their next steps: artificial intelligence and work; decision making; labour market information; career adaptability; goal setting and action planning; digital identity; and networks and social capital.

WIDER CURRICULUM CONTRIBUTION

- During National Careers Week, subject teachers highlighted careers connected to their disciplines and each year group received a careers assembly.
- During National Apprenticeship Week, subject areas highlighted apprenticeship pathways linked to their curriculum, supported by a whole-school assembly.
- The mathematics department worked with the Advanced Mathematics Support Programme to promote mathematics pathways in further and higher education.
- Subject-linked encounters included RAF work with BTEC PE, a freelance photography masterclass, engineering activities, digital and cyber security experiences, and university-led health workshops.

STAFF CAPABILITY

Six short staff development sessions were delivered across the year. Topics were Gatsby Benchmark 1, labour market information, careers in the curriculum, further education destinations, Xello and staff voice evaluation. This regular input supported a shared understanding of careers provision and helped staff connect curriculum learning to progression routes.

PERSONAL GUIDANCE AND POST 16 TRANSITION

Every Year 11 pupil received a one-to-one careers guidance appointment. Pupils identified as priorities through the Risk of NEET Indicator received more than one appointment, allowing support to be adapted as plans developed.

PROVISION	REACH AND PURPOSE
PERSONAL GUIDANCE	Every Year 11 pupil received a one-to-one appointment; priority pupils received additional appointments.
PROVIDER ASSEMBLIES	Rochdale Sixth Form, Oldham Sixth Form, Hopwood Hall, The Oldham College, Rochdale Training, The Manchester College and Myerscough College presented post-16 routes.
APPLICATION SUPPORT	Lunchtime drop-ins gave pupils practical help and a place to ask questions while completing post-16 applications.
PATHWAYS INFORMATION EVENING	150 families attended a 30-minute presentation and a further education expo, with direct access to local providers.
SEND TRANSITION AFTERNOON	Parents and carers met family liaison teams from local further education institutions to prepare for transition.
PRE-OPTIONS SUPPORT	Rochdale Sixth Form delivered a Year 9 session to support informed GCSE option choices.

WHOLE-YEAR ASSEMBLIES

Four whole-year-group assemblies focused on engagement with Xello, post-16 destinations and careers in charity work. Additional assemblies supported National Careers Week and National Apprenticeship Week.

WHY THIS MATTERED

The combined offer gave pupils repeated opportunities to understand routes, test their thinking, complete applications and obtain individual advice. Parents and carers were able to hear consistent information and speak directly with providers. The SEND-specific event added tailored transition planning for families who may need earlier or more detailed support.

EMPLOYER ENCOUNTERS AND EMPLOYABILITY

Employer activity ranged from brief encounters to full-day challenges and sustained programmes. It was designed to build communication, confidence, self-presentation, teamwork, enterprise and understanding of recruitment.

ACTIVITY	PUPILS	LEARNING AND EXPERIENCE
MOCK INTERVIEWS	270 Year 10 and 270 Year 11	Each pupil completed a 15-minute employer interview and received written feedback. Thirty community representatives supported the two days.
BRAND YOU WITH EQUANS	150 Year 10	How to represent themselves in an interview.

TALK THE TALK ORACY DAY	30 disadvantaged Year 9	Targeted development of verbal communication skills.
TALENT FOUNDRY SKILLS FOR LIFE	12	Four full days with employers focused on self-esteem and employability for cared-for and disadvantaged pupils.
TALENT FOUNDRY RISE UP	60 Year 10	Self-esteem and employability.
EQUANS TEAMWORK	60 Year 7	Teamwork through an employer-led workshop.
EQUANS PERSONAL DEVELOPMENT	Year 9 group	Employer-led personal development.
EMPLOYER NETWORKING	60 Year 8	Conversations with employers from a range of industries about roles and sectors.
FINANCIAL MANAGEMENT	30	Workshop with Atkins Realis.

INCLUSIVE PREPARATION FOR EMPLOYMENT

SEND pupils attended a preparation workshop before mock interviews. A business representative who is an autistic adult also worked with a group of autistic boys on managing autism in the workplace. This ensured that the universal interview entitlement was accompanied by support responsive to individual needs.

ENTERPRISE DIGITAL AND SECTOR EXPERIENCES

ACTIVITY	REACH	FOCUS
TALENT FOUNDRY ENTERPRISE CHALLENGE	120 Year 8 across two days	Enterprise and teamwork through a one-day challenge for each group.
NATWEST IDEA ACCELERATOR	120	Ideas, enterprise and problem solving.
NATWEST DREAM BIGGER	50 selected participants	A second full-day progression experience.
VIMTO CAREERS DAY	50	Ten senior colleagues introduced their roles; pupils designed and pitched a new product.
BIMA DIGITAL DAY WITH DELOITTE	30	Digital careers and employer-led activity.
SIEMENS CYBER SECURITY	150 Year 10	Introduction to cyber security and related careers.
RASPBERRY PI MBACC PILOT	10	Participation in a digital pilot linked to the Greater Manchester Baccalaureate.
HMRC TAXES AND CAREERS	Year 10 group	Taxation and careers within HMRC.
CAREERS IN LAW	Year 10 group	Two law firms introduced the profession and industry.
CAREERS IN NURSING	30 Years 9 and 10	University-led introduction for pupils who had expressed an interest in nursing.
RAF WORKSHOP	BTEC PE group	Encounter with the Royal Air Force linked to curriculum study.

CURRICULUM AND CAREER CONNECTIONS

Additional subject-related experiences included a circuits activity for Year 7 design technology pupils with Equans, a freelance photography masterclass for GCSE photography pupils, a Creativity in Careers event for 40 Year 9 pupils and a Young Writers Festival programme for 30 pupils, comprising four sessions with an author.

WORKPLACE EXPERIENCES AND INDUSTRY INSIGHT

Workplace safaris enabled pupils to see working environments, speak with employees and connect classroom learning to real roles and sectors.

HOST AND SECTOR	REACH	EXPERIENCE
UNITED UTILITIES	100 Year 10	Workplace safari in utilities.
SIEMENS	50 Year 10	Workplace safari in engineering and technology.
HMRC	40 Year 10	Full-day workplace safari in public service and taxation.
RICHER SOUNDS	30	Workplace safari in retail.
ICON SPORTS	28 Business and Enterprise pupils	Business management, retail and customer service.
FLENDER	12 Engineering pupils	Workplace safari with a local engineering employer.
TARGET FIRE PROTECTION	12 Engineering pupils	Fire safety, workplace health and safety, and practical use of extinguishers as a fire protection engineer.
MANCHESTER METROPOLITAN UNIVERSITY NHS DAY	14	Introduction to roles across the NHS.
ETIHAD STADIUM GREEN CAREERS EXPO	50	External expo focused on green careers.

BREADTH OF SECTOR EXPOSURE

Across the wider programme, pupils also encountered construction, healthcare, law, creative writing, photography, politics, financial management, further education, higher education, the armed forces, digital industries and entrepreneurship. This breadth allowed pupils to compare different working environments and progression routes rather than relying on a narrow set of familiar occupations.

TARGETED AND SUSTAINED PROGRAMMES

Targeted provision responded to identified barriers and pupil needs. Selection was based on factors such as disadvantage, SEND, care experience, disengagement, confidence, attainment, attendance, anxiety, career interest and academic potential.

PATH FINDERS

A three-month programme supported Year 11 boys who were interested in construction and disengaged from education. Pupils met for breakfast every Tuesday and heard from a different industry representative each week about their role, career journey, company or sector. A Hopwood Hall taster day then connected their interests and attainment levels to realistic post-16 routes.

BE THE BEST WEEK

A week-long tutor programme focused on growth mindset and motivation. Working with the assistant headteacher responsible for Year 11 impact, pupils were matched to workshops according to individual need, including underachievement, low motivation, high attainment, anxiety and poor attendance. Alumni and business representatives contributed to the workshops.

SEND-FOCUSED PROVISION

- Twelve Year 8 SEND pupils completed Calling for Help with nursing staff from the University of Bradford.
- Twelve Year 7 SEND pupils completed Basic Life Support with the University of Bradford.
- SEND pupils received preparation before mock interviews and autistic pupils had access to an employment-focused session led by an autistic business representative.
- Families were invited to a dedicated post-16 transition afternoon with further education family liaison teams.

DISADVANTAGE AND CARE EXPERIENCE

Thirty disadvantaged Year 9 pupils received targeted oracy support. The four-day Skills for Life programme supported 12 cared-for and disadvantaged pupils with self-esteem and employability.

Two pupils from the previous cohort were invited to the programme's annual celebration at the House of Lords to showcase their work.

ACADEMIC ENRICHMENT

Eight pupils completed the AVECC programme in collaboration with Rochdale Development Agency and the universities of Oxford and Cambridge. They attended ten academic sessions involving a range of Russell Group universities and a one-day experience at Pembroke College, Oxford. Six pupils also participated in Think Like a Linguist, led by St Anne's College, Oxford, to explore the value of language study.

CAREERS FAIR AND HIGH PROFILE ENCOUNTERS

The academy careers fair brought together more than 50 employers and further education providers, represented by over 80 visitors. Every pupil from Year 8 to Year 11 had scheduled access, resulting in approximately 1,100 pupil visits across the day. The scale of the event enabled pupils to compare sectors, courses and progression routes in one place.

ENCOUNTER	REACH	CONTRIBUTION
AN AUDIENCE WITH MOHAMMED AMIN OBE	180	Career journey, aspiration and pupils' futures.
AN AUDIENCE WITH PAUL WAUGH MP	80	Politics and the Rochdale labour market.
VISIT BY ANDY BURNHAM, MAYOR OF GREATER MANCHESTER	50	Discussion of the MBacc and the academy's role as a flagship school; included a construction lesson visit and discussion with school leaders.
ROCHDALE CREATIVITY IN CAREERS	40 Year 9	External event at Rochdale Town Hall.
CSI CAREERS DAY	40 Year 8	Challenges led by real crime scene investigators.
MANCHESTER UNIVERSITY STOCK MARKET CHALLENGE	10	Community challenge introducing financial decision making.

EMPLOYER ENGAGEMENT BEYOND INDIVIDUAL EVENTS

The academy hosted an employer engagement event with Rochdale Development Agency involving 25 businesses. The event generated pledges totalling 1,200 hours of employer support for secondary schools across Rochdale, extending the benefit beyond the academy itself.

PARTNERSHIP LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The academy contributed to local and Greater Manchester careers leadership as both a host and an active partner.

ACTIVITY	CONTRIBUTION
STRATEGIC COMMUNITIES OF PRACTICE	Three forums were hosted with Greater Manchester Combined Authority, headteacher, Enterprise Adviser Network chair, Business in the Community, secondary school and further education representation. The Careers Leader attended as Specialist Leader of Education for Careers and acted as proxy co-chair on two occasions.
ROCHDALE COMMUNITY OF PRACTICE	Three meetings were hosted with GMCA and all 13 Rochdale secondary schools. As a Community of Practice lead, the Careers Leader directly led a group of seven schools.
CAREERS IMPACT SYSTEM REVIEW	The Careers Leader co-facilitated a review with GMCA involving four secondary schools.
MBACC DEVELOPMENT	Thirty pupils contributed to a GMCA focus group on digital resources being developed for use across Greater Manchester. Ten pupils participated in the Raspberry Pi pilot.
EMPLOYER ENGAGEMENT	An academy-hosted event with Rochdale Development Agency brought together 25 businesses and secured 1,200 pledged hours of support for Rochdale secondary schools.
PROFESSIONAL QUALIFICATION	The Careers Leader completed the Level 7 Leadership in Careers programme, funded by the Careers and Enterprise Company and delivered by the University of Wolverhampton.
EXTERNAL RECOGNITION	The Careers Leader was runner-up in the careers category at the Educate Rochdale Awards. The winning primary school had also received programme support from the Careers Leader.

CONTRIBUTION TO QUALITY

This outward-facing work supported professional challenge, shared practice and alignment across the borough. It also created routes for pupils and employers to influence wider programme development, particularly through the MBacc focus group and employer engagement event.

EVALUATION AGAINST PROGRAMME AIMS

PROGRAMME AIM	EVIDENCE FROM 2024 TO 2025	EVALUATION
PROVIDE A COHERENT ENTITLEMENT	Thirty-three planned lessons across Years 7 to 11, supported by assemblies and curriculum-linked activity.	Strong evidence of a sequenced universal curriculum. Continued review should test what pupils know and remember over time.

SUPPORT INFORMED TRANSITIONS	Universal Year 11 guidance, priority follow-up, seven provider assemblies, application drop-ins, family evening and SEND transition event.	Strong coverage and practical support. Destination and application data should be used to evaluate longer-term impact.
INCREASE EMPLOYER AND WORKPLACE CONTACT	Mock interviews, careers fair, workplace safaris, sector workshops, enterprise challenges and sustained programmes.	Very broad offer with substantial employer participation. Individual-level tracking would show how equitably encounters are distributed.
RESPOND TO DIFFERING NEEDS	Targeted provision for SEND, disadvantage, care experience, disengagement, confidence and academic stretch.	Provision was deliberately differentiated. Pre- and post-measures would demonstrate changes in confidence, knowledge and readiness.
ENGAGE STAFF AND PARTNERS	Six staff sessions; subject-led careers activity; borough and GMCA leadership; employer pledges.	Strong whole-school and external partnership contribution. Staff voice should continue to shape development.

OVERALL ASSESSMENT

The programme delivered extensive and varied careers provision, with clear universal elements and purposeful targeted support. Its strongest evidence is currently in breadth, reach, access to guidance, employer involvement and transition activity. The principal development opportunity is to capture changes in pupil knowledge, confidence, decision making and destinations with the same consistency as activity and attendance data.

PRIORITIES FOR CONTINUED IMPROVEMENT

The following priorities build directly on the strengths and evidence gaps identified in this report.

PRIORITY	PLANNED APPROACH	EVIDENCE TO RETAIN
MEASURE LEARNER DEVELOPMENT	Use a small set of age-appropriate pre- and post-questions for major activities and curriculum units.	Changes in knowledge, confidence, career readiness and intended actions.
TRACK PARTICIPATION AND EQUITY	Record activity at pupil level and review participation by year group, SEND, disadvantage and other priority indicators.	Coverage, repeated participation, gaps and targeted follow-up.
STRENGTHEN PUPIL AND PARENT VOICE	Build short evaluation points into lessons, guidance, family events and selected encounters.	Themes, satisfaction, unmet need and resulting programme changes.
EVALUATE EMPLOYER CONTRIBUTION	Use consistent feedback after major events and sustained programmes.	Quality of preparation, pupil engagement, relevance and future commitments.
CONNECT ACTIVITY TO DESTINATIONS	Review intended destinations, applications, offers and sustained destination data alongside guidance records.	How provision supports appropriate and sustained progression.
MAINTAIN CURRICULUM CURRENCY	Continue annual review of labour market information, AI, digital identity, post-16 routes and local opportunities.	Curriculum changes and the evidence that prompted them.

CONCLUSION

During 2024 to 2025, Hollingworth Academy delivered a careers programme with substantial reach and variety. Pupils experienced a planned curriculum, individual guidance, direct contact with employers and providers, workplace learning, transition support and targeted programmes responsive to differing needs. Parents, staff, alumni, employers, colleges, universities and strategic partners all contributed.

The programme gave pupils repeated opportunities to explore possibilities, develop employability skills and prepare for their next steps. Continued improvement will focus on demonstrating not only what was delivered and who took part, but also what pupils learned, how their thinking changed and whether their destinations were appropriate and sustained.

