

Benchmark		Key indicators of success	What is in place/needs to be in place	Who /when
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<ul style="list-style-type: none"> • A careers policy must be designed, approved by governors and added to website rather than being part of the curriculum policy and vocational policy • All pupils from year 7 to have 1:1 session with level 6 independent careers advisor provided by Form the Future. A minimum of 10 days purchased throughout the year • Keyworkers to be informed of the information provided by the careers advisor and can access the careers database on the shared drive. Keyworkers to be in regular contact with parents/carers to feedback about careers sessions • Pupils in year 10 and 11 complete an ASDAN Employability qualification • Careers to be led by James Wright and supported by Youmna Megan Mathias 	<ul style="list-style-type: none"> • Debra Baker to hold initial meetings with pupils – creating action plans, focus on Yr. 11 – Spring 1
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be 	<ul style="list-style-type: none"> • Wisbech School to work with Form the Future and local colleges to ensure that pupils can access careers fairs, college open days. These days to form part of the curriculum at the school 	<ul style="list-style-type: none"> • Debra to inform pupils of up-to-date career and labour market information as part of sessions • CAG to support pupils to organise work

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	<p>informed adviser to make best use of available information.</p>	<p>encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<ul style="list-style-type: none"> • Keyworkers to keep parents informed of upcoming events that are not in school time and feedback about visits in school time • The curriculum to be planned to ensure that all pupils have the necessary information to choose qualifications that will ensure they are able to access a chosen career or to keep their options open to career choices • Work experience placements to be offered as either a block placement or as part of their weekly bespoke timetable 	<p>experience placements for Year 10 (w/b: 06.07.2026)</p>
<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. 	<ul style="list-style-type: none"> • Pupils' views to be taken into account, but independent advice to be offered to ensure that pupils are sufficiently challenged in their aspirations • A careers database to be held that has an overview of discussions with each pupil. Individual documents are kept of each session. This database to be used to track destination information • A careers database to keep track of pupils' destinations for 3 years after they leave school. This to be shared with LA. 	<ul style="list-style-type: none"> • CAG to ensure database has pupils' destinations from last 3 years kept. • JES to support with this

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		<ul style="list-style-type: none"> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 		
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<ul style="list-style-type: none"> Teachers of ALL subjects to make pupils aware of the importance of these subjects in future career options. This is also to be explored more fully during employability sessions. Teachers to display posters of career pathways from their subject college course in their classrooms and on communal boards. 	<ul style="list-style-type: none"> CAG to provide posters for subject staff by end of May half term – for all subjects
5. Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one meaningful encounter with an employer EVERY year they are at school 	<ul style="list-style-type: none"> To arrange an annual careers day with speakers and visitors to allow pupils to gain a better understanding of the workplace and the potential career paths open to them 	<ul style="list-style-type: none"> CAG to organise an annual careers day and invite visitors

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<p>6. Experiences of work places</p>	<p>Every student should have first-hand experience of the workplace through work visits, work shadowing and or work experience to help their exploration of career opportunities, and expand their networks</p>	<ul style="list-style-type: none"> • By the end of year 11, all students must have had a meaningful experience of a workplace by the end of the year 	<ul style="list-style-type: none"> • Pupils to experience the workplace environment to understand the context in which they could one day be working. 	<ul style="list-style-type: none"> • CAG/NAF to arrange work experience placements for year 10 pupils during Summer 2
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace</p>	<ul style="list-style-type: none"> • By the time pupils leave the school they will have had <ul style="list-style-type: none"> • Meaningful encounters with sixth form colleges • Been provided with information about the full range of apprenticeships • Meaningful encounters with general further education colleges • Meaningful encounters with independent training providers • Meaningful encounters with higher education providers 	<ul style="list-style-type: none"> • Careers provision should cover further and higher education as well as potential professions. • Pupils should have encounters with these organisations whilst at school • It should be planned to take pupils to visit colleges and universities. 	<ul style="list-style-type: none"> • CAG to plan for a college AND university visit with pupils year 8-11 Summer 2

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<p>8. Personal Guidance</p>	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made</p>	<ul style="list-style-type: none"> • By the end of year 11, all pupils will have had an interview with a professional and impartial careers advisor 	<ul style="list-style-type: none"> • Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. • Wisbech School work with Form the future, and external agency. Youmna provides pupils with at least one guidance interview each year. 	
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