

Careers action plan 2025-2026

Benchmark	Gatsby statement	Activity	Staff member responsible	Completion date	Impact
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 pupils, teachers, governors and employers	Students have access to careers guidance and information through tutor time, PSHE, assembly, enrichment and employer encounters. Parents and pupils can access independent and impartial resources on the school website and through the online platform START www.startprofile.com or the National Careers Service https://nationalcareersservice.direct.gov.uk/ and the Barclays Lifeskills programme. https://barclayslifeskills.com/	- Joy Mowat - James Redman	July 2026	-
2. Learning from career and labour market information	Every pupil, 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 informed adviser to	- Career of the term information available in corridor opposite Room 14. Parent bulletin inviting parents to discuss career prospects with children. Announced in assembly. - Friday morning career chats to begin in Jan 2025.	Joy Mowat	December 2026	Pupil voice and parent voice needed following assembly roll out.
		Links to all local colleges (Reading/Bracknell & Wokingham/UTC/ BCA/ Henley, Newbury, Langley) so students have information on courses, qualifications, entry requirements.	Joy Mowat	January 2026	-

	make best use of available information.	- Apprenticeship providers: colleges and specialist providers e.g QA apprenticeships, Aim Apprenticeships, ASK outreach service.	- Charlie Price	- November 2024	-
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored	- Future Skills Questionnaire (FSQ) open to Year 7 students in November to gauge particular career interests that will inform the choice of guest speakers throughout the year - Year 8s to complete FSQ after careers week	- Joy Mowat	- December 2025 - April 2026	-

	to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	- PSHE programme specific to each year group focuses on relevant concepts. Year 8 to undertake the employability topic in Autumn term 2026 having been developed in 2025.	- Joy Mowat - James Redman	- January 2026	
		- My Attitude workshop for students with specific barriers in considering careers information	Joy Mowat	- January 2026	
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 career paths.	Careers morning to be held in Term 6 for Year 8. Wide range of professions and careers to be showcased with an emphasis on being able to flourish without further education / degree.	- Joy Mowat	- June 2026	-

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		Stem day being organised with Cheryl Hadland. Day to be led by Huyen Li – Woman of the future 2025. She is a stem advocate with particular emphasis on women of colour in STEM.				
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.	- Pupils and parents to be invited to Friday Breakfast Talks – a 20 minute talk every week focusing on a wide range of professions and careers.	- Joy Mowat	- December 2025	-	

	This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	- Guest speakers from various areas of work to speak to students	- Joy Mowat	- December 2025	
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6. Experiences of workplaces	Every pupil 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.	- Students encounter different career perspectives and job roles virtually during Lyfta sessions which are delivered in form time once a week.	Joy Mowat	January 2025	-
		- DUCTU experiences in work places tailored for SEND children to be delivered during year	- Charlie Price	- TBC	
7. Encounters with further and	All teachers should link curriculum learning with careers. STEM	- Further opportunities available to high level students such as STEM Faraday challenge.	- Emma Wooders - Cheryl Hadland	- February 2025	-

higher education	subject teachers should highlight the relevance of STEM subjects for a wide range of learning in schools and workplaces.	- All departments to ensure explicit links are made between learning and career outcomes	- HoDs - Subject teachers	- July 2025 - January 2025	
		- Teachers to introduce 'career of the month' to students in their lesson and make links to learning.			
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be a member of school staff or external, provided that they are trained to an appropriate level. These should be available whenever	- As a Middle School we have been guided by our local Careers Coordinator that this benchmark does not traditionally apply to us as students would not have chosen then GCSE at our school. We are awaiting further advice as how best to support students in laying the foundations for the benchmark to be fully completed later in their schooling.			

	significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs				
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