

Learn 4 Life Careers Strategic Plan

2025-2028

At Learn 4 Life, our Careers Strategic Plan sets out a clear and ambitious vision to ensure that every learner, including those with Social, Emotional and Mental Health (SEMH) needs, is supported to achieve meaningful and sustainable post-16 destinations. We recognise that our students may face additional barriers to education, employment and training, and therefore require a carefully planned, inclusive and aspirational careers programme that builds confidence, resilience and independence alongside employability skills.

This strategy outlines how we will deliver a progressive, high-quality careers curriculum aligned to the Gatsby Charitable Foundation Benchmarks and informed by statutory guidance and the expectations of Ofsted. Through strong employer partnerships, personalised guidance, staff development and targeted support to reduce the risk of students becoming NEET, we aim to equip every young person with the knowledge, skills and self-belief needed to successfully navigate their future pathways and thrive beyond school.

Career leader details

Career leader name: Becky Morton

Career Leader contact: beckymorton@careafloat.co.uk

Guidance information:

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008

The School Information (*England) Regulations 2008 This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on 1 January 2023. It explains that our school must provide a minimum of 6 encounters with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on our website

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on our website

Statutory guidance checklist:

- Develop and direct a careers programme in line with the Gatsby Benchmarks
- Ensure the careers programme is aligned with the school's vision and development plans
- Provide independent careers guidance to all learners

Aims of the careers programme:

- High-quality careers guidance is important for our pupils' futures, and our provision aims to:
- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

Year group	Learning outcome	Link to CDI core elements of career guidance
7	Identify their interests and strengths, explore a range of workplaces and employment sectors, and set realistic goals that begin to link their current learning to future career aspirations.	Developing students' self-awareness (Grow throughout life), broadening their understanding of career pathways (Explore possibilities), and introducing early goal-setting skills that support career management and future progression.
8	Identify and articulate their transferable skills, challenge stereotypes in the workplace, and recognise how different work styles and environments may influence their future career choices.	Developing students' self-awareness and transferable skill recognition (Grow throughout life), challenging limiting beliefs about careers (Explore possibilities), and building early decision-making skills through understanding different work styles and environments (Manage career).
9	Recognise the influences on their career decisions, understand key labour market information, identify and develop essential employability skills, and make informed choices about GCSE options that align with potential future career pathways.	Developing self-awareness of career influences (Grow throughout life), increasing understanding of labour market information (Explore possibilities), strengthening informed decision-making around GCSE pathways (Manage career), and building employability skills that enable

		students to create future opportunities.
10	Demonstrate and apply key employability and work-related skills through the completion of their BTEC Level 1 Work Skills qualification, reflecting on their strengths and identifying areas for development in preparation for post-16 pathways.	Strengthening self-awareness and reflective practice (Grow throughout life), building employability and career management skills (Manage career), and enabling students to develop and evidence the competencies needed to create future opportunities.
11	Independently demonstrate, evaluate and evidence advanced employability skills through their Level 2 Work Skills qualification, making informed and realistic post-16 decisions aligned to their strengths, aspirations and local labour market opportunities.	Strengthening independent career management, deepening self-awareness and employability competence, and enabling students to make informed, sustainable post-16 decisions.

Aims and objectives of the careers of the Learn 4 Life careers programme:

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world, including employer encounters
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Offer personal guidance to help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity
- Provide access to Labour Market Information (LMI)
- Link curriculum learning to careers development
- To identify students who are at risk of becoming NEET and facilitate intervention.
- To ensure students in years 10, 11,12 have access to independent careers advice and guidance

Roles and responsibilities:

Careers lead

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations

- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

Senior leadership team (SLT)

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

The CEO:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

Teachers:

- Embed meaningful careers links within curriculum subjects.
- Make explicit connections between learning and future career pathways.
- Challenge stereotypes and promote equality of opportunity within subject areas.
- Develop and reinforce transferable skills such as communication, teamwork and problem-solving.
- Support students to reflect on their strengths, interests and aspirations.
- Contribute to meeting the Gatsby Benchmarks through curriculum delivery.
- Signpost students to appropriate careers information, advice and guidance.

- Engage with employer encounters, enrichment activities and external providers where appropriate.
- Monitor and support students at risk of disengagement or becoming NEET.
- Participate in relevant CPD to strengthen confidence in delivering careers education

Support staff:

- Reinforce employability skills and professional behaviours in daily interactions.
- Support students in developing confidence, resilience and independence.
- Contribute to identifying students who may require additional careers guidance or intervention.
- Assist with preparation for work experience, employer encounters and post-16 transitions.
- Support the implementation of individual career action plans.
- Encourage positive attitudes towards learning, attendance and progression.
- Provide feedback to the Careers Leader regarding student engagement and readiness.
- Support SEND learners in accessing personalised careers provision.

Gatsby Benchmarks

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we can build our own careers provision. [Good Career Guidance | Education | Gatsby](#)

The eight Gatsby Benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Learn 4 Life meets the Gatsby benchmarks by:

Year group	Learning objectives	Activities	Gatsby Benchmark	When	Who	Employer encounter
7		Deliver a careers assembly – Introduce careers program.	1	Autumn 1	BM	No

	Introduction to Careers	English letter writing activity 'What I want to be when I grow up' activity	2,3,4	Autumn 1	BM	No
			2,3,4	Termly	BM	No
	Introduction to career sectors	Complete survey for student skills assessment	5,8	Summer 1	BM/CC/SLT	Yes
		Employer encounters to develop knowledge of career opportunities				
8	Developing transferable skills	Designated lessons transferable skills such as communication, teamwork etc	1, 4, 8	Autumn/ Spring/ Summer	Whole school approach	No
	Knowledge of workplace barriers	Research into workplace barriers such as qualifications, experience, individual needs (guest speakers)	1,3,4,5,6,7	Autumn	BM/ FORM TEACHERS	Yes
	Stereotypes in the workplace	Gender imbalance in the workplace Equality Act 2010 History lessons on timeline of changes in workplaces	2,3,8 4,8	Spring	BM/CC	No
9		PSHE values lessons	1,3,8	Autumn	BM	No
	Personal values and career options	Careers workshop day	4,5,6,7	Spring	Whole school approach	Yes
	My career identity	Whole school career links lessons 'I could be...'	1,4,8	Spring	Whole school approach	No

	Skills for the future	STEM activity looking at sustainability and future work environment	2,4	Summer	BM/MK	No
	GCSE options	Student and parent/carer GCSE meeting	3,8	Summer	BM/SLT	No
10	Btec Work skills Level 1	Introduction of Btec award – 6 booklets to complete	1,3,4,8	Autumn/ Spring/ Summer	BM	No
	Employer experiences	Careers fairs	5,6,8	Autumn/ Spring/ Summer	BM	Yes
	Further education experiences	College/ university visits	7,8	Autumn/ Spring/ Summer	BM	No
		Work experience	3,5,6,8	Autumn/ Spring/ Summer	BM	Yes
11	Preparation for employment	Btec Work skills level 2	1,3,4,8	Autumn/ Spring/ Summer	BM	No
		CV building and mock interviews	1,3,4,8	Spring	BM	Yes
		Post 16+ applications	1,3,8	Autumn/ Spring	BM/Form TEACHERS	No
		Work experience	3,5,6,8	Autumn/ Spring/ Summer	BM	Yes

Business Ask: If you are a business and would like to support Learn 4 Life School with our careers provision, please get in touch with the Careers Lead using the details above.

We are currently looking for businesses to support us with the following:

- Mock interviews
- Workshops

- Workplace visits
- Work Experience
- Careers Talks
- Careers Fairs

3-year plan:

To provide a structured, inclusive and aspirational careers programme that builds confidence, resilience and employability skills, enabling students with SEMH needs to overcome barriers and progress into sustainable and meaningful post-16 destinations.

Year	What do we plan to achieve	How will we do this?
Year 1 2025-2026	<p>Establish stronger links with local Further Education providers and apprenticeship organisations.</p> <p>Increase student engagement with GCSE and Functional Skills pathways.</p> <p>Develop a structured employer encounter programme.</p> <p>Introduce targeted NEET risk identification and early intervention systems.</p> <p>Pilot meaningful work experience and community volunteering opportunities</p>	<p>Formalise partnerships with at least two FE colleges and one apprenticeship provider, including campus visits and transition meetings.</p> <p>Track attainment and intervention data to support GCSE and Functional Skills completion.</p> <p>Schedule a minimum of two employer encounters per year group.</p> <p>Create destination data and internal tracking to identify students at risk of NEET and implement personalised action plans.</p> <p>Establish at least one community volunteering partnership and pilot supported work placements for identified students.</p>
Year 2 2026-2027	<p>Increase the number of students progressing to FE, apprenticeships or employment with training.</p> <p>Improve GCSE and Functional Skills achievement rates.</p> <p>Embed structured work experience across Key Stage 4.</p>	<p>Develop formal transition pathways with named contacts in FE and apprenticeship providers.</p> <p>Introduce academic mentoring and targeted revision/intervention support.</p>

	<p>Expand employer and community partnerships.</p> <p>Reduce NEET risk indicators through early support and sustained intervention.</p>	<p>Ensure all Year 10–11 students access at least one meaningful work experience placement.</p> <p>Host employer engagement events and careers fairs within school.</p> <p>Track post-16 applications and offers to ensure no student leaves without a confirmed destination.</p>
<p>Year 3 2027-2028</p>	<p>Sustain positive post-16 destination outcomes with a measurable reduction in NEET figures.</p> <p>Increase the percentage of students achieving GCSEs and Functional Skills qualifications.</p> <p>Establish long-term employer and apprenticeship partnerships.</p> <p>Embed volunteering and community engagement as a recognised pathway to skill development.</p> <p>Develop a fully integrated careers programme aligned with Gatsby Benchmarks.</p>	<p>Analyse three-year destination trends to evaluate impact and adjust strategy.</p> <p>Strengthen accountability measures for GCSE and Functional Skills achievement.</p> <p>Create ongoing employer agreements offering repeat placements and apprenticeship pathways.</p> <p>Recognise and record volunteering hours as part of employability profiling.</p> <p>Use Compass+ and destination data to monitor benchmark progress and reduce NEET risk proactively.</p>

Monitoring our careers programme:

At Learn 4 Life we will monitor our careers development programme using the compass + system to track our careers programme and measure our effectiveness of meeting the Gatsby Benchmarks. We will complete termly reviews of our practice and check if we are meeting our aims, if not we will target these areas by devising short/long term action plans to follow. We will continue to gather student and parent feedback to assess the impact of the careers programme, we will do this through termly surveys. This information will be used to inform future planning and development.

Date to review the careers plan:

For further information about our careers provision please see our Careers Policy.

We will review this Careers Plan on annual basis or when guidance changes. Careers Plan Review Date: 01/09/26