



The Willow Park School Strategic Careers Plan 2026-2029

This strategy replaces the 2023–2026 Strategic Careers Plan and sets out Willow Park School’s careers education, information, advice and guidance (CEIAG) approach for the three-year cycle 2026–2029. It is designed to be inspection-ready, Governor-ready, and aligned to current statutory expectations.

Schools Vision Statement:

Our aim is to help students develop a greater understanding and acceptance of themselves as positive individuals with a value that goes beyond school. With a nurturing environment and relational practice at our core, we create a safe space where children feel part of the ‘family’, where they feel cared for and accepted for who they are. We are relentless in ensuring our children achieve their maximum potential and qualifications leading to progression to further education, training and employment.

Vision for Careers Provision Statement:

Preparation for adulthood and employment is integral to everything we do at Willow Park School. We provide a personalised, impartial and aspirational careers programme that develops independence, employability and confidence, enabling every learner to make informed choices and progress to a sustained destination.

- Person-centered: responsive to need, interest, starting point and EHCP outcomes where applicable.
- Aspirational: raising expectations and broadening horizons while being realistic and well-supported.
- Impartial: covering the full range of pathways including college, apprenticeships, traineeships, supported internships and employment.
- Inclusive: addressing barriers and ensuring equitable access for SEMH, disadvantaged and vulnerable learners.
- Evidence-led: quality assured through tracking, evaluation and destination analysis.

What ‘Success’ Looks Like by 2029

- Sustained destinations for all leavers, with an ambition of zero NEET and zero ‘unknown’ destinations.
- All students have a recorded and progressive careers journey with encounters logged and reviewed.
- Careers learning is embedded across curriculum areas and can be evidenced through intent–implementation–impact.
- Students can explain their next steps, the support available, and how school learning connects to future pathways.
- Parents/carers understand options and feel able to support informed decision-making.
- External validation shows the programme meets national expectations and is inspection-ready.



Statutory and Policy Context (Current Guidance)

This plan reflects the national expectations placed on schools for CEIAG and the current inspection landscape. Key reference points include:

- DfE statutory guidance: Careers guidance and access for education and training providers (latest published updates on GOV.UK).
- Provider Access Legislation (PAL): requirement for schools to provide a minimum of six provider encounters across Years 8–13, including mandatory encounters for all pupils in Years 8/9 and 10/11 (where applicable).
- Gatsby Benchmarks (1–8): recognised national standard for careers provision.
- Ofsted Education Inspection Framework (EIF) and handbooks: careers sits within Personal Development and contributes to readiness for next education, training and employment.

Provider Access Legislation (PAL): Our Compliance Approach

Willow Park School will publish and review annually a Provider Access Policy Statement and ensure that approved providers of technical education, apprenticeships and training have access to all relevant learners. Provider encounters will be planned, timetabled, and evidenced through Compass+ and internal tracking.

- We will plan encounters in line with the three key phases and ensure mandatory encounters are offered and recorded.
- Encounters will include colleges, training providers, apprenticeship providers and employers, and will be tailored to learner needs and readiness.
- We will ensure reasonable adjustments so SEMH learners can access and benefit from all encounters.



Ofsted Priorities: How This Strategy Demonstrates Intent–Implementation–Impact

Ofsted lens	What inspectors look for (careers-related)	How we evidence this at Willow Park
Intent	Ambitious curriculum and personal development; preparation for next stage; equality of opportunity	Careers curriculum mapped to EHCP outcomes and preparation for adulthood; clear progression model; published programme and policy; Governor oversight.
Implementation	Well-sequenced programme; meaningful encounters; impartial guidance; staff understanding; safeguarding	Planned encounters mapped to Gatsby; employer/provider partnerships; structured 1:1 guidance; staff CPD; safeguarding checks and risk assessments for external activities.
Impact	Pupils ready for next phase; informed choices; positive destinations; reduced NEET; confidence and skills	Destination data and sustained tracking; student voice; Skills Builder progress; evaluation of encounters; individual action plans and follow-up.

School Context	Willow Park School serves learners with a range of SEMH needs. Careers provision is designed to be trauma-informed and relational, and to explicitly teach the knowledge, skills and experiences needed for successful transition.
Local Labour Market Information (LMI) and Opportunities	<p>Careers learning will be informed by current regional LMI and local growth sectors. Our programme will prioritise exposure to realistic local opportunities and progression routes, while also broadening horizons beyond immediate community.</p> <ul style="list-style-type: none"> Local growth sectors (example): Advanced Manufacturing; Health & Social Care; IT/Digital. Employer engagement will reflect local opportunities, entry routes and supported pathways



<p>Vulnerable Cohorts and Equality of Opportunity</p>	<p>The programme will identify and address gaps for vulnerable cohorts, including disadvantaged learners, those with EHCPs, those at risk of persistent absence, and those with prior negative experiences of education. We will routinely analyse participation and outcomes by cohort and ensure targeted support where required.</p>
<p>Programme Architecture (Three-Year Cycle)</p>	<p>The careers programme is planned as a coherent, progressive curriculum from Year 7 to Year 11, with explicit sequencing of skills and readiness. It includes:</p> <ul style="list-style-type: none"> • Careers curriculum (within PSHE / form time / targeted sessions) linked to employability and independence. • Employer encounters (in-school and off-site), including role models and alumni where possible. • Workplace experiences: visits, job shadowing, virtual and in-person work experience. • Encounters with FE, training, apprenticeship and (where appropriate) HE providers. • Personal guidance delivered by a qualified careers adviser and supported by pastoral teams. • Tracking, evaluation and follow-up at student and cohort level.
<p>Integration of the MTP Cycle (Your Updated Themes)</p>	<p>Willow Park's Medium-Term Plan (MTP) cycle provides the termly thematic structure for careers and preparation-for-adulthood learning. This strategy adopts the cycle themes and ensures each theme is explicitly mapped to Gatsby Benchmarks and evidence requirements.</p> <ul style="list-style-type: none"> • Themes include: Post-16 awareness/decisions, independence, applications, interviews, resilience/rights, self-care/transition. • Delivery includes structured community learning, workplace simulations, travel training, real application tasks and supported mock interviews. <p>The detailed termly cycle plan is appended and reviewed annually to ensure alignment with learner needs, LMI and provider availability.</p>



Gatsby Benchmarks: How We Meet Them	We use the Gatsby Benchmarks as the core quality framework. Compass/Compass+ is used to evaluate provision, track participation and plan improvements.
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Benchmark	What we will deliver 2026–2029	Key evidence
1-A stable careers programme – A planned, well-managed careers education programme supported by senior leadership.	Published annual programme; staff and governor awareness; planned and sequenced curriculum; annual Compass evaluation and improvement plan	Website programme; Governor minutes; Compass report; annual plan; staff briefings
2-Learning from career and labour market information – Young people and parents/carers have access to accurate, up-to-date information about careers and local labour market opportunities.	Regular Labour market Information in lessons and parent communications; local sector focus; supported interpretation of options	LMI displays; lesson resources; newsletters; parent events
3-Addressing the needs of each young person – Careers support is tailored to each individual’s needs and stage of development.	Individual plans; targeted interventions; equality and SEND adjustments; tracked participation by cohort	Compass+ logs; action plans; cohort dashboards
4- Linking curriculum learning to careers – Teachers help young people understand how what they learn connects with future jobs and skills.	Curriculum mapping; careers in SOW; employer-linked projects	SOW extracts; work scrutiny; department audits
5-Encounters with employers and employees – Young people have meaningful interactions with employers and people from the world of work.	Minimum planned encounters per year group; mentoring; alumni/role models; sector focus	Timetables; speaker logs; evaluations
6. Experiences of workplaces – First-hand experiences such as workplace visits, work shadowing or work experience.	Workplace visits/virtual; work experience placements; job shadowing; community-based work-related learning	Risk assessments; placement records; reflections
7. Encounters with further and higher education – Young people have opportunities to learn about post-16 and post-18 options, including university, apprenticeships and other pathways.	Provider events; visits; apprenticeship engagement; supported internship pathways; progression fairs	Provider schedules; visit evidence; attendance lists
8. Personal guidance – Individual careers guidance from a trained adviser at key decision points.	Qualified adviser interviews; additional targeted sessions; follow-up reviews; results day support	Guidance records; action plans; follow-up notes



<p>Leadership and Accountability</p>	<ul style="list-style-type: none"> • Governing Body: approves the careers strategy; monitors impact and statutory compliance; receives annual careers report. • Headteacher/SLT Link: ensures CEIAG is prioritised, resourced and aligned to school improvement; holds careers leader to account. • Careers Leader: strategic lead; Compass evaluation; programme planning; employer/provider relationships; quality assurance; reporting. • SENDCo: ensures EHCP outcomes and preparation-for-adulthood are embedded; ensures reasonable adjustments and pathway planning. • Careers Adviser (qualified): delivers impartial guidance; supports action planning; contributes to targeted intervention and transition. • Subject Leaders/Teachers: embed careers learning in curriculum; support encounters; contribute evidence of impact. • Pastoral Team: supports readiness, attendance, behaviour and safeguarding for external encounters and transition work.
<p>Careers Champions and Staff CPD</p>	<p>Each curriculum area will identify a Careers Champion to support embedded practice. The Careers Leader will deliver annual CPD for all staff and targeted CPD for champions, focusing on: Gatsby expectations, PAL compliance, meaningful employer engagement, and SEND-inclusive practice.</p>
<p>Governor Oversight</p>	<p>A named Governor will act as Careers Link Governor. Monitoring will include:</p> <ul style="list-style-type: none"> • Annual Compass report review and challenge. • Termly monitoring of key performance indicators (KPIs) and participation. • Annual destination report including sustained destinations and NEET/unknown reduction work. <p>Review of Provider Access Policy and delivery evidence.</p>
<p>Entitlement and Targeting</p>	<p>All students will have access to personal guidance from a qualified careers adviser, with priority given to those at transition points and those with higher levels of need. Guidance will be timed to support significant choices and will be recorded with actions and review dates.</p>



Guidance Process (Standard)

Stage	What happens	Recorded evidence
Identify	Use attendance, safeguarding, EHCP, behaviour, attainment, and destination risk indicators to identify priority learners	Cohort list; risk matrix
Interview	Impartial guidance interview; options explained; barriers identified; action plan co-produced	Guidance record; action plan
Refer	Referrals to providers/services; parent involvement; EHCP review linkage	Referral logs; meeting notes
Follow-up	Review progress within 4–6 weeks; adjust actions; confirm destination steps	Follow-up record; updated plan
Transition support	Application support; interview prep; travel training; results day support; September check-in	Application evidence; outcomes log



Safeguarding and Impartiality	All careers guidance and external encounters operate within school safeguarding procedures. Employer/provider visitors are managed under safeguarding and site visitor procedures; off-site encounters include risk assessment and appropriate supervision. Guidance is impartial and covers the full range of pathways.
Partnerships and Quality Expectations	Willow Park School will develop and maintain partnerships that provide high-quality, meaningful and accessible encounters. All encounters will have explicit learning objectives, preparation activities and follow-up reflection to ensure impact.
Workplace Experiences Model	<ul style="list-style-type: none"> • Workplace visits for early exploration and confidence-building. • Virtual work experience where access is limited or as preparation for in-person placements. • Supported work experience/placements with clear learning aims and employer briefing. • Community-based work-related learning linked to MTP themes (e.g., job role observation, task practice, volunteering).
Provider Encounters (FE/Training/Apprenticeships)	Provider encounters will be planned so that students understand the full range of opportunities and entry routes. Encounters will be adapted for SEND learners and include supported opportunities to visit, ask questions and practise navigating new environments.
Careers in the Curriculum	<p>All curriculum areas will explicitly identify how their subject supports skills, knowledge and pathways. Careers learning will be embedded through:</p> <ul style="list-style-type: none"> • Mapped careers links in schemes of work and lesson sequences. • Use of real-world contexts and employer-set challenges. • Explicit teaching of employability skills (communication, teamwork, problem-solving). • Vocabulary and literacy for the workplace (including functional language for interviews and applications).
SEND Pathways and EHCP Outcomes	<p>Careers learning will contribute directly to preparation for adulthood outcomes. The programme will:</p> <ul style="list-style-type: none"> • Integrate EHCP outcomes into careers targets and reviews. • Provide additional supported encounters and pre/post-teaching. • Use independence and travel training where appropriate. • Support routes including supported internships, vocational qualifications, traineeships and employment with support.



<p>Skills Builder and Employability</p>	<p>The school will use an employability skills framework (e.g., Skills Builder) to provide a common language for skill development and to support tracking and intervention. Students will practise and evidence skills through community learning, curriculum projects and workplace experiences.</p>
<p>Tracking System</p>	<p>We will use Compass+ (or equivalent) to record every learner’s careers journey, including participation in encounters, workplace experiences, guidance interviews and progression activities. Data will be used to ensure entitlement and equality of access.</p> <ul style="list-style-type: none"> • Participation tracked by cohort, year group, subgroup and individual. • Gaps identified termly and addressed through targeted provision. • Students supported to understand and ‘own’ their careers journey through reflection and simple recording tools.
<p>Measuring Impact</p>	<p>Impact will be measured through a triangulation approach:</p> <ul style="list-style-type: none"> • Student voice: surveys, focus groups, and reflections after encounters. • Destination outcomes: intended destinations, confirmed destinations, sustained destinations (6 months/1 year/3 years). • Skills outcomes: employability/independence progress (framework evidence). • Quality measures: Gatsby attainment, Compass evaluation, provider/employer feedback and QA reviews.
<p>Destination Data and Sustained Tracking</p>	<p>Destination data will be collected, analysed and used to improve provision. The school will:</p> <ul style="list-style-type: none"> • Analyse trends (NEET, drop-out, course mismatch, travel barriers, support needs). • Use findings to inform programme planning and targeted guidance. • Track leavers for up to 3 years through planned contact points and partnership working where appropriate.



Key Risks and Mitigations

Risk	Impact	Mitigation
Limited employer/provider capacity	Reduced encounters/workplace experiences	Broaden partnership base; use virtual options; collaborate with Careers Hub; plan early.
Student engagement barriers	Reduced impact and readiness	Relational approach; pre/post teaching; personalised pathways; student voice; incentives and role models.
Staff capacity/time	Inconsistent delivery	Careers Champions; CPD; clear annual calendar; integration into existing curriculum and pastoral systems.
Travel and safeguarding constraints	Fewer off-site experiences	Risk-assessed community learning; transport planning; staged travel training; appropriate staffing.
Data quality/recording gaps	Difficulty evidencing impact	Compass+ standards; termly audits; simple staff guidance; admin support where possible.

Resources	The school will plan resources annually to support CEIAG delivery, including careers adviser time, transport for visits, materials for applications/interviews, and staff CPD.
Improvement Priorities 2026–2029 (Strategic)	<p>Based on the prior plan’s evaluation, the following priorities will drive improvement across the cycle:</p> <ul style="list-style-type: none"> • Embed careers in all curriculum areas with clear evidence of implementation and impact. • Strengthen employer and workplace experiences, including high-quality placements where appropriate. • Increase quality and consistency of Compass+ tracking and ensure every learner receives their entitlement. • Strengthen destination analysis and use it to inform planning and targeted intervention. • Enhance parent/carer engagement, including accessible information about routes and support. • Ensure provider access compliance is fully planned, evidenced and reviewed annually.



Review Schedule and Reporting

Review point	What is reviewed	Audience / output
Termly	Participation, gaps, vulnerable cohort support, encounter quality	SLT line management notes; actions
Annually (Summer)	Compass evaluation, Gatsby attainment, PAL delivery, destination data, budget/resource review	Governor report; updated plan
End of cycle (July 2029)	Three-year impact and next cycle planning	Governor approval of 2026–2029 strategy

Current State

Compass - Current Compass Score:	6 out 8 Gatsby Benchmarks achieved (February 2023) 8 out of 8 Gatsby Benchmarks achieved (July 2024) 2 out of 8 Gatsby Benchmarks achieved (December 2025)			
Compass - Priority Benchmarks:	Further work is required on; Gatsby 6 to more stakeholders to access experiences of the workplace Gatsby 7 to offer more visits and encounters with further and higher education providers			
Destination Data:	Destination Data 2022 Willow Park School <ul style="list-style-type: none"> • College – 14 • Apprenticeship - 0 • Training – 6 • NEET – 2 • Unknown - 1 	Destination Data 2023 Willow Park School <ul style="list-style-type: none"> • College – 5 • Apprenticeship - 0 • Training – 5 • NEET – 1 • Unknown - 3 	Destination Data 2024 Willow Park School <ul style="list-style-type: none"> • College – 10 • Apprenticeship - 0 • Training – 5 • NEET – 0 • Unknown - 1 	Destination Data 2025 Willow Park School <ul style="list-style-type: none"> • College – 5 • Apprenticeship - 0 • Training – 6 • NEET – 1 • Unknown - 0
LMI - Local and Regional Context:	Growth sectors: Advanced Manufacturing Health & Social Care Information Technology			
Vulnerable Cohorts/Gaps in outcomes	Disadvantaged students overall, Key stage 2,3 and 4 students.			



Strength of Careers Provision SWOT

<p style="text-align: center;">STRENGTHS</p> <ul style="list-style-type: none"> • Experienced Enterprise Adviser in place • Careers Leader in place • Strong County network and links with CEC • Careers & PSHE scheme of work in place • Extensive programme of events / activities • Extensive database of volunteers • Compass + completed by Alex Stark and Careers Hub team • SEND Hub lead school – leading the way in Sheffield • Reputation of Careers 	<p style="text-align: center;">WEAKNESSES</p> <ul style="list-style-type: none"> • Student tracking of their career’s experiences • Not fully utilising START profile • Impact of events not being fully analysed • Destinations collected but not analysed in depth to inform whole school strategy • 1:1 guidance impact and follow up • Careers in the Curriculum embedded • Regular audit of careers activities across school
<p style="text-align: center;">OPPORTUNITIES</p> <ul style="list-style-type: none"> • More involvement with MLT and SLT • CPD with all staff to ensure their buy in • Get parents more involved • Alex Stark to work as a facilitator to ensure Careers embedded across all curriculum areas. • SLT to ensure all improvement plans have a careers focus and monitor in line management meetings • Use software for students to log their own experiences • Use students more in discussion groups – give them more responsibility for developing the careers programme • Opportunities to hear from and connect with employers • A virtual careers fair might give an opportunity for employers further away to participate • Online resources, software, activities, virtual tours, competitions etc as a result of lockdown could present opportunities for more tailored programmes of activity and exploration. 	<p style="text-align: center;">THREATS</p> <ul style="list-style-type: none"> • 1:1 guidance needs to increase with number of students • Time & resource • Learners & parental engagement with careers



Action plan 2026-2029

Key Strategic Objectives

1	Ensure ALL curriculum areas have embedded careers and financial awareness
2	Develop pupils' financial literacy and economic understanding
3	Improve one-to-one careers guidance and destination outcomes
4	Develop a strong student voice and ownership.
5	Strengthen parental engagement in careers.

Objectives <i>What are the problems you are trying to solve?</i>	Actions, including CPD <i>What would solve the problem?</i>	Responsible <i>Who is responsible?</i>	Time <i>When will this be completed?</i>	Outcomes <i>What would success look like?</i>	Progress
1. Ensure ALL curriculum areas have embedded careers and financial awareness	<ul style="list-style-type: none"> • Appoint Careers Champions in each Key Stage • Review SOWs to explicitly reference careers, earnings, and financial skills • Embed labour market information (LMI) and wage comparisons into lessons • CPD for staff on linking curriculum content to real-world careers and income pathways • Careers Leader to provide resources and employer links 		<ul style="list-style-type: none"> • When SOWs are submitted annually • Reviewed termly 	<ul style="list-style-type: none"> • Every subject includes at least one explicit careers and financial link per year • Pupils understand how subjects connect to jobs, salaries, and skills • Careers learning clearly evidenced in curriculum intent and implementation 	



<p>2. Develop pupils' financial literacy and economic understanding</p>	<ul style="list-style-type: none"> • Introduce structured financial education across PSHE and tutor time • Sessions on budgeting, payslips, tax, savings, debt, and cost of living • Employer-led workshops on earnings, progression, and financial decision-making • Assemblies focused on real-life money management 		<ul style="list-style-type: none"> • Programme launched September 2026 • Reviewed annually 	<ul style="list-style-type: none"> • Pupils can explain income, deductions, and basic budgeting • Increased confidence in financial decision-making • Evidence of impact through pupil voice and surveys 	
<p>3. Increase meaningful employer encounters with a financial focus</p>	<ul style="list-style-type: none"> • Ensure every year group has at least one meaningful employer encounter annually • Employer talks include salary ranges, progression routes, and skills • Workplace visits linked to curriculum and financial learning objectives • Maintain an up-to-date employer engagement log 		<ul style="list-style-type: none"> • Ongoing • Reviewed annually 	<ul style="list-style-type: none"> • All pupils meet Gatsby Benchmark 5 • Improved pupil understanding of workplace expectations and earnings • Positive employer and pupil feedback 	



<p>4. Develop a strong student voice and ownership</p>	<ul style="list-style-type: none"> • Establish a student careers focus group • Half-termly meetings to review provision • Students co-design careers events and awareness activities • Pupils log and reflect on their own careers learning journey 		<ul style="list-style-type: none"> • Student survey December annually • Analysis January annually • New programme agreed July annually 	<ul style="list-style-type: none"> • Student careers board established • Pupils articulate next steps and financial goals • Increased engagement and aspiration across cohorts 	
<p>5. Strengthen parental engagement in careers.</p>	<ul style="list-style-type: none"> • Deliver parent workshops on post-16/post-18 pathways and finances • Share guidance on apprenticeships, student finance, and employment routes • Regular careers and finance updates via newsletters and the school website 		<ul style="list-style-type: none"> • First session by Spring 2026 • Annual review 	<ul style="list-style-type: none"> • Parents better informed and engaged • Improved alignment between school guidance and family support • Positive parental feedback 	



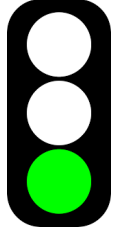
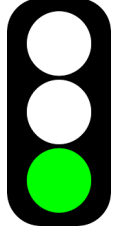
Key strategic objectives

Key Strategic Objectives	
1	Ensure ALL curriculum areas have embedded careers within their area
2	One to one guidance process reviewed, improved
3	Develop a Careers student voice group

Action plan 2023-2026

School Name: Willow Park School	Date Strategic Careers Plan created: January 2023	Date approved by SLT: January 2023	Date approved by Governors: January 2023	Proposed Review Date: July 2023 July 2024 July 2025 July 2026	
Career Leader Name: Neil Ferraby	Strategic Careers Plan - Academic Year: 2021-2024				
Objectives <i>“What are the problems you are trying to solve?”</i>	Actions, including CPD <i>“What would solve the problem?”</i>	Responsible <i>“Who is responsible for each action?”</i>	Time <i>“When do you aim to have this completed by?”</i>	Outcomes <i>“What would success look like?”</i>	Progress
1. Ensure ALL curriculum areas have embedded careers within their area	<ul style="list-style-type: none"> • Appoint Careers Champions • SOW to make specific reference to careers links • Reviewed with line managers regularly • Careers Leader to facilitate ideas & provide network to support activities 	Neil Ferraby -Careers Lead Weronika Stroziack - Sheaf Richard Leng - Loxley Ashley Holland -Rivelin Katie Cardwell -Assistant	<ul style="list-style-type: none"> • When SOW’S are submitted 	<ul style="list-style-type: none"> • All curriculum areas have at least on careers link per year • Educational trips have a specific careers objective on evolve 	



		Principal			
2. One to one guidance process reviewed, improved	<ul style="list-style-type: none"> Map current process Create a new process Propose budget 	Neil Ferraby -Careers Lead Careers Deputy – Sharron Knowles Careers Advisor - Anna Whitfield	<ul style="list-style-type: none"> June 2023 June 2024 June 2025 June 2026 	<ul style="list-style-type: none"> Zero NEET for these groups Sustained destinations 	
3. Develop a Careers student voice group	<ul style="list-style-type: none"> Half termly meeting Review and suggest improvements to the current careers provision Run the annual student careers survey and students take the lead to run a new careers activity based upon feedback Students log their own careers journey 	Neil Ferraby -Careers Lead Alex Stark -Head of Behaviour	<ul style="list-style-type: none"> Student survey sent out December 2023 Analysis by Careers Champions January 2024 New programme of events agreed July 2023 July 2024/2025/2026 	<ul style="list-style-type: none"> Cross school Student careers board set up by July 2023 Pupils owning their own careers journey 	



Action plan 2023-2026 Reflection

1. Ensure ALL curriculum areas have embedded careers within their area -The appointment of Careers Champions across curriculum areas significantly strengthened the consistency and visibility of careers learning within the curriculum. However, this is not consistently established. Careers links are now identified within Schemes of Work, ensuring that students are regularly exposed to subject-specific career pathways and labour market relevance.

Regular review through line management has supported accountability and helped embed careers as a standing item in curriculum discussions rather than an add-on activity. The Careers Leader's role in facilitating ideas, sharing best practice, and providing access to employer networks has supported staff confidence and increased the quality of careers-related learning activities.

As a result, all curriculum areas are able to evidence at least one meaningful careers link per year group, and educational visits increasingly include a clearly defined careers objective. Moving forward, the focus will be on deepening the quality and progression of careers learning within Schemes of Work, ensuring that links are not only present but clearly sequenced and impactful for students at different stages of their careers journey and an updated scheme of work to show purposeful trips that explicitly support students understanding of the world of work.

2. One to one guidance process reviewed, improved -The one-to-one careers guidance process was reviewed in detail by mapping the existing approach and identifying areas for improvement in consistency, access, and tracking. This led to the development of a clearer, more structured guidance process, ensuring that students understood when and how they could access individual support.

The refined process prioritised Year 11 students and those identified as vulnerable or at risk of becoming NEET, ensuring timely and targeted interventions. Improved collaboration between the Careers Lead, and Careers Link strengthened communication and ensured that guidance interviews were effectively planned, delivered, and recorded.

Annual review points enabled the process to be refined further across the cycle. Destination data has been systematically collected and reviewed, allowing the school to evaluate the impact of guidance on Y11 outcomes.

As a result, students were better informed about their next steps, with an increased proportion securing positive and sustained destinations. Ongoing destination tracking has strengthened accountability and will continue to inform future improvements to the guidance offer.



3. Develop a Careers student voice group-Careers student voice has not yet been embedded routinely across the school. However, a Student Council group has been established within School, which has provided a valuable starting point for gathering pupil views and involving students in aspects of school improvement, including careers-related discussions.

Through this group, students have been able to share their experiences and perspectives on careers activities, contributing informally to the evaluation of provision. Opportunities have also been created for students to reflect on their own aspirations and progression routes, supporting increased awareness of post-school options.

While a dedicated Careers Student Voice Group has not yet been fully established across the school, the work undertaken within School Council has helped to demonstrate the potential impact of structured student engagement. This has informed future planning and highlighted the value of developing a more consistent and representative approach.

Next steps will focus on building on this foundation by developing a more formal Careers Student Voice Group, increasing representation across the school, and embedding student feedback more systematically into the planning and evaluation of the careers programme.



Willow Park Careers Programme

Gatsby Benchmark	Definition	Year 7	Year 8	Year 9	Year 10	Year 11		
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.	STEP UP Programme		Career Pathway		BTEC Work Skills		
		Careers lessons, PSHE and form time activities						
		Annual staff, student and employer surveys						
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 make best use of available information.	Students review job profiles in 'iCan' platform						
		Careers notice board & LMI posters in each curriculum area						
		LMI data signposted on website - parents emailed						
		Careers advisor available to support students.						



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 to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Careers and Enterprise advisor available to support students.					
		Student support team to meet with students to ensure our young people get the advice they need.					
		Students complete profile in 'iCan' careers platform to identify skills / qualities / interests & potential career options					
		All pupils will have access to the Skillsbuilder framework					
		Student careers & employability skills encounters recorded on Compass +					
		Year 7 Careers Q&A					Action 'What Next' forms to identify Year 11s that require careers guidance.
							Destination survey sent to students at October half term for 3 years after leaving
Intended Destination form	Year 11 LinkedIn workshop – alumni destinations						
Destination data							
				Careers Advisor support on results day			
4 Linking Curriculum Learning To Careers	All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of most curriculum areas	All subject areas have an element of careers planned. Access via SharePoint					



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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	Q&A time in form lesson	Assembly – elect a talk to attend	Tailored workshops and excursions	STEM Events	Year 11 Careers Day*	National Careers Week
		All subject areas have an element of careers planned					
Careers, Apprenticeships, Further & Higher Education Fair							
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.	Most Able, STEM & subject-relevant trips to a variety of employers					
		Y7-Y8 World of Work Day	Year 9 Virtual Work Experience (SISK Construction EA)		Y10-Y11 Work Experience		



7 Encounters With Further and Higher Education	All pupils 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.	Encourage students to take part in National Apprenticeship Week				
		Careers, Apprenticeship, Further & Higher Education Fair. ASK apprenticeship parent & student talk.				
		Careers advisor available to support students. <u>Priority given to year 11</u>				
		Option Talk Post 16	Ask Apprenticeship Talk	Passport Day Sheffield College/Sheaf Training	Passport Day Sheffield Hallam Passport Day Sheffield Uni	Year 11 Careers Day guest speakers*



8 Personal Guidance	Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.	Careers advisor available to support students. Priority given to year 11					
		Pastoral support					
				Key Stage interviews to review option choices	Guidance with Careers advisors	Year 11 one: one appointment	
				SLT 1:1 Next step interviews			