

# Careers at Collingwood College

Collingwood College Careers Strategy: 2025-2026



Updated March 2026

Mrs E Clelland – Careers Lead/Adviser

## **Our Vision**

### **No-limits**

Collingwood College is committed to developing responsible, independent, and happy young people who have a strong moral code and contribute to society both economically and socially. Students should have the self-belief to take a ‘no-limits’ approach to their learning and be the best that they can be. In all aspects of college life they can be proud of who they are, develop a growth mindset and become well-equipped to meet the challenges of the future.

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## Our Careers Strategy: Introduction

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them to make informed decisions about learning and work that are right for them and to be able to manage their careers throughout their lives. Following the Department for Education's document in 2017 'Careers Strategy: making the most of everyone's skills and talents' the College has developed a range of Careers opportunities that are tightly linked to the Gatsby Benchmarks.

**Our Values** - Our values guide our decisions and the way we behave:

**Integrity** - We have high standards for ourselves, are open, honest and do what is right, not just what is easy.

**Aspiration** - We are forward-thinking and committed to continuous improvement, innovation and acting on curiosity.

**Perseverance** - We work hard to overcome challenges, achieve, and exceed expectations.

**Achievement** - We celebrate successes and support everyone to reach their goals. Academic results are just part of the story – we strive for excellence in everything we do.

**Inclusiveness** - We believe that diversity of backgrounds, cultures and ideas strengthens our community – one in which everyone is treated with kindness, empathy and fairness.

## Our Commitment

- To provide a planned programme of activities to which all students are entitled and will have equal access;
- Work in partnership with Surrey County Council and external agencies to ensure that no student is disadvantaged in gaining access to education, training or work;
- Ensure that, wherever possible, students' progress to an opportunity in further education, training or employment;
- Involve young people and their parents in programme activities and further developments.

## Independent Careers, Advice and Guidance

Careers Adviser – Emma Clelland, [clelland@collingwood.surrey.sch.uk](mailto:clelland@collingwood.surrey.sch.uk) 01276 457600

Guidance is provided by the careers adviser, qualified at Level 6, Emma Clelland, and includes individual and group activities. All other school staff should, when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential (within procedure guidelines), and responsive to students' needs and based on the principle of equality. Guidance will follow the Career Development Institute (CDI's) Code of Ethical Principles.

## Evaluation and Assessment

The College will ensure that the Careers Education and Guidance (CEG) programme is evaluated and assessed in accordance with other College programmes. All parties involved will be consulted on the content, delivery and impact of the CEG programme. All programmes and events are monitored, reviewed, and evaluated through feedback forms and with active involvement of the employers, students, parents and staff. The Future Skills Questionnaire is used with all year groups to gain feedback. The findings are presented in the annual self-evaluation report. The development priorities identified in the report form the basis of the programme's future action plan.

## Entitlement

We aim to have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education and Information, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy, January 2023 ([Careers guidance and access for education and training providers - GOV.UK](#)), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at Collingwood College is not just a stand-alone strand; our aim is to integrate it into every area of the school. Our aim is that learners understand how what they are being taught will link to their future pathways.

We work closely with the Surrey Careers Hub network of careers leaders as well as the Careers Development Institute and The Careers and Enterprise Company.

## Aims and Objectives

The careers education, information and guidance programme is designed to meet the needs of each and every learner at Collingwood College. It is differentiated to ensure progression through activities that are appropriate to our learners' stages of career learning, planning and development.

The main aims of the careers provision at Collingwood College are to:

- Develop their knowledge and understanding of the changing nature of work, learning and career;
- Extend their understanding of opportunities in learning and work;
- Make good use of information and guidance;
- Develop and use their self-knowledge when thinking about and making, course and other choices;
- Develop and use the skills they need to review achievements, plan future actions, make decisions, present themselves and cope with change and transition;
- Develop themselves and their ability to explore careers;
- Develop their ability to become independent enquirers, allowing them to take responsibility for managing their own career path;

## Curriculum Provision

### By the end of Key Stage 3 (years 7 – 8), all students will explore:

- A minimum of two encounters with approved providers of apprenticeships and technical education that are mandatory for all pupils to attend.
- A minimum of five encounters with employees and employers
- Accessed the Collingwood Careers resources and web-based resources;
- An understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations).
- Used the research information about opportunities to help them make choices about post-14 courses and learning programmes;
- Received appropriate advice and guidance on post-14 choices.
- An understanding of how to use Labour Market Information to inform future career pathways.
- Attended at least one careers fair.
- Accessed subject specific careers information within curriculum time.
- Research careers, exploring learning styles, skills, action planning and stereotypes.
- Record details of careers interviews, transferrable skills, employability skills, choices, subject choices.
- Explored destinations, job markets and working environments.

### By the end of Key Stage 4 (years 9 – 11), all students will develop:

- A minimum of two further encounters with approved providers of apprenticeships and technical education that are mandatory for all pupils to attend.
- A minimum of five days experience of work
- Enhanced their self-knowledge and career management and other employability skills;
- Used the other resources to investigate future choices including apprenticeship options and explore alternative routes to their goals;
- Accessed advice, guidance and support to help them firm up their choices and think about the implications;
- Accessed information about how to gain experience of work out of term-time;
- A clear understanding of the requirements to continue in Education or Training until their 18<sup>th</sup> birthday;

- A clear understanding of the importance of achieving a Grade 4/5 or above in English Language and Mathematics;
- Chosen and applied for an appropriate opportunity and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future.
- Attended at least one careers fair.
- Accessed subject specific careers information within curriculum time.
- An understanding of how to market yourself, make applications and examine selection processes
- The ability to record details of careers interviews, exploring risks and rewards, examine money and budgeting and understand the importance of being resilient

**By the end of Key Stage 5 (yr12 – 13), all students will experience:**

- A minimum of two additional encounters with approved providers of apprenticeships and technical education that are optional for all pupils to attend.
- A minimum of five days experience of work
- Extended their self-knowledge, career exploration, career management, key and other employability skills;
- Devised a set of personal criteria to help them identify appropriate routes to their goals;
- Accessed information about how to gain appropriate experience of work. Year 12 and 13 students are encouraged to organise their own placements and complete them out of term-time;
- Researched, evaluated, obtained guidance on, chosen and applied for an appropriate opportunity including apprenticeship options and, if necessary, financial support;
- Made a back-up plan in case things go better or worse than expected;
- Identified where to get help in the future.
- Attended at least one careers fair.
- Accessed subject specific careers information within curriculum time.
- Visited two different universities and had the chance to explore alternatives.
- Understand how to make an UCAS or Apprenticeship application.

## Independent Careers Advice and Guidance at Collingwood College

Effective, impartial careers education, advice and guidance underpinned by high-quality personalised information is key to providing young people with the ability to make informed decisions.

Impartial careers education provides young people with the knowledge and skills that they need to self-manage their learning and careers and to make informed choices that take account of their personal abilities, needs and preferences. It is motivating and it raises aspirations - by providing clear goals and by encouraging young people to participate in learning and to attain qualifications that reflect their potential.

The role of Careers Adviser, has a requirement for the post holder to have a Level 6 or equivalent qualification in Careers Guidance. The Careers and Employability Manager receives ongoing CPD to support the work in this role and is also a member of the Career Development Institute, following the CDI code of ethics (these are displayed in the careers room) which provides support and access to a wide variety of resources and links to other career provider specialists.

The main aspects of this role include:

- 1:1 career interviews and small group sessions
- Accurate records and pupil action plans
- Employer visits, careers events and work-related opportunities
- Tracking pupil destinations, challenging aspirations, and intervening to eradicate potential NEETs
- Attendance at parent's evenings
- Building relationships with local employers and education providers

The school has a careers meeting room where pupils can access the careers advice and information.

## Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

## Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Principal on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the Principal and the senior leader with responsibility for careers to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Year, mentors, the pastoral team, and the SENCO to identify pupils needing guidance and refer pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance {CEIAG}.
- Preparing, implementing, reviewing and evaluating a development plan for CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers and review of careers leadership.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for PP, LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers adviser is responsible for:

- Reporting regularly to SLT, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the senior teacher to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils.
- Offering services to past pupils for up to a year after their departure from compulsory education.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.
- Including a careers element into trips
- Recording and logging with admin, any activities/projects that involve external agencies and organisations delivering a careers element into a lesson.
- Ensuring that all trips have an approved careers element which is logged

## **Addressing the needs of pupils**

The Collingwood College careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept supporting the career development of learners. Destination data will be retained by the school for at least three years.

Information about destinations, e.g. the percentage of pupils attending different settings will be published on the College website.

## **Targeted support**

The school will work with the LA to identify learners who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

## **Pupils with SEND**

Collingwood College will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with the SENDCo and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

Surveys will be conducted to find out individual learners' aspirations. The results of the surveys will create careers guidance and

experience that will be tailored to learners needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learners career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learners EHC plan will be informed by good careers guidance.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy. When arranging work experience for learners, the school will work with the employer to determine additional support that will be needed during the workplacement.

## The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1 A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
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 informed adviser to make best use of available information.
3 Addressing the needs of each pupil	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.
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.
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.
6 Experience of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7 Encounters with further and higher education	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 <b>in the</b> workplace.
8 Personal Guidance	Every student should have opportunities for guidance interviews with a Careers 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.

## Aligning Ofsted inspection framework with Gatsby Benchmarks

Ofsted Framework	Gatsby Benchmark
Personal Development	BM3 – Addressing the needs of each pupil.
Leadership and Management	BM1 – A stable careers programme.
Behaviour and Attitudes	BM3 – Addressing the needs of each pupil. BM6 – Experience of the workplace.
Quality of Education	BM2 – Learning from career and labour market information. BM4 – Linking curriculum learning to careers. BM5 – Encounters with employers and employees. BM7 – Encounters with further and higher education providers. BM8 – Personal Guidance.

## SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Carers Lead is trained to level 6 standard</li> <li>• Opportunities for Post 16 choices is delivered to all Year 11 through assemblies and/or Careers Fair.</li> <li>• Bi-Annual Careers Fair.</li> <li>• Alternative curriculum provision is KS3 is vocationally based.</li> <li>• Employer contacts</li> <li>• Year 10 work experience well embedded</li> <li>• Alumni connections</li> <li>• Parental engagement</li> <li>• Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for accessing opportunities eg trips, software</li> <li>• Engagement with Training providers.</li> <li>• Follow up of pupils after leaving to check destinations.</li> <li>• Identifying potential NEETS early on in school.</li> <li>• Support for pupils with SEND needs developing</li> <li>• Pupils unable to attend school do not receive support.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Rebrand CEIAG</li> <li>• Training to upskills staff</li> <li>• Careers hub activities</li> <li>• Utilising staff and parent network to increase organisation engagement.</li> <li>• Evaluation of careers events to inform future</li> <li>• Increase in admin time to record events and activities.</li> <li>• Encourage more students to have appointment with Careers Adviser</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of funding to access off site opportunities</li> <li>• Not all staff are engaged with CEIAG</li> <li>• Curriculum time to offer CEIAG activities and access opportunities.</li> </ul>

## Areas of Strength

The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool.

Benchmark	% of the assessment areas in Benchmark achieved (July 23)	% of schools nationally meeting this Benchmark (July 2024)	% of schools nationally meeting this Benchmark (Nov 2025) – updated Benchmarks
1 A stable careers programme	100	100	67
2 Learning from career and labour market information	60	40	92
3 Addressing the needs of each pupil	91	63	61
4 Linking curriculum learning to careers	81	37	11
5 Encounters with employers and employees	75	50	38
6 Experience of workplaces	50	75	68
7 Encounters with further and higher education	95	91	86
8 Personal Guidance	12	12	54

- Careers Leader has completed the Enhanced Careers Leader Training July 24.
- Collingwood College is a member of the Surrey Careers Hub.
- The college is a School member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation.
- In terms of staffing, the careers team consists of the Careers Lead who is also the Careers Adviser, a link member of SLT, a careers administrator and an independent advisor from Surrey Careers Hub.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education.

Objective	Actions and Timescales	Success Criteria
<p><b>CIP target</b></p> <p><b>To ensure all staff are careers-aware and students regularly engage with meaningful, skills-based careers education across the curriculum. (GB4)</b></p>	<ul style="list-style-type: none"> <li>● All staff to sign up to Careers and Enterprise site.</li> <li>● All staff to have completed online training. (information provided in Nov FMM)</li> <li>● Careers assemblies to be run by faculties, focusing on skills developed in subjects</li> <li>● Careers Student Leader to organise tutor talks for Option subjects.</li> <li>● HODs to update the skills audit for their subjects which can then be linked with future careers planning.</li> <li>● To create and action our 'Little/Big/Ulimate Interview' activity for year 7, 10 and 12.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% sign up to C&amp;E</li> <li>● EC to deliver the staff briefing in November, staff to have completed required training by 27<sup>th</sup> January 2026.</li> <li>● CPD for all teaching and support staff will be offered to ensure staff understand the CIAEG process and how this impacts on learner outcomes.</li> <li>● All Faculties to be offered an assembly slot.</li> <li>● Year 8 and 9 form groups to receive visits from year 11 options students.</li> <li>● Audit updated by March 2026.</li> <li>● Proposals to SLT by November 25; interview activities to be completed by July 26.</li> </ul>
<p><b>CIP Priorities</b></p>	<ul style="list-style-type: none"> <li>● Improve support for SEND learners, improving outcomes for those learners POST 16.</li> <li>● Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential.</li> <li>● RONI</li> <li>● EHCP – see guidance form</li> <li>● PLAC/LAC</li> <li>● PP</li> <li>● School to develop the involvement of the Careers Advisor to ensure clear transitions for students.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff receive up to date and appropriate careers advice and guidance in line with careers policy and Gatsby foundation benchmarks. Destination data analysis shows that the programme is effectively moving towards eliminating NEET learners.</li> <li>● All pupils receive quality age- appropriate careers advice and guidance in line with careers policy and Gatsby foundation Benchmarks.</li> <li>● All teachers understand the aspirations of individual pupils more fully which will enhance personalised learning opportunities and provide for greater progress.</li> </ul>

- All learners are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses, and industry.

## Department Priorities

### Outcomes

		Who	Start	End
1.	100% of teaching and pastoral staff will complete the designated online careers	EC/RW	Nov 25	March 26
2.	platform training modules, with completion monitored through the school's training To increase the school's Gatsby Benchmark 4 score by at least 50% as measured through	EC/HODs	Nov 25	July 26
3.	Ensure that 90% of students in Years 7, 10, and 12 participate in a structured mock	EC	Nov 25	July 26
4.	To use Compass + more effectively to identify gaps in experience of work.	EC	Sept 25	July 26
5.	To increase engagement with external employers and organisations by establishing at least three new partnerships that contribute to activities such as workshops, talks, mock interviews, work experience, or curriculum projects.	EC	Sept 25	July 26

### Actions

1a	All staff to complete CEC Academy online Training	All	Nov 25	March 26
1b	Staff to have completed the online form to show engagement with training	All	Nov 25	March 26
2a	Faculty assemblies to be added to the calendar, with a focus on their subjects in careers.	AP	Jan 26	March 26
2b	APs to speak to HODs and encourage sign up for the assemblies	AP	Jan 26	July 26
2b	Departments to use Careers Bingo to identify and update subject careers posters/displays/lessons.	HODs	Nov 25	March 26
2c	To ensure PD days have a careers focus, specifically year 9.	HODs/RW	Jan 25	July 26
3a	Create a proposal for SLT outlining the overall strategy and aims.	EC	Sep 25	Nov 25

3b	To implement/investigate any feedback from SLT regarding the interviews, eg contact schools who have already done this activity.	EC	Jan 26	Feb 26
3c	Finalise key dates, venues and participants and send communication to staff and parents.	EC	Feb 26	April 26
4a	Staff to complete the 'Activities and Events' form for their department, each time an activity is hosted.	EC	Jan 26	July 26
4b	Compass+ RONI tool used to identify potential students for early intervention and to reduce NEETs.	EC	Sept 25	July 26
4c	To implement Future Skills Questionnaire with all years and use to identify gaps in student awareness regarding careers.	EC	Sept 25	March 26
4d	Use the Compass+ Internal Leadership Revue to identify areas of improvement	EC/RW	Jan 26	July 26
5a	To use the Careers fair to continue meaningful relationships with external companies.	EC	Dec 25	March 26
5b	To work with BDO on their 3-year pilot, aiming to promote engagement with local schools.	EC	March 26	March 26
5c	To work with ICE insure, with a focus on recruitment of girls into the industry.	EC	Dec 25	July 26

### Strategic Objective 1

To encourage staff involvement in CEaIG and link classroom and curriculum experiences to future careers and learning.

Why important: Students need to have an awareness of where the subject can take them and the importance of skills gained.

	Benchmarks 1, 4, 5, 6 and 7	
Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
1 (2024-2025)	100% STEM subjects link classroom and careers experience by July 2025.	Scheme of Work Learner Journeys Learning Walks Subject Reviews All staff training
2 (2025-2026)	100% Core subjects link classroom and careers experience by July 2025. Complete CEC training	
3 (2026- 20207)	100% all remaining subjects link classroom and careers experience by July 2025.	

### Strategic Objective 2

To increase employer engagement in all year groups for all pupils. To work in partnership with subject areas.

Why important: Students and teachers benefit from encounters with employers, kept up to date with current practices and LMI.

	Benchmarks 1, 2, 4, 5, and 6	
Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
1 (2024-2025)	All subjects have at least 1 encounter for one year group July 2025	HODs/all staff training Maintain database of contacts Log encounter in Compass+ Regular requests for support in College newsletter, LinkedIn, face book Engage Alumni/Engage Parents
2 (2025-2026)	All subjects have at least 1 encounter per key stage July 2026	
3 (2026- 20207)	All subjects have at least 1 encounter per year group by July 2027	

**Monitoring and Evaluation programme:**

Activity to be monitored	Monitoring Responsibility	Evaluation	Timing	Implementations
Website content for CEIAG	Careers Lead Julia Byrne	Careers Lead SLT	Termly	Meeting time allocated termly. Direct changes made to website.
Careers Programme Years 7 – 13	Careers Lead SLT linked to Careers	Careers Lead Staff delivering Pupil feedback	Each half term as content is delivered to pupils	Pupil voice Staff CPD Observation of lessons and activities
Staff delivering Careers lessons as part of the tutor programme	Careers Lead		Autum Term	Staff carers audit to identify gaps and needs to support effective teaching
Careers Newsletter	Careers Lead	Careers Lead	Summer Term	Feedback
Careers Noticeboard	Careers Lead Careers Admin Student Leaders	Careers Lead Student leaders Pupil Feedback	Termly	Updated notices and displays
External visits into school	Jamie Cleary Careers Lead Careers Admin	Staff organising event Pupil feedback	On going	Staff, employer and pupil voice
Linking the curriculum to careers	Careers Lead SLT Linked to careers	Hods/Teachers Sample Pupil feedback	Half Termly	Observation and through learning walks
Attendance to individual careers advice and guidance interviews	Careers Lead Careers Admin	Pupil Feedback	On going	Data and summary report
Destination Data	Careers Lead	Careers Lead Leanne Boon	Winter Term	Inform future careers programme

## External Engagement Plan

Action	Needs and Interests	Next steps to develop relationship	Named Contact deadline
Connect with local business/apprenticeship providers and Post 16 higher education establishments to offer Careers Fair to pupils, parents and teachers.	Increase awareness of LMI in the local and national context. Showcase local offers.	<ul style="list-style-type: none"> <li>Identify contacts</li> <li>Publicise events</li> </ul>	Careers Lead
Develop programme of 'Careers Connections' across school. Identify employment sectors, identify employers, parents and Alumni	Provide more bespoke Careers experience that targets interests in employment areas.	<ul style="list-style-type: none"> <li>Identify employment sectors</li> <li>Identify pupils from years 7-13</li> <li>Meet with employers to look at programme and offer</li> </ul>	Careers Lead
Promote the school to employers through a 'Careers Newsletter' and website – outlines current work in school, who is who, curriculum plan for all years and invite to employers to be involved.	Increase awareness of careers in the curriculum, illustrate types of activities being offered or wanted by school.	<ul style="list-style-type: none"> <li>Distribute newsletter</li> <li>Ensure website up to date</li> <li>Employer access policy</li> </ul>	Careers Lead July Byrne
To continue to develop relationships with external partnerships (to include, LA, schools/colleges, employers, FE, HE and voluntary)	To enhance employer engagement, to ensure pupils have access and choice for Post 16 destinations.	<ul style="list-style-type: none"> <li>Regular communications</li> <li>Data sharing policy</li> <li>Involvement in school events</li> </ul>	Careers Lead Jackie Fuller

## Destination Data 2023



## 2021-2022 – Dfe KS4 summary

### Key stage 4 school summary

Key stage 4 2021/22 leavers – destination measures (activity in the year following key stage 4 completion)

	Number	Percentage
▲		
Number of pupils	267	100%
Pupils staying in education for at least two terms after key stage 4	225	84%
Further education college or other further education provider	47	18%
Sixth-form college - state funded	108	40%
School sixth-form - state funded	70	26%
Other education destinations	0	0%
Pupils staying in apprenticeships for at least six months	7	3%
Pupils in education or apprenticeships which were not sustained for two terms	16	6%
Pupils not captured in education or apprenticeships (destination unknown or in employment)	19	7%

## 16-18 school or college summary

### Students who reached the end of 16 to 18 study in 2021/22 – destination measures (activity in the year following 16 to 18 institution attendance)

Student results are allocated to providers in such a way that it is possible that some students included in the 16 to 18 cohort for the 2021/22 academic year left your institution in 2019/20 or 2020/21 academic years. In these cases, we report their activity in the year following their departure and not in year 2021/22. More detail on this methodology is given in the downloadable guidance document.

The tables below present data for students who studied at different qualification levels (Level 3, Level 2, Level 1 or Entry level, or where level could not be determined)

Level 3

Level 2

Below level 2

#### Level 3 cohort

	Approved qualifications		Other qualifications	
	Number	Percentage	Number	Percentage
▲				
Number of students	97	100%	1	100%
Students staying in education for at least two terms after 16-18 study	60	62%	0	0%
Further education (level 3 and below)	2	2%	0	0%
FE Level 3	2	2%	0	0%
FE Level 2 and below or unknown	0	0%	0	0%
Higher education	58	60%	0	0%
Other education destinations	0	0%	0	0%
Students staying in apprenticeships for at least six months	5	5%	0	0%
Students in education or apprenticeships which were not sustained for two terms	1	1%	0	0%
Students not captured in education or apprenticeships (destination unknown or in employment)	31	32%	1	100%

2023

	Higher Education	Further Education	Apprenticeship/ Employment	Other
Routes of students aged 17 (Year 13)	34	3	25	13
	Further Education/or returning to Collingwood	Employment	Training	Other
Routes of students aged 16 (Year 12)	72	0	0	0
Routes of students aged 15 (Year 11)	279	10	0	34

- Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).
- We work closely with the Surrey Local Authority NEET team to target those learners we feel are most at risk of becoming NEET.
- This team also shares information with us on a regular basis to help us keep in touch with learners who have left and continue to offer them support and advice.

## Provider Access Statement

### The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023

#### Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

#### Commitment

Collingwood College is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Collingwood College is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Collingwood College endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

#### Aims

Collingwood College policy for access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.

- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

## Student Entitlement

Collingwood College fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done in assemblies in National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school.

## Opportunities for access

Our provision includes various opportunities for students to access a range of events. These are integrated into Collingwood's careers programme and curriculum as well as hosting or attending one off events that provide such opportunities. The integrated events are usually delivered internally, with contribution from external providers where necessary. The one off events, such as a college open day or an apprenticeship fair, are regularly advertised to our students and where appropriate we will arrange a visit, during the College day, for a select group of students to attend. In line with the updated Provider Access Legislation (January 2023) the college will provide access to approved providers of apprenticeships and technical education to deliver encounters within all three key stages.

The College provides an impartial careers adviser who works with Year 11 students to ensure they are able to make an informed choice about their next steps. The adviser, form tutors and post 16 personal tutor team will see all of our Year 11 cohort at least once, but where necessary repeat appointments can be made. We also employ an intensive careers adviser who works with students who have been identified as risk of NEET (Not in Education, Employment or Training). The adviser will inform students about the opportunities that other providers have, and when needed, they will complete application forms together for those selected college or apprenticeship placements.

## Procedure

A provider wishing to request access should contact Mrs Emma Clelland, CEIAG (Careers Education, Information, Advice and Guidance) Co-ordinator via the college contact details.

Local providers are invited to key relevant events that are held at Collingwood College. When holding Year 11, 12 or 13 parents evening we would, for example, invite universities, HEON or other relevant groups such as NCS. We encourage other providers who are interested in coming into the College to contact Mrs Emma Clelland to identify the most suitable opportunity.

Collingwood College policy on safeguarding sets out the college's approach to allowing providers into the College as visitors to talk to our students. At all times we ensure that there are no issues of safeguarding and that our students are always completely safe whilst meeting or speaking to external providers.

### **Resources**

Once visits have been agreed, the college will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available. Sessions can be held in different venues according to the number of students and the requirements of the provider. Visits can be in the main hall and delivered to over 400 students, or sometimes in the classroom with a smaller group.

We also have the facility to deliver safe personalised sessions. We are happy to work with providers to provide any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the college in order to showcase what they do.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of Mrs Emma Clelland.

### **Live/Virtual encounters**

Collingwood College will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

### **Parents and Carers**

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

## Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:

Careers Overview 2025/2026		All Year Round
Autumn Term 2025	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Yr11-13 Applying for Apprenticeships Eve</li> <li>• Yr11 PP Achievement Conference</li> <li>• Open Evenings</li> <li>• Academic Review Day</li> <li>• National Green Careers Week</li> <li>• Year 12 Work Experience (Nov)</li> </ul>	1:1 guidance appointment after referral from: <ul style="list-style-type: none"> <li>• SLT mentors</li> <li>• SENCO</li> <li>• Year Manger</li> <li>• Form Tutors</li> <li>• Parent/Carer</li> </ul> Staff/Parent Careers Assemblies Form Time Activities – week 2 Weekly Careers Newsletter <ul style="list-style-type: none"> <li>• Curriculum based activities</li> </ul>
Spring Term 2026	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Yr8&amp;9 Options Eve</li> <li>• Yr10 Work Exp &amp; Progression Parent Eve</li> <li>• Yr10 PP Achievement Conference</li> <li>• Careers Fair</li> <li>• Academic Review Day</li> <li>• National Apprenticeship Week</li> <li>• National Careers Week</li> </ul>	
Summer Term 2026	<ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Yr9 PP Achievement Conference</li> <li>• Yr10 Sixth form taster day (June)</li> <li>• Yr 11 sixth form induction (June)</li> <li>• Yr10 Work experience (July)</li> <li>• Yr7/8/9 Personal Development Days</li> <li>• Yr7/8/9 IT lessons careers focus</li> </ul>	

## CAREERS OVERVIEW by Year Group

Year 7 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• Meet the Tutor Parent Eve</li> <li>• National Green Careers Week Assembly</li> <li>• Future Skills Questionnaire</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• National Apprenticeship Week Assembly</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Parents Evening</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• Careers Assembly</li> <li>• IT lessons</li> <li>• Staff/Parent Careers Assembly</li> <li>• Personal Development Days</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• Subject based activities</li> <li>• Tutor Time Activities</li> </ul>

Year 8 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• IT lessons</li> <li>• Staff/Parent careers Assembly</li> <li>• National Green Careers Week Assembly</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• National Apprentice Week Assembly</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Options Assemblies &amp; Parent Evening</li> <li>• Parents Evening</li> <li>• Future Skills Questionnaire</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• Careers Assemblies</li> <li>• Personal Development Days</li> <li>• IT lessons – Careers focus</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• 1:1 guidance appointment offered               <ul style="list-style-type: none"> <li>○ SLT mentors</li> <li>○ Year Manger</li> <li>○ Form Tutors</li> <li>○ Parent/Carer</li> </ul> </li> <li>• Tutor Time Activities:               <ul style="list-style-type: none"> <li>○ Option choices</li> </ul> </li> <li>• Subject based activities</li> </ul>

Year 9 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• IT lessons – Careers focus</li> <li>• National Green Careers Week Assembly</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• National Apprentice Week Assembly</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Parents Evening</li> <li>• Future Skills Questionnaire</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• Personal Development days</li> <li>• Staff/Parent Careers Assembly</li> <li>• PP Achievement Conference</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• 1:1 guidance appointments offered:               <ul style="list-style-type: none"> <li>• SLT mentors</li> <li>• Year Manger</li> <li>• Form Tutors</li> <li>• Parent/Carer</li> </ul> </li> <li>• Tutor Time Activities:               <ul style="list-style-type: none"> <li>○ Option choices</li> </ul> </li> <li>• Subject based activities</li> </ul>

Year 10 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• Work experience Assembly</li> <li>• Parents Evening</li> <li>• Staff/Parent Careers Assembly</li> <li>• National Green Careers Week Assembly</li> <li>• Lunch time WExp research workshops</li> <li>• Future Skills Questionnaire</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• Post 16 Progression Parent Evening</li> <li>• National Apprentice Week Assembly</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• PP Achievement Conference</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• ASK Apprenticeship Assembly</li> <li>• Sixth form Taster day</li> <li>• Work Experience Week</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• 1:1 guidance appointment offered:                             <ul style="list-style-type: none"> <li>○ SLT mentors</li> <li>○ Year Manger</li> <li>○ Form Tutors</li> <li>○ Parent/Carer</li> </ul> </li> <li>• Tutor Time Activities</li> <li>• Subject based activities</li> </ul>

Year 11 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• FE Assemblies</li> <li>• Post 16 Open Evenings</li> <li>• PP Achievement Conference</li> <li>• National Green Careers Week Assembly</li> <li>• Curriculum Evening</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• Post 16 Interviews</li> <li>• Parents Evening</li> <li>• Meet the Apprentices Event</li> <li>• National Apprentice Week Assembly</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Staff/Parent Careers Assembly</li> <li>• Future Skills Questionnaire</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• 1:1 appointments offered</li> <li>• Yr 11 Sixth Form Induction</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• 1:1 guidance appointments after referral from:               <ul style="list-style-type: none"> <li>○ SLT mentors</li> <li>○ Year Manger</li> <li>○ Form Tutors</li> <li>○ Parent/Carer</li> </ul> </li> <li>• Tutor Time Activities:               <ul style="list-style-type: none"> <li>○ Post 16 choices</li> </ul> </li> <li>• Subject based activities</li> </ul>

Year 12 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• Meet the Personal Tutor Parent Eve</li> <li>• National Green Careers Week Assembly</li> <li>• Future Skills Questionnaire</li> <li>• Work Experience Week</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• National Apprenticeship Week Assembly</li> <li>• Meet the Apprentices Event</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Parents Evening</li> </ul>
Summer Term 2025	<ul style="list-style-type: none"> <li>• Careers Seminar</li> <li>• Personal Development Days</li> <li>• University visits</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• Subject based activities</li> </ul>

Year 13 Careers Overview 2025/2026	
Autumn Term 2024	<ul style="list-style-type: none"> <li>• National Green Careers Week Assembly</li> <li>• Future Skills Questionnaire</li> <li>• Parents Evening</li> <li>• Careers Seminar</li> </ul>
Spring Term 2025	<ul style="list-style-type: none"> <li>• National Apprenticeship Week Assembly</li> <li>• Meet the Apprentices Even</li> <li>• Careers Fair</li> <li>• National Careers Week Assembly</li> <li>• Future Skills Questionnaire</li> </ul>
All Year Round	<ul style="list-style-type: none"> <li>• Weekly Newsletters</li> <li>• Subject based activities</li> </ul>

Education and Training Organisations that have had an input in to the Careers Programme at Collingwood College – Feedback from these organisations after events is used to inform the annual review

## Education/Training

- Guildford College
- University Centre Farnborough
- SCL & PULSE Football Sporting Excellence Academy
- University of Reading
- Omni Academy
- Solent University
- Farnborough College of Technology
- Oxford Brookes University
- Collingwood 6th Form
- Get into Teaching
- Royal Holloway University
- Little Echoes Day Nursery
- Surrey University
- Pearson College
- HEON
- University of Law
- US-UK Fulbright Commission

Local and National Companies that have had an input in to the Careers Programme at Collingwood College

## Organisations

- Alfa Laval
- Ascot Racecourse
- BAE Systems Submarines
- Bayfields Opticians & Audiologists
- British Army
- Chartered Institute of Taxation
- Association of Taxation Technicians
- Childbase Partnership
- Frimley Health NHS Foundation Trust
- Guildford Chambers
- Fujitsu
- Grenadier Guards
- Royal Navy
- Surrey Fire and Rescue
- Surrey Police
- Guildford Chambers Barristers
- Deutsche Bank
- Hartley Law
- Hyster-Yale
- Innovate Catering
- Longacres
- Places Leisure Camberley
- PM Law incorporating Barratt and Co
- Ringway Infrastructure Services
- Specsavers
- Thames Hospice
- The Pirbright Institute
- Surrey Heath Borough Council
- Hewlett Packard
- Camberley and District Job Club
- Macdonalds
- Ideal Scaffolding Ltd
- NCS
- Right at home carers

# 5 Year CAREERS Journey

## Skills



## Levels

- Level 1 GCSE grades 1—3
- Level 2 GCSE grades 4—9
- Level 3 Post 16
- Level 4—Higher Apprenticeship
- Level 6—Degree Apprenticeship/ University

## Gatsby Benchmarks

- 1—a stable careers programme
- 2—learning from LMI
- 3—addressing the needs of each pupil
- 4—linking curriculum to careers
- 5—encounters with employers and employees
- 6—experience of workplaces
- 7—encounters with further and higher education
- 8—personal guidance

## Knowledge

SUMMER EXAM SEASON

KS5  
**Experience**

WORKFORCE PREPARATION

Year 11

CAREERS & EMPLOYMENT OPTIONS

WORLD OF CAREERS

Year 10

**Develop**

OPTIONS

Year 9

EMPLOYMENT SECTORS & CAREERS

KS4

OPTIONS

Year 8

**Explore**

EXPLORING CAREER OPTIONS

Transition

Year 7

KS3

LEARNING YEAR 11

PROFESSIONAL CAREERS

- Resilience and Ambition
- Building Meaningful Professional and Workplace Relationships
- Mastering Employability Recruitment Practices
- Why Should I Consider Apprenticeship?
- Preparing for Work Experience
- What is Professional Conduct?

My Strengths, Skills and Qualities

- The Art of Standing out
- Careers in the NHS
- Careers in Music
- Careers in the Film Industry
- Careers in Sport

OPPORTUNITIES

WORLD OF CAREERS

FUTURE CAREERS

- Autists: Careers + Artificial Intelligence
- Developing a Positive Work Ethic
- Careers and the World Cup
- Careers in Finance & Banking
- Careers in Digital Marketing
- Careers in Geography
- Careers in History

HYBRID WORK

PREPARATION FOR THE WORKPLACE

- Careers in Public Sector
- Careers in Private Sector
- Careers in Arts & Tourism
- Careers in Cyber Security + Computing
- Careers in Law
- Careers in STEM

EMPLOYMENT SECTORS & CAREERS

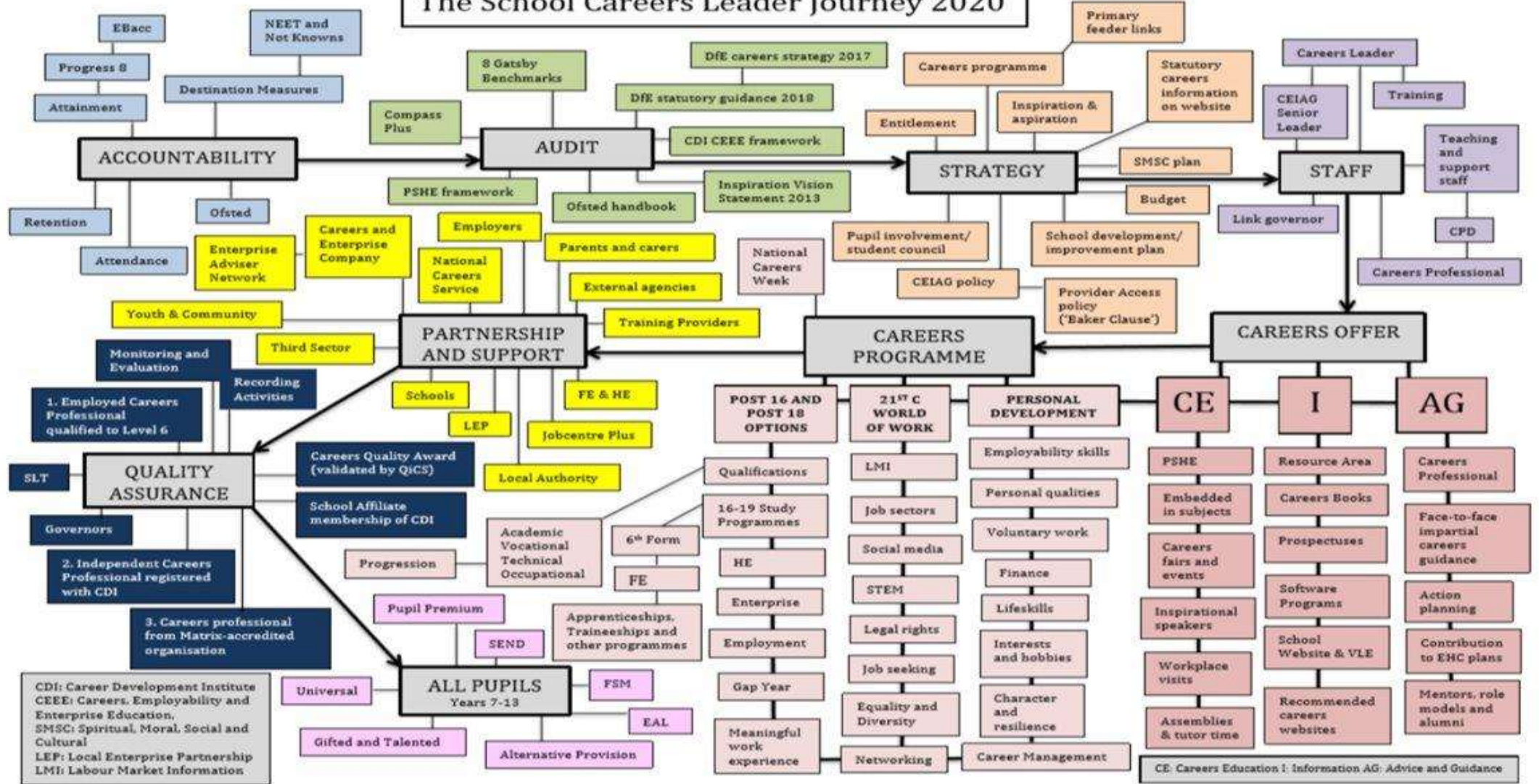
OPTIONS

LEARNING YEAR 8

- Employability Skills
- Ambition Career & Life Goals
- Careers in Media
- Careers in English
- Careers in Science
- Careers in Performing Arts
- Careers in Computing and ICT

EXPLORING CAREER OPTIONS

# The School Careers Leader Journey 2020



Mark Fox 03-09-19