



Headlands School

December 2025

Completed by Ryan Eskrett

Journey so far

- The Careers Programme (CP) is lead by a Level 6 qualified Careers Leader (CL), who is also a member of SLT. He is supported by a Level 6 Guidance qualified informed advisor and there is strong governor backing for the CP.
- The school benefits from a very well-established CP and there is strong leadership from the CL.
- The CP has been thoroughly evaluated, with a specific 'careers action plan' which links it to the whole school development plan and allows for meaningful evaluation against KPIs
- The school is well-placed to meet the increased challenges/expectations of the new Gatsby Benchmarks, and the CL is proactive in making the adjustments necessary to meet these challenges

What do we know?

- Parental/Carer engagement is a real strength of the CP, with a range of strategies used to engage, for example, newsletters, webinars and accessible overviews.
- The CL engages with stakeholders effectively to take their views into account when adjusting the CP. An example of this is the introduction of webinars, which parents specifically requested.
- The school's commitment to a high-quality focus on CEIAG is demonstrated through the annual 'Aspiration Day': Y11 students engage in mock interviews; work around LMI; Higher Education encounters and apprenticeship information. A Careers Fair takes place in March. Mapping learning outcomes to this event would mean that it meets the 'meaningful' criteria.
- The CL has made strides in embedding CEIAG into staff CPD, with LMI and careers information part of the CPD offer on a rotation.
- The CL has lead subject leaders to complete a careers in the curriculum matrix. This maps the content and ways that students learn about careers in the taught curriculum. The CL plans to QA this in the coming term to ensure its implementation, as well as to ensure it is of a high quality, up-to-date and relevant.
- The CP makes effective use of tutor time, with a 'Job of the Week' section, which includes time for student reflection on the information they learn and discuss.
- Strong SEND support is in place, with bespoke pathways, options and support in place for these young people.
- Almost all pupils receive a careers appointment. The advisor aims to work with every pupil, even if they are not in school – this is done via phone call or visit.
- Strong practice is in place for personal guidance (BM8). An impressive aspect of this is the 1-1 meetings that SLT have with each student following an assessment and reporting period, during which the SLT member discusses student aspirations, their current pathway and their next steps.

- In-school experiences of the workplace and encounters with employers have been planned for KS3 students. Curriculum mapping of these opportunities against learning outcomes will support the success of these experiences. The CL is seeking more opportunities for Y7 and 8 students. Reviewing current opportunities against learning outcomes will potentially reduce the need, in the short term, to find new encounters with employers and/or workplace experiences: focussing on establishing one or two new meaningful experiences across KS3/a year group will support the school's CP moving forward.
- The school maintains contact with students very successfully and this longer-term relationship with students over the longer-term is exemplary practice.

The National Picture

- From September 2025, Compass Plus evaluations are based around the revised framework and Gatsby Benchmarks. The National Picture is still emerging; however, it is anticipated that some institutions will see a fall in their achievement of Gatsby benchmarks.
- Although not yet policy, the government's aspiration is for all students in KS3 and 4 to undertake 10 days of meaningful experiences of the workplace. This is not limited to block-placement work experience, such as the traditional work experience model that many students take in Y10.
- The Careers and Enterprise Company (CEC) has developed Equalex, an educational framework comprised of learning outcomes. All CIAG input, activities and experiences must be underpinned by these learning outcomes to meet the CEC's definition of meaningful.
- The new Ofsted framework has introduced a structured approach to careers education, emphasising the importance of meaningful implementation of the Gatsby Benchmarks. This framework aims to clarify recent changes in Ofsted's approach to inspecting careers education and to reassure leaders on what is expected. It highlights the significance of contextualising provision to reflect the unique needs of learners and provides clear examples of embedded good practice to support both leaders and inspectors in recognizing high-quality careers education.

Data

To follow. National Data is due to be published in early 2026

What sits behind the data at Headlands School?

Gatsby Benchmark	Headlines
1: A stable careers programme	<ul style="list-style-type: none"> ✓ Trained Careers Leader oversees detailed and well-established careers programme ✓ Highly effective communication of CIAG, including newsletters to parents/carers and staff.
2: Learning from career and LM information	<ul style="list-style-type: none"> ✓ Regular and detailed communications shared with teaching staff and parents/carers ✓ Highly effective support for SEND/EHCP students through bespoke and 1-1 work
3. Addressing the needs of young people	<ul style="list-style-type: none"> ✓ Well-timed careers advice and guidance given to students, e.g. Year 9 ✓ SLT providing 1-1 guidance for students is a real strength of the CP
4: Linking curriculum learning to careers	<ul style="list-style-type: none"> ✓ CEIAG is included on the CPD rotation to support staff understanding of LMI and other developments ✓ Careers Matrix is complete, with moderation and QA to follow.

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5. Encounters with employers/employees	<ul style="list-style-type: none">✓ The CP maps out a significant number of events✓ The school have strong relationships with employers
6: Experiences of workplaces	<ul style="list-style-type: none">✓ Well-organised and strong uptake of Y10 work experience✓ Well-organised and effective participation in a range of activities
7: Encounters with FE and HE	<ul style="list-style-type: none">✓ A range of FE/HE providers are given access to the school✓ The school has effective working relationships with these providers
8: Personal Guidance	<ul style="list-style-type: none">✓ Meetings are well-timed and provide all young people with the guidance that they need.✓ 1-1 SLT conversations and support are a real strength of the CP✓ Careers Advisor provides effective and detailed information✓ Records are shared effectively with both student body and parents/carers.

Term 2 Focus Area

Gatsby Benchmark	KPI	Action Steps	Target Date	Key People (add as appropriate)
1: A stable careers programme	The CP (its intent, implementation and intended impact) is communicated through a variety of methods	Add information on how the CP is communicated to parents/carers to the CP document.	31/03/25	David Stamper
2: Learning from career and LM information	Relevant, up-to-date and high-quality LMI is effectively communicated to all stakeholders	Refresh the LMI information shared with stakeholders: capture information to evaluate how well-informed staff, parents/carers and students are about LMI	31/03/26	David Stamper
3. Addressing the needs of young people				
4: Linking curriculum learning to careers	Careers learning is embedded in the taught curriculum	Develop and complete QA processes to further evaluate provision	31/03/26	David Stamper
5. Encounters with employers/employees	Encounters are meaningful and embedded throughout KS3	Review encounters and clarify intended learning outcomes to strongly secure 'meaningful' definition Refine offer for Y7 and 8 (e.g. by adding opportunities or developing current offer further)	31/03/26	David Stamper
6: Experiences of workplaces				
7: Encounters with HE and FE				
8: Personal Guidance				