Careers Strategy 2026-2027

Compass Academy

Your journey to success starts here

Last Reviewed September 2026

To be reviewed September 2027

THE COMPASS ACADEMY ALTERNATIVE PROVISION

Careers Strategy 2026-2027

Statement of Strategy

This policy should be read in conjunction with the following policies:

- Safeguarding Policy and Child Protection Policy
- Curriculum Policy
- Provider Access Policy
- SEND Policy

Introduction

The Compass Academy has a clear plan in respect of Careers Education, Information, Advice and Guidance (CEIAG). This strategy outlines the Academy's commitment to the delivery of this plan.

The DfE defines careers guidance as '*a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future'*.

Intention

At The Compass Academy we are committed to ensuring that all of our pupils value learning and develop the confidence to be able to achieve beyond their horizons.

Through our comprehensive Careers programme, we aim for all of our pupils to have access to a range of educational experiences and training providers to enable them to develop the knowledge, skills and understanding required to support them in making successful future transitions.

The Compass Academy strongly believes that excellent careers education, information, advice and guidance (CEIAG) together with meaningful life experiences e.g. vocational experience, employer talks and other related activities is critical to young people's futures and can support young people to reach well informed decisions and better understand their options for the future.

We encourage our pupils to prepare for the workplace by providing a clear understanding about the world of work, including routes to different jobs and careers that our pupils will find both engaging and rewarding.

The Academy Careers curriculum, supports our pupils to acquire the self-development and career management skills that they need to achieve positive employment destinations and

have the confidence to aim high and be able to have the resilience required to compete in a competitive global market.

Implementation

The Academy offer
Our pupils benefit from Careers learning opportunities throughout the Academy's curriculum, in addition to whole school learning events/activities which supplement our Careers offer including: tutor based activities, deep learning days and enrichment opportunities.

The Careers curriculum is mapped against the standards and expectations set out by the Careers Development Institute and encompasses a range of opportunities to develop pupils, knowledge, skills and attributes to prepare our pupils for the world of work including:

- supporting our pupils to see the 'bigger picture'
- encourage pupils to learn and reflect upon themselves and recognise their strengths
- making the most of opportunities and learning from setbacks.

The careers curriculum is complemented by all subjects across the wider curriculum through subject based activities which identify skills developed and pathways to future employment (linked to subject based schemes of work).

During their time at The Compass Academy, all pupils can expect:
• the support that they need to make the right choices.
• access up-to-date and unbiased information on future learning and training, careers and labour market information.
• support to develop the self-awareness and career management skills needed for their future
• explicit careers lessons, tutor time exercises and Life Studies lessons covering options after school, the world of work, the job market and the skills needed for the future.
• meaningful encounters with representatives from the world of work; this could be through vocational placements, assemblies, careers talks, projects and visits.
• to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school.
• the opportunity to relate what they learn in lessons to their life and career beyond school through the wider curriculum offered.

Bespoke support is offered to Year 9 pupils to ensure successful transitions to relevant Key Stage 4 placements.

Provider Access
Where possible, we work in partnership with employers, careers advisers, the Local Authority and other education and training providers to support pupils to prepare for the workplace and to make informed choices about the next step in their education and/or training.

Please see the Academy's **'Provider Access Policy'** for further details re: visiting the Academy to meet with our pupils.

Pupil centred approach
In line with our statutory duties, the academy recognises the importance of acting impartially to promote the full range of options open to all of our pupils.

At all times, pupils are encouraged to take an active role in their own career development through a 'person centred' approach which encourages pupils to explore the best options available for them-starting with the initial admissions meeting.

Basic Skills
Throughout all learning activities, pupils are encouraged to practise and maintain good standards of literacy, numeracy and oracy to ensure that all pupils secure a good standard of education in both maths and English.

Aspiration/Transition Meetings
Regular aspiration/transition meetings provide pupils with the opportunity to:

- Set future targets/goals
- explore pupils' longer term aspiration and career plans
- discuss academic performance and attitudes towards lifelong learning
- where pupils can access further information, advice, guidance or support (including pastoral support, impartial Careers advice and/or information services including: The National Careers Advice Service).

Access to Independent Careers support
Access to independent Careers advice is available to our pupils upon request, please seek advice from the Academy's Careers Lead, Miss Jackson, for further information/guidance.

Additional needs/SEND
Many pupils that attend the academy have additional needs or vulnerabilities including SEND and/or associated SEMH difficulties. It is recognised that some of our pupils may require a more bespoke offer of support, in which case the individual needs of selected pupils will be discussed with relevant parties and appropriate support will be offered.

Staff supporting pupils with identified needs SEND should draw upon the outcome and aspirations as recognised in a child's education, health and care plan, where they have one as a starting point for discussions. Similarly, when working with looked after children or care leavers, their personal education plan or pathway plan should be used to help focus the discussion. It is good practice for these pupils to have an identified staff member who can build a relationship with them and better understand a child's individual needs.

Impact and Evaluation

Gatsby Benchmarks
In line with the Department for Educations' careers strategy, The Compass Academy aims to fulfill the eight expectations set out within the 'Gatsby Benchmarks' which provide a framework to ensure that the Academy has formed a careers programme which falls in line with legal requirements.

The following eight benchmarks are at the core of good careers and enterprise provision:

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

Monitoring and feedback
When monitoring the impact of the careers programme, the school considers a range of measures in ensuring successful outcomes for all of our pupils.

The careers programme is evaluated in a number of ways, including:

- curriculum tracking via Gridmaker audit tool
- pupil feedback on their experience of the careers programme and progress made.
- the development of pupils' knowledge and skills monitored through QA activities.
- staff feedback from careers lessons, mock interviews etc.
- parent/carer feedback
- gathering informal feedback from external partners
- pupils progressing to positive and sustained destinations, as recognised through analysis of destination data.
- link Governor meetings and feedback.

Compass Plus
The Academy regularly reflects upon the impact of the Careers provision through its use of Compass +, an online evaluation tool, which supports the Careers Lead in assessing the Academy's careers provision against the Gatsby Benchmarks.

The role of Parents/Carers
Parents and carers play a vital role in supporting their child's career development, as a school, we are committed to engaging with parents/carers throughout their child's careers education journey.

As a school, we will provide regular updates through newsletters, progress review days, and our school website to ensure that parents/carers are regularly informed about key events, opportunities, and resources available to their child.

We encourage parents and carers to actively participate by discussing career aspirations at home, attending careers-related events, and supporting their child in exploring transition options.

Parent/career involvement is crucial in helping pupils to make informed decisions and feel confident about their future pathways.

Strategic Careers Leader

The careers strategy at Compass Academy is fully supported by the Principal, **Mrs Claire Horne,** who recognises the vital role that high-quality careers education plays in raising pupil aspirations, improving outcomes, and preparing pupils for life beyond Compass. This commitment is reflected in the allocation of resources, staff training, and the integration of career opportunities across the curriculum. With the Principal's support, the school ensures that careers provision remains a strategic priority, aligned with both national benchmarks and the needs of our learners.

As set out within the Department for Education's Careers Strategy, Compass Academy is required to have a designated member of staff named as our school's Strategic Careers Lead.

For further information regarding the Academy's strategy, please contact the Designated Careers Lead, **Miss Emma Jackson**, in the first instance.

Miss Emma Jackson works closely with the Senior Leader responsible for Curriculum, Teaching and Achievement, **Miss Holly Lockyer .**

Contact can be made with Miss E Jackson via contact with the school or via email:

Miss E Jackson (Personal Development Lead)
The Compass Academy
Tel: 01482 331720
Email: e.jackson1@com.hlt.academy

Our named Governor with responsibilities for CEIAG is our Chair of Governors, **Mrs Lynn Benton**.

Alternative formats
If you require this information in an alternative language/format, please contact our school reception. We will be happy to provide a translated/revised version to ensure that all families can access and understand the support available.