Career Education

Policy

2026

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Aims of the CEIAG Policy Consilium Academies

At Consilium Academies, our Careers Education, Information, Advice and Guidance (CEIAG) policy is rooted in our Trust's core values: Excellence, Equity, and Integrity. We are committed to delivering a progressive and inclusive careers programme that empowers every student to make informed, aspirational choices about their future.

- Excellence: We hold ourselves to the highest standards, ensuring that our careers provision is ambitious, well-structured, and consistently improving. Through collaboration across the Trust, we deliver a coherent and impactful programme that supports all learners to achieve their full potential.
- Equity: We believe that every student deserves access to high-quality careers education, regardless of background or circumstance. Our inclusive approach ensures that all learners are supported to explore a wide range of pathways—academic, vocational, and technical—and are equipped with the skills and knowledge needed to succeed.
- Integrity: We place students at the heart of everything we do. Our careers programme is impartial, student-centred, and designed to foster confidence, resilience, and independence. We are committed to challenging stereotypes and promoting social mobility through meaningful opportunities and experiences.

By aligning our provision with the Gatsby Benchmarks and the CDI Career Development Framework, we ensure that students gain the cultural capital, competencies, and career management skills required to thrive in a rapidly evolving world of work. Our programme is continually evaluated through the lens of Intent, Implementation, and Impact, enabling us to adapt to the changing needs of our learners and the labour market.
Ultimately, our aim is to enrich lives and inspire ambitions, preparing students to make a positive contribution to society and to pursue fulfilling, sustainable futures.

Purpose

Careers Education, Information, Advice and Guidance (CEIAG) is a vital element of our curriculum and wider school life at Consilium Academies. It plays a central role in equipping our students with the skills, knowledge and personal attributes they need to make well-informed decisions about their future pathways in education, training and employment.

Our programme is strategically planned and proactively delivered, combining careers education with interactive experiences that prepare students for life beyond school. At its core, our CEIAG provision aims to **raise aspirations and challenge stereotypes**, recognising that success in these areas leads to improved outcomes for all learners.

We adopt a student-centred approach, acknowledging that academic and personal success are closely linked to future career opportunities. By the time students leave us, they will have benefited from high-quality careers education, impartial guidance, and a wide range of meaningful encounters with the world of work.

Consilium Academies is committed to ensuring that all students from Year 7 to Year 11 have access to a comprehensive CEIAG programme, including personalised support from a qualified careers adviser. We believe that the experiences gained through our careers provision fully prepare our young people for the challenges and opportunities of adult life, empowering them to pursue ambitious and fulfilling career journeys.

Aims

Consilium Academies fully complies with the statutory requirements expected of schools when delivering careers education. We ensure that all students have access to impartial information regarding their futures and the educational opportunities that they have are all planned with their best interests in mind.

We aim to:

1. Provide high quality and impartial careers advice to all students which will help them make the right career choices for them. By the time they leave us, all students will have received at least one guidance appointment with an independent adviser.
2. Support all students at key transitional points.
3. Ensure that all students have access to current labour market information and advice.
4. Equip all students with the necessary skills that will allow them to plan and manage their futures.
5. Tailor our CEIAG provision to suit the needs of everyone, supporting inclusion and equal opportunities for all in our care, ensuring that all students acquire the necessary skills and attributes for future employment.
6. Provide meaningful encounters with employers, raising aspirations via interactions with the world of work.
7. Provide meaningful encounters with a range of post-16 education and training providers, to ensure students are aware of all possible routes, including technical education qualifications and apprenticeships.

Core Careers Offer and Student Entitlement

All students at Consilium Academies benefit from a fully embedded, age-appropriate careers programme that includes Careers Education, Information, Advice and Guidance (CEIAG) and work-related learning. This programme is strategically designed to meet the evolving needs of learners throughout their educational journey, and reflects the updated Gatsby Benchmarks effective from September 2025

Our core offer includes:

1. ***Personal Guidance****: Every student receives at least one one-to-one careers guidance session with a qualified adviser by age 16. Vulnerable learners are prioritised for multiple sessions, and guidance is extended to younger students during key transition points such as Year 9 options.*
2. ***Tailored Support****: Careers advice is personalised and data-informed, ensuring individual needs, aspirations and circumstances are addressed.*
3. ***Curriculum Integration****: Careers learning is embedded across subjects, with teachers linking curriculum content to real-world careers and pathways.*
4. ***Labour Market Information (LMI)****: Students and parents are supported to access and interpret up-to-date LMI, helping them make informed decisions about future opportunities.*
5. ***Parental Engagement****: Parents and carers are recognised as key partners in the careers journey. They receive regular updates, guidance packs, and opportunities to engage through events and feedback channels.*
6. ***Dedicated Careers Lessons****: Careers and employability skills are taught explicitly through PSHE and Life Skills lessons, aligned with Gatsby Benchmark 4.*
7. ***Access to Careers Resources****: Students have regular access to digital platforms (e.g. Morrisby Careers), a well-stocked careers library, and online guidance tools.*
8. ***Encounters with Further and Technical Education Providers****: Students engage with a range of post-16 and post-18 providers through assemblies, visits, and careers events, fulfilling the statutory requirement for six meaningful provider encounters across Years 8–13.*
9. ***Employer Engagement****: Students participate in meaningful encounters with employers, including STEM professionals, through challenges such as the Amazon Locker and Northumbrian Water Marketing projects. These experiences are designed to challenge stereotypes and broaden horizons.*
10. ***Workplace Experiences****: All students have access to meaningful workplace experiences, aligned with the government's Work Experience Guarantee. These include preparation, active participation, reflection, and feedback from employers.*
11. ***Staff Development****: Teachers and support staff receive ongoing CPD to confidently embed careers learning and LMI into their teaching, ensuring careers is a whole-school responsibility.*
12. ***Application Support****: Students receive guidance on applying for post-16 destinations, including apprenticeships, T Levels, and academic routes.*
13. ***Impartial Advice****: Careers guidance is delivered impartially and supplemented by accredited external sources to ensure compliance with statutory duties.*
14. ***Inclusive Provision****: The programme is designed to meet the needs of all learners, including those with SEND and from disadvantaged backgrounds, ensuring equity of access and opportunity.*
15. ***Monitoring and Evaluation****: Careers provision is regularly reviewed using Compass+ and student voice, with outcomes shared with governors, staff and parents.*
16. ***Communication and Transparency****: Careers plans and programmes are published online and communicated clearly to all stakeholders.*
17. ***Parent-Facing Support****: Parents can access careers support through meetings, events, newsletters, and a dedicated careers section on the school website.*
18. ***Sector-Focused Updates****: Monthly LMI newsletters are shared with families to highlight emerging sectors and opportunities in the local and national economy.*

OUR FOUR STRATEGIC OBJECTIVES By July 2027,
all of our schools will be above the national average for attendance.

ATTENDANCE, Improving attendance is a critical component of our overall strategy for success. Consistent attendance not only ensures that students and staff are present to participate in learning and work activities, but it also fosters a culture of commitment, responsibility, and community

OUTCOMES, Focusing on student outcomes ensures that every decision we make, every policy we implement, and every resource we allocate directly contributes to the academic, social, and emotional development of each child.

PUPIL NUMBERS, By attracting and retaining more students, we can create a vibrant and dynamic learning environment that positively impacts students, staff, and the broader community.

OFSTED, we are dedicated to providing the best possible educational experience for our students and promoting a culture of excellence throughout our academies. An improved rating reflects our commitment to maintaining high standards of teaching, learning, and overall student well-being.

CEIAG Strategic objectives

1. To raise the aspirations of all students regardless of background, ability or need, ensuring that they are fully informed regarding future routes and opportunities.

2. To ensure that all students are afforded the opportunity to have a variety of meaningful encounters with post-16 education and training providers and employers.

3. To ensure that all students understand the link between school-based learning (the curriculum that they study) and their futures in the world of work.

4. To provide all students with a variety of opportunities, activities, and encounters with higher and further education during their time with us.

Intended Outcomes:
Consilium Academies is dedicated to raising the aspirations of all of our young people and maximising their opportunities for success in their futures. We are committed to providing the following:

1. Careers activities within the curriculum and wider curriculum.
2. A CEIAG programme with clear and appropriate outcomes for all students.
3. Access to professional and impartial guidance for all students.
4. An approach to CEIAG provision that incorporates all staff and subject areas.
5. Guidance and support for all students to ensure successful transition.
6. Strong partnerships with post-16 education, training, and employment providers.
7. A high-quality programme endorsed by governing bodies and CEIAG experts.

We are committed to ensuring that the CEIAG advice students receive is:
8. Impartial.
9. Varied (a range of education or training opportunities, including apprenticeships).
10. In the best interests of the students.
11. Meets the needs of the students.

The CEIAG programme fully complies with the NELT Equal Opportunities Policy. All students in our care, regardless of race, class, gender, faith, or special educational need, have the same access to our resources, wherever possible. Where necessary, the programme will be adapted and/or extended to ensure that our provision meets the specific need of the individual.

Careers:
Intent, Implementation & Impact

Introduction

OUR VALUES Excellence and Equity with Integrity ENSURING EQUITY Every student receives the support they need to succeed, regardless of their personal circumstances. Schools work to eliminate barriers to learning and promote an inclusive culture. This could involve tailored support programs, inclusive classroom practices, and ensuring all students feel represented and heard. COMMITMENT TO EXCELLENCE Schools focus on delivering high-quality education, encouraging students to excel academically and in extracurricular activities. This includes continuous improvement in teaching practices, curriculum development, and facility enhancement. We are dedicated to fostering a learning environment that enables high standards whilst ensuring equal opportunities for every student to succeed, all within a framework of honesty and ethical behaviour.

Our impartial and inclusive careers programme is designed to place students' best interests at the heart of everything we do. Through a rich and varied curriculum, we support all learners to develop the skills, knowledge and experiences needed to make informed decisions and progress confidently into further education, training or employment.

Our careers provision adheres to the eight Gatsby Benchmarks and the new CDI (Careers & Development Institute) Framework. The Gatsby Benchmarks are a framework of eight guidelines that define the best careers provision in secondary schools. Our planned programme support students and ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre. The CDI's Career Development Framework describes the six career development benchmarks which supports 'positive careers. This can mean different things to different people but typically it will include a good work-life balance, being happy, being able to contribute to your community and being able to have a decent standard of living.

Intent:

1. Students have access to an impartial ambitious, careers programme from Year 7 to Year 11, with explicit content, delivered in logical progression.
2. Unbiased careers advice and support from a range of different career activities such as individualised 1:1 career meeting, small group sessions, STEM activities, PSRE, employer encounters, career fairs, career conversations, HE/FE visits, Apprenticeship workshops, NCW, virtual and work experience/work shadowing activities, Career Term, careers within the curriculum etc.
3. Calendar of events and activities are published on our website, to ensure wider information, access, and transparency *
4. Students develop an analytical approach to career data such as Labour Market Information, which encourages exploration and supports them in making well informed decisions.
5. Challenging perceptions and raising aspirations, so that subject and career choices challenge stereotypes, and students know how to look beyond their immediate environment to new and exciting possibilities.
6. Students with special educational needs and disabilities, or those from disadvantaged groups, develop their skills in a safe and aspirational environment, to enable them to reach their full potential and prepare them for their next transition point.
7. Supporting all students as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications, and their own life goals such as happiness and wellbeing.
8. Providing advice, information, guidance, and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff, and employers.
9. To futureproof students so they can understand the options available to them now and in the future.

Implementation:

1. Delivering a clear, progressive, and impartial programme to Year 7 – Year 11, which is backed by SLT and all stakeholders, with explicit content taught in logical progression, routinely monitored, audited, and evaluated to ensure it is fit for purpose.
2. Individualised programmes, age, and ability appropriate, with clear and accurate career information, advice, and guidance, which meets the needs and supports pupils with the development of their own personalised careers journey and results in sustainable transitions and destinations.
3. A range of up-to-date resources which supports the ever changing and evolving world of work landscape and includes a strong STEM agenda, PSHE, meaningful FE/HE and employer encounters, WEX opportunities including bespoke support to identified cohorts across the trust ensuring they understand their options and can reach their full potential.
4. Planned, facilitated access from external providers who can fully inform students about LMI and the range of Post 16 options, Post 18 options, alternative qualifications, and pathways
5. Teachers confidently embed careers within their own subjects (SOW) and are able to link their own expert subject knowledge to the world of work and can explain the range of pathways available, giving unbiased options.
6. Regular communication, advice, information, guidance to support all stakeholders and encourage further engagement through a range of communication channels such as Newsletters, social media, Email, Website etc.
7. Individualised support with career aspirations, as students develop personal strengths such as career management skills, improving attainment, adaptability, resilience, enterprise, and engagement. Helping them to recognise the link between school and work, and the value of lifelong learning.
8. An evolving Alumni programme to inform and inspire

9. Close working relationships with all stakeholders including community and local business networks, Enterprise Adviser, Enterprise Co-ordinator, CEC, etc.

Impact:

1. Students are well prepared and feel empowered to make reasonable decisions about their future, and NEET figures which reflect the success of the trust career programme and interventions.
2. Students can make clear informed decisions about their future career choices due to a wide range of experiences and opportunities.
3. Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways.
4. Teacher CPD. Subject teachers are expert in their delivery and confident in how their subject links to the world of work, and the variety of pathways and options.
5. Students are more engaged in the curriculum, and connected with their teachers as they can see the relevance of subjects and how they relate to the wider range of career options and pathways.
6. Students develop competencies and employability skills. They become motivated, understanding they can contribute to school, the community and society and have a positive attitude towards lifelong learning.
7. Increased and positive engagement with all stakeholders, via a range of communication methods. *(Baker Clause)

Summary:

Regularly monitoring, evaluating, reviewing, and reflecting allows us to proactively plan future programmes. We achieve this by collecting quantitative and qualitative data and information from a range of sources including: -

1. Student/Parent surveys and questionnaires,
2. Teacher and Staff evaluation forms
3. Employer/Employee questionnaires
4. Transitional destination data Progressive data
5. Attendance and attainment figures
6. Sustainable, progressive, and ambitious pathways
7. Compass + audit tool
8. Compass + FUTURE SKILLS QUESTIONNAIRRE (FSQ)
9. Gatsby Benchmark CDI Framework
10. Morrisby Careers - online platform
11. LEP – Local Enterprise Partnership
1. CEC – Careers and Enterprise Company
2. NEET (Not in Education, Employment or Training) figures
3. Contribution and engagement with society/Alumni

Accountability – Careers Education at Consilium Academies

Consilium Academies is committed to delivering a high-quality, inclusive careers programme that meets the needs of all learners. Clear roles and responsibilities ensure that the programme is effectively led, monitored and continuously improved:

1. ***Link Governor and Governing Body***
   Oversee the quality, content and impact of the careers provision. They ensure that independent careers guidance is delivered impartially and that the programme reflects the Trust's commitment to inclusion and equity.
2. ***Senior Leadership Team (SLT)***
   Responsible for embedding a stable, strategic careers programme across the school. SLT reviews the programme annually using data, feedback and evaluation tools to ensure it remains inclusive, effective and responsive to student needs.
3. ***SLT Careers Line Manager***
   Manages and quality assures the careers programme, ensuring it aligns with the Gatsby Benchmarks and CDI Framework. They are accountable for ensuring the programme is inclusive and accessible to all learners, including those with additional needs.
4. ***Careers Leader***
   Designs and implements the careers programme, coordinating guidance sessions, employer encounters, and careers events. Ensures all students, regardless of background or ability, receive impartial advice and meaningful experiences that support successful transitions.
5. ***Heads of Year and Heads of Department***
   Facilitate careers learning at key transition points and embed careers-related content within subject curricula. They ensure that careers education is inclusive and reflects a diverse range of pathways.
6. ***Subject Teachers***
   Integrate careers learning into curriculum delivery, using subject expertise to highlight relevant career routes. They actively challenge stereotypes and promote inclusive career choices.
7. ***LEP Coordinator***
   Builds relationships with local employers and provides Labour Market Information aligned with regional priorities. Supports

inclusive access to opportunities for all students.

8. ***Careers and Enterprise Company (CEC)***
   Provides audit tools, resources and best practice guidance. Facilitates collaboration across the Trust and supports inclusive provision through national frameworks and initiatives.
9. ***Enterprise Adviser***
   A business professional who volunteers to support the Careers Leader and SLT. Offers industry insight and helps enhance employer engagement, ensuring opportunities are inclusive and representative of diverse sectors.
10. ***Enterprise Coordinator***
    Offers external expertise and facilitates CPD, cluster networks and collaborative opportunities. Supports schools in developing inclusive careers programmes that meet the needs of all learners.

The Gatsby Benchmarks

The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for organising the careers provision at your school or college. Consilium Academies has a CEIAG programme that is structured, stable and meets the needs of all our young people. Our key aim is to ensure *that the careers provision meets the requirements outlined in the Gatsby benchmarks.*

Statement Further Guidance

	Gatsby Benchmark	***Statement***	**Further Guidance**
1	**A stable career programme**	*Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.*	• *Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.* • *The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.* • *The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.*
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*	• *By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.* • *Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.*
3	**Addressing the needs of each student**	*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*	• *A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.* • *Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.* • *All pupils should have access to these records to support their career development.* • *Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.*
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.*	• *By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.*
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*	• *Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.* • **A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

		schemes.	
6	**Experiences 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 expand their networks.*	• *By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.* • *By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.*
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 in the workplace.*	• *By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms,* • *colleges, universities, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.* • *By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.* • **A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*
8	**Personal guidance**	*Every student 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.*	• *Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 16.*

Delivery and Content

At Consilium Academies, careers education is fully embedded within the PSRE curriculum to ensure clear links between subject learning and the world of work. Curriculum content is made relevant to students' future pathways, helping them to develop a sense of self and set meaningful goals from Year 7 through to Year 11.

Career-related learning is delivered in a structured, age-appropriate sequence, enabling students to build aspirations, career knowledge and employability skills. To maintain high standards, annual funding is allocated to CEIAG, supplemented by high-quality, cost-free resources to ensure both variety and sustainability.

Guidance and support are central to student success. The Trust maintains a strong partnership with Education Development Trust and Career Wave, employing a qualified careers adviser on-site throughout the year. This ensures impartial, professional advice is available to all students, with additional support extended to parents of vulnerable learners. Students are also encouraged to explore career options independently via platforms such as Morrisby Careers.

Parents and carers can access careers information during Open Evenings, Parents' Evenings and Transition events. Resources are available in the careers library, through the adviser, and via discussions with post-16 providers. Regular communication from the Careers Lead ensures families remain informed and involved. Consilium Academies has established strong links with local colleges, training providers, universities and employers. These partnerships enable students to engage with a wide range of providers through career drop-down days, assemblies, cafés, tutor time, masterclasses, mentoring and co-curricular activities. We define a meaningful encounter as one that empowers students to explore their future with confidence and independence beyond Key Stage 4.

Monitoring, Review and Evaluation
The programme is planned and implemented by the nominated member of SLT who has strategic oversight of the whole-school approach. This role also involves working in conjunction with staff, students, parents and representatives from providers and employers.

At Consilium Academies, careers provision is subject to rigorous and continuous evaluation to ensure it remains high-quality, inclusive, and aligned with national expectations. Self-evaluation is conducted termly via **Compass+**, tracking progress against the updated **Gatsby Benchmarks**. These benchmarks, refreshed in May 2025, place greater emphasis on inclusion, leadership, data use, and meaningful experiences for all learners.

In addition to Compass+ evaluations, the Trust now undertakes an **Internal Leadership Review** using the **Careers Impact Maturity Model**. This collaborative process involves senior leaders, governors, careers staff, and wider stakeholders reflecting on the maturity of careers leadership across six key themes rooted in the Gatsby framework. The review supports strategic development, quality assurance, and whole-school improvement. Internally, CEIAG is reviewed as part of our broader Quality Assurance school improvement cycle.

A full audit is conducted every three years, in line with statutory guidance. At the end of each academic year, an action plan is developed to guide the following year's priorities. This plan is informed by feedback from students, staff, parents, and external providers, and is used to drive continuous improvement across the Trust.

This multi-layered approach ensures that our careers provision remains responsive to the needs of our learners and the evolving world of work, while meeting the expectations of the Department for Education, Ofsted and the Careers & Enterprise Company.

Feedback is gained in the following ways:

1. Review of careers education provision
2. Observations.
3. Staff, student, and parental surveys.
4. Provider feedback sought through informal discussion and formal feedback after attendance to events.
5. Assessment and analysis of destination data.
6. Regular and continuous monitoring, reviewing, and evaluating ensures that we maintain the quality of our provision and continue to tailor our programme to suit the needs of all cohorts.
7. Evidence of purposeful debate, active engagement, and positive attitudes towards learning within curriculum areas where careers-related themes are explored.
8. A structured, age-appropriate CEIAG programme aligned with the Gatsby Benchmarks, including the May 2025 updates which emphasise inclusion, leadership, and meaningful encounters.
9. Curriculum pathways that are inclusive and tailored to meet the needs of all pupils, including those with SEND, and aligned with individual goals and aspirations.
10. A well-planned and high-quality work experience programme that supports the development of employability skills and career readiness.
11. Regular and meaningful contact with employers and further education providers through visits, guest speakers, careers fairs, and enrichment activities.
12. Destination data that reflects successful transitions, with low NEET figures and evidence that pupils are progressing towards their chosen goals.
13. Positive feedback from pupils and parents regarding the careers advice and guidance provided by the school, demonstrating confidence in the support offered.

Leadership, Management and Staffing

Consilium Academies has a Central Strategic Careers Education Lead, Ms Claire Bell, who holds overall responsibility for the strategic direction and effective delivery of careers provision across the Trust. Each academy within the Trust has a designated Careers Lead who oversees the day-to-day implementation of the CEIAG programme, ensuring consistency and quality at school level.
Governance oversight is provided by Martin Fleetwood, Chair of the Trust Board, who serves as the Link Governor for CEIAG. This ensures that careers education remains a strategic priority and is subject to regular review and accountability at the highest level.

The school Careers Leader ensures that:

The designated Careers Leader is responsible for ensuring that the school's Careers Education, Information, Advice and Guidance (CEIAG) programme is delivered to a high standard and in accordance with statutory requirements. Specifically, the Careers Leader will:

Ensure compliance with the Gatsby Benchmarks, including tailored provision for students with Special Educational Needs and Disabilities (SEND). The CEIAG programme must be inclusive, accessible, and embedded within the wider curriculum.

Implement rigorous quality assurance measures to monitor and evaluate the effectiveness of careers provision. This includes:

- Gathering and analysing feedback from students, parents/carers, staff, and external partners.
- Maintaining accurate records of careers activities and interventions.
- Using destination data to inform strategic planning and continuous improvement.
- Working towards or maintaining accreditation through recognised standards such as the Quality in Careers Standard.

Publish the school's careers programme and provider access policy on the school website, ensuring transparency and accessibility for all stakeholders. The published information must include:

- An overview of the careers programme for each year group.
- Details of how students, parents, teachers, and employers can access careers support.
- The school's arrangements for provider access in line with the Baker Clause.

Track and report student destination data to the Local Authority, in line with statutory duties. This includes:

- Submitting intended destinations and September Guarantee data.
- Participating in the Activity Survey.
- Identifying students at risk of becoming NEET (Not in Education, Employment or Training) and providing targeted support and guidance.

Monitoring and Evaluation Strategy

At Consilium Academies, careers education is primarily delivered through our PRSE curriculum, complemented by a rich programme of form time activities, assemblies, and collaborative events with post-16 education and training providers, as well as employers. This multi-channel approach ensures that all students receive consistent, high-quality careers guidance throughout their school journey.

With a robust core programme in place and a proactive approach to co-curricular enrichment, our monitoring and evaluation strategy focuses on maintaining and enhancing the quality of provision. This enables us to remain responsive to the evolving needs of our learners, tailoring our approach to ensure that every student continues to benefit from meaningful guidance, support, and experiences.

Evaluation Framework

Our evaluation process is driven by the intended outcomes of our careers programme, which are:

1. Local Opportunity Awareness
   All students develop a clear understanding of the employment, education, and training opportunities available in the local area.
2. High Aspirations
   All students are encouraged to aspire to the highest level they can achieve in the world of work, education, and training.
3. Pathway Clarity
   All students understand the full range of post-16 routes available to them, including academic, technical, and vocational options.
4. Career Planning
   All students know what steps they need to take to achieve their ultimate career goals, including qualifications, skills, and experiences.

Delivery Channels

To ensure consistent exposure to careers education, the programme is delivered through:

- PRSE curriculum lessons embedded across all year groups.
- Form time activities, including careers quizzes, employer videos, and guided reflection tasks.
- Assembly schedule, featuring guest speakers, themed weeks (e.g. National Apprenticeship Week), and motivational talks.
- Targeted events and workshops with post-16 providers and employers, including mock interviews, workplace visits, and careers fairs.

Quality Assurance

Monitoring and evaluation are conducted through:

- Regular feedback from students, staff, parents/carers, and external partners.
- Analysis of destination data and Compass+ tracking.
- Termly reviews of programme delivery and impact.
- Alignment with the updated Gatsby Benchmarks and the Quality in Careers Standard.gov

This strategy reflects the Department for Education's emphasis on evidence-based practice, as outlined in the 2025–2029 Evaluation Strategy, and supports the government's mission to break down barriers to opportunity and improve outcomes for all learners

Monitoring CEIAG Programme

Activity to be monitored	Staff Monitoring	Timescale	Implementation	Evaluation
Careers Education across the MAT	*QA Team*	Yearly	*CEIAG & Staff reviewing along side the ECEL.* *Student voice*	*Insight and learning from quality assurance of careers inform both the continuous improvement of the careers provision*
Internal leadership Review	*CSCL*	YEARLY	*SLT Review maturity model*	*SLT and staff feedback*
CEIAG within The curriculum	QA Team	Ongoing	*Student and staff voice* *Tutor time* *observations* *Learning walks* Compass+	*CEIAG Lead* *Staff/student feedback*
Careers Activities within the school day *(including evening events)*	*CEIAG Lead* *Staff involved in activity.*	*Ongoing*	*Staff presence* *Student voice* *Parental feedback*	*CEIAG Lead* *Staff/student feedback* *Parental feedback* *Facilitator Feedback*
External activities	*CEIAG Lead Staff in Attendance.*	*Ongoing*	*Staff presence* *Student voice*	*CEIAG Lead* *Staff/student feedback* Facilitator Feedback

Evaluation strategy

At Consilium Academies, the Central Strategic Career Education Lead holds strategic responsibility for evaluating the careers programme. However, listening to the critical and constructive views of all stakeholders, students, staff, parents/carers, and external partners, is central to our approach. We recognise that effective evaluation is not simply a compliance exercise, but a vital component of quality assurance. It enables us to assess the value, impact, and quality of careers activities and ensures that our provision remains responsive to the evolving needs of our learners.

Feedback and Learner Voice
We actively seek honest and reflective feedback from all participants in careers-related activities. This includes:

- Students, via Morrisby evaluations, structured questionnaires, surveys, and informal discussions.
- Parents/carers and external partners, through post-event feedback forms and consultation opportunities.
- Staff, via curriculum reviews and collaborative planning sessions.

We ensure that all students are supported in providing feedback, including those with additional needs, so that every voice is heard and valued. Feedback mechanisms are designed to capture both positive outcomes and areas for improvement, enabling the CEIAG Lead to make informed decisions about future provision and to assess the merit of each activity.

Continuous Improvement Cycle
Our evaluation strategy is embedded within a continuous cycle of planning, delivery, monitoring, and review throughout the academic year. This cycle ensures that:

- Careers education remains a core focus within both the curriculum and wider school life.
- Activities are memorable, meaningful, and high-quality, with clear links to learning outcomes and career pathways.
- Provision is inclusive and equitable, meeting the needs of all learners, including those with SEND and those at risk of becoming NEET.

Strategic Partnerships and External Evaluation

Consilium Academies works closely with the Careers and Enterprise Company (CEC) as part of the Trust Community of Improvement Team. In 2024, we participated in the Trust-to-Trust Career Impact Review, a collaborative evaluation process designed to assess the effectiveness of careers provision across multiple institutions. The Career Impact Review is underpinned by the Careers Impact System and the Careers Impact Maturity Model, which provide a structured framework for evaluating careers leadership, strategic intent, and the quality of provision. This process involves: two other trust and two careers and enterprise leads:

- A collaborative internal leadership review, engaging senior leaders, governors, and careers staff.
- Reflection on six key themes aligned with the Gatsby Benchmarks.
- Identification of strengths and areas for development.
- Use of Compass+ to record and visualise progress over time.

Participation in the Career Impact Review has strengthened our strategic approach, enhanced cross-trust collaboration, and supported continuous improvement in line with national standards.

Intended Outcomes
Our evaluation is driven by the following intended outcomes:

1. Local Opportunity Awareness
   Students understand the employment, education, and training opportunities available in their local area.
2. High Aspirations
   Students are inspired to achieve their full potential in education, employment, and training.
3. Pathway Clarity
   Students understand the full range of post-16 routes, including academic, technical, and vocational options.
4. Career Planning
   Students know the steps required to achieve their career goals, including qualifications, skills, and experiences.

Current Position Statement
Consilium Academies ensures that all students receive timely, accurate, and impartial information, advice, and guidance regarding their post-16 options. We are proud to maintain a consistently low percentage of students classified as NEET (Not in Education, Employment or Training), reflecting the strength and inclusivity of our careers programme. Historically, the majority of our students have progressed into post-16 education via local providers. However, recent trends show a growing number of students choosing to pursue apprenticeships and vocational training pathways, in line with national shifts towards more flexible and skills-focused post-16 options. This diversification of destinations is viewed positively across our Multi-Academy Trust, as it demonstrates that our programme is successfully equipping students to make informed, aspirational choices that reflect their individual strengths and interests.

As previously stated, our careers education aims to raise aspirations, broaden horizons, and challenge stereotypical perceptions of the world of work. The evolving trends in student destinations provide strong evidence that our approach is having a meaningful impact. In addition, Consilium Academies works in partnership with the Careers and Enterprise Company (CEC) as part of the Trust Community of Improvement Team. We were proud to participate in the Trust-to-Trust Career Impact Review, a collaborative evaluation process that assesses the quality and impact of careers provision across multiple institutions. This review is underpinned by the Careers Impact System, which supports continuous improvement and aligns careers education with wider school improvement priorities

Evaluation and Review

- Internal Leadership Review are conducted annually
- Peer to Peer Reviews every three years
- Termly evaluations of the career programme
- Following each key careers event a questionnaire will be used to evaluate the quality of the provision and to inform developments.
- Update destination data when information is provided by Local authority / IDSR / performance tables / analyse school performance.
- The careers programme is reviewed through the school improvement cycle so that amendments can be made for subsequent terms, depending on feedback and an evaluation of the impact of the term's activities. Hence the programme will always be responsive to student's developing interests and needs.
- Next review date is September 2026.

MAT Destination Data Including:

1. Armthorpe Academy
2. Consilium Evolve
3. Ellesmere Park High
4. Heworth Grange School
5. Moorside High School
6. Thornhill Academy
7. Washington Academy
8. Wyvern Academy

Awaiting Data

Curriculum learning – Learning Beyond the Curriculum

The Learning Beyond the Curriculum framework by Consilium Academies Trust sets out a comprehensive and ambitious vision for holistic student development rooted in the Trust's core values: Excellence, Equity, and Integrity. This strategic document outlines a five-year, extended curriculum journey from Year 7 to Year 11, designed to foster not only academic achievement but also personal, social, emotional, and ethical growth in all students.

The framework details a broad, inclusive, and aspirational approach to personal development, structured around eight pillars:

- **Wellbeing** – Emphasising mental and physical health through daily outdoor and active experiences, nutritious food provision, peer support networks, and themed wellbeing months.
- **Leadership** – Ensuring every student has meaningful opportunities to lead, participate in teams, and represent their school in a range of contexts.
- **Academic Curiosity** – Encouraging critical thinking and intellectual exploration through diverse curricular opportunities, cultural visits, and enrichment activities.
- **Next Steps & Careers** – Offering robust, equitable access to careers education, guidance, employer encounters, and work experience, preparing students for life after school.
- **Communication, Numeracy & Digital Literacy** – Building confidence and fluency in essential 21st-century skills through public speaking, debating, real-world writing, and external competitions.
- **Sports, Arts, Culture & Interests** – Providing every student with access to live events, creative pursuits, and non-traditional sports, ensuring broad and equitable cultural enrichment.
- **Active Citizenship & Community** – Developing socially responsible citizens through charity work, sustainability projects, democratic participation, and collaboration with local and contrasting communities.
- **Discovery & Adventure** – Creating opportunities for exploration through residentials, fieldwork, and cultural trips, including potential international travel and university visits.

The framework is deeply inclusive, recognising the importance of equity in opportunity and access, especially for vulnerable and disadvantaged students. It supports spiritual, moral, social, and cultural development in alignment with British Values and is implemented through a range of channels including PSHE, assemblies, awareness weeks, curriculum integration, and extracurricular programming.

This document represents a systematic, values-led approach to education, ensuring all students graduate not only with strong academic credentials but also as confident, curious, resilient, and socially conscious individuals, prepared to thrive in modern society.

Consilium Academies Careers Education Pledge

At Consilium Academies, we are committed to delivering a comprehensive, inclusive, and high-quality careers education programme that empowers every young person to make informed, ambitious, and confident decisions about their future.

We pledge that:

Every child experiences a smooth and supportive transition into Year 7, with a tailored programme designed to build confidence, belonging, and readiness for secondary education.

From Year 10 onwards, every student and their parent/carer has access to a high-quality CEIAG digital platform, providing personalised guidance, resources, and planning tools.
Every student will engage in at least 10 meaningful employer encounters during their time at secondary school. These encounters will span a diverse range of industries, employer sizes, and employee backgrounds, ensuring relevance and inspiration.
Every student will benefit from a minimum of five days of high-quality work experience during Key Stage 4, with at least three days delivered through in-person placements to develop real-world skills and insights.
Every student will have the opportunity for one-to-one mentoring at least once per academic year, supporting reflection on progress, aspirations, character development, and next steps.
Every student will experience a comprehensive and high-quality options programme, including:
Timely education on the significance and process of making subject choices.
Clear, accessible literature outlining available options and suitability criteria.
Information on future pathways linked to subjects and qualifications.
Opportunities to experience new subjects before choosing them.
At least one student and parent information event.
Individual guidance through at least one mentoring session.
Every student will experience a structured transition programme to support progression to post-16 education, ensuring continuity and confidence in their next steps.
Every student will encounter at least one approved higher education provider in each key stage, broadening awareness of academic pathways.
Every student will engage with at least two approved providers of apprenticeships and technical education in each key stage, supporting informed choices across all routes.
During Key Stage 4, every student will gain practical experience of:
Writing a CV.
Completing application forms.
Participating in formal interview practice.
Every Key Stage 4 student will receive at least one personal careers guidance interview with a qualified careers adviser, ensuring impartial and tailored support.
Opportunities to engage in careers-related challenges, enrichment activities, and industry-linked projects will be available to all students, aligned with their interests and skills.
Additional work experience or supported internships will be offered to students for whom this is appropriate, ensuring equity and personalised support.
A responsive system for additional careers advice and guidance will be in place to ensure that any student requiring extra support receives it promptly and effectively.
Pipeline programmes to nurture talent and ambition in specific areas will be available to identified students throughout Key Stage 3 and Key Stage 4.

This pledge reflects our unwavering commitment to preparing every young person for success in the world of work, further education, and lifelong learning. We believe that high-quality careers education is a right, not a privilege, and we are proud to deliver it across our trust.

ACTIVITY	***YEAR 7***	***YEAR 8***	***YEAR 9***	***YEAR 10***	***YEAR 11***	***Gatsby Benchmark***
National Careers Week activities	✓	✓	✓	✓	✓	*2,3,4*
Career Drop Down Day x 3	✓	✓	✓	✓	✓	*2,3,4,5,6,7*
Careers within the curriculum	✓	✓	✓	✓	✓	*2,3,4,5,7*
Challenging stereotypes and exploring nontraditional gender roles	✓	✓	✓	✓	✓	*3*
University partnerships	✓	✓	✓	✓	✓	*3,4,7*
National Apprenticeship Week activities	✓	✓	✓	✓	✓	*2,3,4*
National Careers Week	✓	✓	✓	✓	✓	*2,3,4*
National Green Careers Week	✓	✓	✓	✓	✓	*2,3,4*
Work Experience				✓		*6*
Higher and further education experiences	✓	✓	✓	✓	✓	*3,7*
Enterprise activities				✓	✓	*5,6*
Employer interactions and experiences	✓	✓	✓	✓	✓	*2,3,5*
Assemblies and talks delivered by guest speakers	✓	✓	✓	✓	✓	*3, 4, 5, 7*
One-to-one guidance with an impartial, independent and qualified professional	Upon request	Upon request	✓	✓	✓	*8*
Drop-in sessions with staff and on-site adviser	✓	✓	✓	✓	✓	*3,8*
Parental input, career journeys	✓	✓	✓	✓	✓	*2,3,*

Job of the week!	✓	✓	✓	✓	✓	*1,2,3,4*
Tutor Time with Morrisby Careers	✓	✓	✓	✓	✓	*2,3,4*
Alumni/student ambassador experiences	✓	✓	✓	✓	✓	*2,3,4*
Apprenticeship support (CV support etc)				✓	✓	*3,8*
Links to LMI and the world of work	✓	✓	✓	✓	✓	*2,3,4*
Post-16 taster sessions				✓	✓	*3,7*
Parents' evenings and information events	✓	✓	✓	✓	✓	*3,5,7,8*
Transition events focused on future pathways			✓		✓	*3,5,7,8*
Access to Morrisby Careers and promoted to use	✓	✓	✓	✓	✓	*3*
Parent information packs			✓		✓	*2,3,8*
Web-based activities and access to internal CEIAG platforms/pages	✓	✓	✓	✓	✓	*3*
Linking CEIAG to the outside world	✓	✓	✓	✓	✓	*2,3,4*
Additional, individualised transition support from outside agencies		✓	✓	✓	✓	*3,8*

Conclusion
Consilium Academies is committed to delivering high-quality, inclusive, and personalised careers education to all students. Our careers programme is strategically designed around the updated Gatsby Benchmarks, which remain central to our planning and delivery, as reaffirmed in the Department for Education's statutory guidance published in May 2025.

We ensure that all students, regardless of background, ability, or personal context, are supported to make realistic and informed decisions about their future pathways. Our programme is embedded across the curriculum and wider school life, and delivered through a combination of:

- Curriculum-based learning via PRSE and subject areas.
- Form time activities and assemblies that promote career awareness and aspiration.
- Targeted interventions and personal guidance for students at key transition points.

Our goal is to empower every young person to achieve personal success and leave our academies with high aspirations, a clear understanding of their options, and the confidence to pursue their chosen career route. This includes academic, vocational, and technical pathways such as apprenticeships, T Levels, and Higher Technical Qualifications, in line with the Skills and Post-16 Education Act 2022.

We provide independent and impartial careers guidance, supported by qualified advisers and external partners, ensuring students receive accurate and unbiased information. Our approach is inclusive, with additional support for students with SEND and those at risk of becoming NEET.

Consilium Academies also works in partnership with the Careers and Enterprise Company (CEC) as part of the Trust Community of Improvement Team. In 2024, we participated in the Trust-to-Trust Career Impact Review, a collaborative evaluation process that assesses the effectiveness of careers provision across multiple institutions. This review uses the Careers Impact Maturity Model to evaluate strategic intent, leadership, and delivery, helping us to continuously improve and align with national best practice.

Through strong partnerships with local employers, further education colleges, and apprenticeship providers, we offer a wide range of workplace experiences, visits, and encounters that prepare students for the world of work. These experiences are aligned with the government's new Work Experience Guarantee, which is embedded within the strengthened Benchmark 6.

Our whole-trust approach to CEIAG ensures consistency, quality, and ambition across all academies, helping every student to flourish and succeed in their future endeavours.

We are dedicated to fostering a learning environment that enables high standards whilst ensuring equal opportunities for every student to succeed, all within a framework of honesty and ethical behaviour