

## The Orchard School – Canterbury CEAIG Strategic Plan & Policy 2025-2028



**“Everyone Matters, Everyone Cares”**

### **Our school’s vision:**

At The Orchard School we aim to inspire every student to explore their future with confidence and curiosity. Through a personalised, inclusive, and supportive careers programme, we will help young people discover their strengths, develop essential life and work skills, and make informed choices about their next steps. Our vision is to prepare all learners for a fulfilling future-whether in further education, training, employment, or supported pathways-by nurturing ambition, independence, and self-belief.

### **Our vision statement for Careers Education:**

At our SEND secondary school, we believe every student deserves a future full of possibility. Our careers education empowers young people aged 11–16 to explore their strengths, interests, and aspirations in a supportive and inclusive environment. We are committed to providing personalised, accessible, and meaningful career learning that builds confidence, independence, and ambition. Through strong partnerships with families, employers, and the wider community, we prepare our students for life beyond school-whether in further education, training, employment, or supported pathways-ensuring they are equipped to make informed choices and thrive in their chosen journeys.

## The Orchard School will achieve these aspirations by:

### Our actions:

**Inspire and Inform:** We will expose students to a wide range of career paths and industries.

**Develop Skills for Success:** We will focus on employability skills like communication, teamwork, and leadership.

**Personalise Career Guidance:** We will offer tailored support from Year 7 to Year 11.

**Build Strong Partnerships:** We will collaborate with colleges, post 16 providers, apprenticeship providers, universities, businesses, and communities.

**Promote Lifelong Learning:** We will encourage and nurture adaptability and resilience.

**Inclusion and Diversity:** We will ensure equal access to opportunities for all students.

### Strategic Plan and Policy intent:

Our intent is to deliver a careers programme that is inclusive, aspirational, and tailored to the diverse needs of our students. We aim to equip every learner with the knowledge, skills, and confidence to make informed decisions about their future. Through high-quality careers education, information, advice, and guidance, we support students in exploring their strengths, understanding the world of work, and identifying pathways that match their individual aspirations and abilities. We are committed to ensuring that all students—regardless of their starting point—are prepared for a successful transition into further education, training, employment, or supported living.

### Our Aspirations:

#### **Empower Every Student**

To help all learners—regardless of background or ability—develop the confidence, skills, and knowledge to make informed decisions about their future.

#### **Promote High Aspirations and Ambition**

To encourage students to aim high and believe in their potential, fostering a culture where career success is achievable for all.

#### **Ensure Inclusive and Equitable Access**

To provide tailored careers education that meets the diverse needs of all students, including those with SEND, ensuring no one is left behind.

#### **Develop Employability and Life Skills**

To equip students with transferable skills such as communication, teamwork, resilience, and problem-solving that are essential for the workplace and adult life.

**Strengthen Employer and Community Links**

To build strong partnerships with local employers, training providers, and community organisations that offer real-world experiences and opportunities.

**Support Smooth Transitions**

To prepare students for their next steps—whether further education, apprenticeships, employment, or supported living—through personalised guidance and planning.

**Embed Careers Across the Curriculum**

To integrate careers learning into all subjects, helping students see the relevance of their education to future pathways.

**Meet National Benchmarks and Standards**

To align with the Gatsby Benchmarks, CDI Framework, and Ofsted expectations, ensuring a high-quality and accountable careers programme.

**Our Strategic Priorities for Careers**

1. Promote and increase careers education in the curriculum across all year groups
2. Increase student and parental / carer involvement and confidence in career planning
3. Develop a programme of encounters and work experience opportunities to meet the individual needs of all students by building a network of employers and educational providers to support learning and future opportunities

**Strategic Objective 1: Promote and increase careers education in the curriculum across all secondary year groups**

**Gatsby Benchmarks: 1, 3, 4**

Year	Targets	Actions to take
1: 2025-2026	Complete audit by the end of the Autumn Term (Year 1). 100% of departments to submit curriculum mapping showing current careers links. Identify at least 3 subject areas with strong existing careers integration to use as models. Produce a gap analysis report by the start of Spring Term (Year 1).	Conduct a whole-school audit of careers education across subjects. <i>(Benchmark 4)</i>

<p><b>Audit and Awareness Phase</b></p> <p><b>Objective:</b> Understand current provision and raise awareness among staff and students.</p>	<p>Identify at least one careers-linked opportunity per subject per key stage. Set department-specific goals for careers integration by Summer Term.</p> <p>Deliver initial CPD session to all teaching staff by Spring Term (Year 1). Achieve 90% staff attendance and engagement. Follow up with subject-specific CPD by Autumn Term (Year 2). Staff confidence in embedding careers to increase by 30% (measured via survey).</p> <p>Draft careers curriculum map by Summer Term (Year 1). Finalise and publish map by Autumn Term (Year 2). Ensure careers learning is planned for each year group and across all subjects. Review and update annually.</p>	<p>Identify gaps and opportunities for embedding careers learning. <i>(Benchmark 4)</i></p> <p>Deliver CPD sessions for staff on careers education and Gatsby Benchmarks. <i>(Benchmark 1 &amp; 4)</i></p> <p>Begin developing a careers curriculum map for Years 7–11. <i>(Benchmark 1)</i></p>
<p><b>2: 2026-2027</b></p> <p><b>Integration and Development Phase</b></p> <p><b>Objective:</b> Embed careers education into curriculum planning and delivery.</p>	<p>Final version of curriculum map completed and approved by the end of Autumn Term (Year 2). Careers learning mapped for every year group (Years 7–11) and across all subjects. 100% of departments to reference careers links in their curriculum planning documents. Annual review cycle established for updates and improvements</p> <p>At least 75% of departments to include careers-related outcomes in schemes of work by Spring Term (Year 2). Each subject to identify and embed a minimum of two careers-linked learning outcomes per key stage. Department leads to report progress termly and share examples of good practice.</p> <p>Careers displays installed in at least 80% of classrooms and corridors by Spring Term (Year 2). Digital careers resources (e.g. subject-specific career videos, interactive tools) available on school platforms by Summer Term. Student feedback collected to evaluate usefulness and engagement.</p>	<p>Finalise and implement the careers curriculum map across all year groups. <i>(Benchmark 1 &amp; 4)</i></p> <p>Support departments in integrating careers-focused learning outcomes into schemes of work. <i>(Benchmark 4)</i></p> <p>Introduce careers displays and digital resources in classrooms. <i>(Benchmark 4)</i></p> <p>Begin monitoring careers education delivery through lesson observations and student voice. <i>(Benchmark 1)</i></p>

	<p>Careers education included in 25% of lesson observations by Summer Term (Year 2).  Student voice activities (e.g. surveys, focus groups) conducted twice per year.  Careers education impact report produced annually to inform future planning.</p>	
<p><b>3:2027-2028</b></p> <p><b>Embedding and Evaluation Phase</b></p> <p><b>Objective:</b>  Embed careers education into school culture and evaluate its impact.</p>	<p>Embed careers education into annual curriculum review documentation by Autumn Term (Year 3).  100% of departments to include careers links in planning and review templates.  Careers education to be a standing agenda item in curriculum meetings and SLT reviews.</p> <p>Host at least one careers-focused staff development or showcase event annually. (e.g. twilight CPD or inset day)  Publish termly internal bulletin or newsletter highlighting careers integration examples.  At least 3 departments to present case studies or examples of careers learning success.</p> <p>Conduct annual careers impact survey for students and staff by Spring Term (Year 3).  Analyse destination data and student progress to inform future planning.  Produce an evaluation report with recommendations for improvement by Summer Term.</p> <p>Revise careers curriculum map annually based on feedback and outcomes.  Deliver updated CPD to staff by Autumn Term (Year 4) reflecting new priorities.  Ensure new careers-linked learning outcomes are embedded in revised schemes of work.</p>	<p>Formalise careers education as part of curriculum planning and review cycles. (Benchmark 1 &amp; 4)</p> <p>Share best practice across departments and celebrate careers learning successes. (Benchmark 1)</p> <p>Evaluate impact through student outcomes, feedback, and staff reflections. (Benchmark 1 &amp; 3)</p> <p>Update careers curriculum map and CPD based on evaluation findings. (Benchmark 1)</p>

<b>Strategic Objective 2: Promote and increase student and parental / carer involvement and confidence in career planning</b>		
<b>Gatsby Benchmarks: 1, 2, 3, 5, 6, 7, 8</b>		
<b>Year</b>	<b>Targets</b>	<b>Actions to take</b>
<b>1: 2025-2026</b>  <b>Awareness and Engagement Phase</b>  <b>Objective:</b> Build awareness and begin engaging students and families in career planning.	<p>Deliver at least one careers information session per key stage by the end of Spring Term (Year 1).</p> <p>Achieve a minimum of 60% attendance from invited families.</p> <p>Collect feedback from attendees to inform future sessions.</p> <p>Create and distribute guides by the end of Autumn Term (Year 1).</p> <p>Ensure guides are available in multiple formats (print, digital, easy-read).</p> <p>Achieve 100% distribution to families of SEND students.</p> <p>Evaluate usefulness via parent/carers survey in Spring Term.</p> <p>Launch first edition of newsletter or hub by Spring Term (Year 1).</p> <p>Publish termly updates with relevant careers information and opportunities.</p> <p>Track engagement metrics (e.g. views, downloads, shares) and aim for 50% family engagement by Summer Term.</p> <p>Design and distribute feedback surveys by Spring Term (Year 1).</p> <p>Achieve a minimum 50% response rate from families and students.</p> <p>Use feedback to identify top 3 areas for improvement or development in careers support.</p> <p>Present findings to SLT and incorporate into Year 2 planning.</p>	<p>Host introductory careers information sessions for parents/carers. <i>(Benchmark 1)</i></p> <p>Develop and distribute accessible careers guides tailored to SEND learners. <i>(Benchmark 2)</i></p> <p>Launch a careers newsletter or online hub for families. <i>(Benchmark 2 &amp; 3)</i></p> <p>Begin collecting student and parent/carers feedback on career planning needs. <i>(Benchmark 3)</i></p>
<b>2: 2026-2027</b>  <b>Participation and Personalisation Phase</b>	<p>Launch career passports/Vocational Profiles for all Year 10 students by end of Autumn Term (Year 2).</p> <p>Ensure 100% of students complete initial entries with support from tutors or careers staff.</p> <p>Review and update profiles annually as part of careers guidance sessions.</p> <p>Deliver at least two workshops per academic year (one for KS4, one for KS3 families).</p> <p>Achieve 70% attendance from Year 10 and Year 11 families.</p>	<p>Introduce student-led career planning tools (e.g. career passports or profiles). <i>(Benchmark 3)</i></p> <p>Offer targeted workshops for parents/carers on post-16 options and pathways. <i>(Benchmark 7)</i></p>

<p><b>Objective:</b> Increase active involvement and personalise support for students and families.</p>	<p>Provide follow-up resources and Q&amp;A summaries online.</p> <p>Include parent/carer consultation in work experience planning for 100% of Year 10 students. Provide review forms for families post-placement to gather feedback. Use feedback to improve future placements and support.</p> <p>Collect feedback from students and families after each careers event. Identify top 3 areas of interest or need and adapt future events accordingly. Increase satisfaction ratings by 20% year-on-year (via surveys).</p> <p>Recruit and onboard a qualified Level 6 Careers Advisor by Autumn Term (Year 2). Ensure all Year 10 and Year 11 students receive at least one 1:1 guidance session annually. Offer small group sessions for targeted support (e.g. EHCP students, NEET risk). Track outcomes and satisfaction through student feedback and destination data.</p>	<p>Involve families in work experience planning and review. <i>(Benchmark 6)</i></p> <p>Use feedback to tailor careers events and resources to specific needs. <i>(Benchmark 3)</i></p> <p>Appoint a Level 6 Careers Advisor to give appropriate, independent, personalised guidance to individuals and small groups <i>(Benchmark 8)</i></p>
<p><b>3:2027-2028</b></p> <p><b>Embedding and Evaluation Phase</b></p> <p><b>Objective:</b> Embed family involvement into the careers programme and evaluate its impact.</p>	<p>Update CEIAG policy to include a dedicated parent/carer engagement section by Autumn Term (Year 3). Ensure strategy outlines communication channels, involvement opportunities, and feedback mechanisms. Share updated policy with staff and families via school website and newsletters.</p> <p>Invite at least 10 parents/carers annually to participate in careers events or mentoring activities. Include a call for volunteers in newsletters and parent meetings. Track participation and aim for a 20% year-on-year increase in family contributions.</p> <p>Conduct annual evaluation using surveys, focus groups, and destination data by Spring Term (Year 3). Identify correlations between family engagement and student confidence or progression. Use findings to refine engagement strategy and inform future planning.</p>	<p>Formalise a parent/carer engagement strategy within the CEIAG policy. <i>(Benchmark 1)</i></p> <p>Create opportunities for families to contribute to careers events (e.g. talks, mentoring). <i>(Benchmark 5)</i></p> <p>Evaluate the impact of family involvement on student outcomes and confidence. <i>(Benchmark 1 &amp; 3)</i></p> <p>Share success stories and best practices with the wider school community. <i>(Benchmark 1)</i></p>

	<p>Publish at least one careers success story per term via newsletters, website, or assemblies.</p> <p>Celebrate family contributions and student achievements during school events.</p> <p>Create a careers showcase board or digital gallery featuring student journeys and employer feedback.</p>	
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<b>Strategic Objective 3: Develop a programme of encounters and work experience opportunities to meet the individual needs of all students by building a network of employers and educational providers to support learning and future opportunities</b>		
<b>Gatsby Benchmarks: 1, 3, 4, 5, 6, 7</b>		
<b>Year</b>	<b>Targets</b>	<b>Actions to take</b>
<p><b>1: 2025-2026</b></p> <p><b>Foundation and Planning Phase</b></p> <p><b>Objective:</b> Establish the groundwork for a sustainable and inclusive careers programme.</p>	<p>Contact and engage with at least 10 local employers and 5 SEND-friendly organisations by Spring Term (Year 1).</p> <p>Establish initial partnerships with at least 3 organisations willing to support careers events or work experience.</p> <p>Maintain a record of contacts and engagement outcomes.</p> <p>Complete audit of existing careers provision and student needs by Autumn Term (Year 1).</p> <p>Use EHCPs, student profiles, and staff input to identify individual aspirations and support requirements.</p> <p>Produce a summary report to guide planning of tailored encounters and experiences.</p> <p>Deliver at least 3 employer talks or virtual encounters by Summer Term (Year 1).</p> <p>Include a mix of industries and roles relevant to SEND learners.</p> <p>Collect student feedback to evaluate impact and inform future planning.</p> <p>Create a careers contact database by Spring Term (Year 1).</p> <p>Include employer details, types of opportunities offered, and accessibility notes.</p> <p>Update regularly and ensure all staff involved in CEIAG have access.</p>	<p>Identify and begin building relationships with local employers, training providers, and SEND-friendly organisations. <i>(Benchmark 5 &amp; 6)</i></p> <p>Audit current provision and student needs to inform personalised planning. <i>(Benchmark 3)</i></p> <p>Pilot small-scale employer talks and virtual encounters for selected year groups. <i>(Benchmark 5)</i></p> <p>Begin developing a database of contacts and opportunities. <i>(Benchmark 1)</i></p>
	<p>Design and launch the programme by Spring Term (Year 2).</p>	<p>Launch a formal work experience programme tailored to individual</p>

<p><b>2: 2026-2027</b></p> <p><b>Implementation and Expansion Phase</b></p> <p><b>Objective:</b> Roll out a structured programme of encounters and experiences across all year groups</p>	<p>Ensure 100% of Year 10 students are offered a work experience opportunity, with tailored placements for SEND learners.</p> <p>Partner with at least 5 organisations offering supported or flexible placements.</p> <p>Collect feedback from students, families and employers, post-placement.</p> <p>Organise at least one employer or provider visit per year group per term.</p> <p>Ensure a variety of sectors and roles are represented, including SEND-friendly employers.</p> <p>Track student engagement and feedback to inform future scheduling.</p> <p>Launch student career passports/ Vocational profiles across all secondary school students by Autumn Term (Year 2).</p> <p>Ensure 100% of students complete initial entries with support from tutors or careers staff.</p> <p>Update profiles annually and use them to inform personalised guidance and placements.</p> <p>Include parent/carer consultation in work experience planning for all Year 10 students.</p> <p>Provide review forms post-placement to gather family feedback.</p> <p>Use feedback to improve future placements and ensure alignment with student needs.</p>	<p>needs, including supported placements. <i>(Benchmark 6)</i></p> <p>Schedule regular employer and provider visits for all year groups. <i>(Benchmark 5 &amp; 7)</i></p> <p>Introduce student passports or profiles to track engagement and preferences. <i>(Benchmark 3)</i></p> <p>Engage parents/carers in planning and reviewing experiences. <i>(Benchmark 3 &amp; 6)</i></p>
<p><b>3:2027-2028</b></p> <p><b>Embedding and Evaluation Phase</b></p> <p><b>Objective:</b> Embed the programme into school culture and evaluate its impact.</p>	<p>Secure formal partnership agreements or MOUs with at least 5 key employers and providers by Spring Term (Year 3).</p> <p>Ensure each agreement outlines roles, expectations, and types of support (e.g. talks, placements, mentoring).</p> <p>Review partnerships annually to maintain relevance and quality.</p> <p>Ensure all departments include at least one work-related learning outcome per key stage in their schemes of work by Autumn Term (Year 3).</p> <p>Link curriculum content to real-world applications and career pathways.</p> <p>Monitor integration through curriculum reviews and lesson observations.</p> <p>Conduct annual evaluation of careers programme using student destination data, feedback surveys, and staff input by Spring Term (Year 3).</p>	<p>Formalise partnerships with key employers and providers through agreements or MOUs. <i>(Benchmark 5 &amp; 6)</i></p> <p>Integrate work-related learning into curriculum planning. <i>(Benchmark 4)</i></p> <p>Evaluate student outcomes and feedback to refine the programme. <i>(Benchmark 1)</i></p>

	<p>Identify strengths and areas for improvement. Use findings to inform updates to careers curriculum and delivery.</p> <p>Publish at least one careers impact report or showcase per year. Share student success stories and employer feedback via newsletters, website, and school events. Use stories to promote continued engagement from families, employers, and staff.</p>	<p>Share success stories and impact with stakeholders to sustain engagement. <i>(Benchmark 1 &amp; 3)</i></p>
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**Action Plan****1. Strategic Objective 1: Promote and increase careers education in the curriculum across all year groups****Gatsby Benchmarks: 1, 3, 4**

<b>Intent Actions – 2025-2026</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Timescale</b>	<b>Outcomes</b>	<b>Impact</b>
<i>“What actions would help meet this objectives?”</i>	<i>“What needs to be organised, delivered, developed to make this happen? -including CPD”</i>	<i>“Who is responsible for each action?”</i>	<i>“When do you aim to have this completed by?”</i>	<i>“What would success look like?”</i>	<i>“How will this be measured?”</i>
Complete careers audit	Conduct departmental reviews and collect data	Organise audit framework and delivery schedule	By end of Autumn Term (Year 1)	Audit completed and documented	Audit report submitted
Curriculum mapping from all departments	Request and collect mappings	Develop submission template and CPD guidance	By end of Autumn Term (Year 1)	All departments submit mappings	Submission tracking and review
Identify model subjects with strong careers integration	Review curriculum maps and interview staff	Develop case studies and share examples	By end of Autumn Term (Year 1)	Three model subjects identified	Case studies published
Deliver initial CPD	Plan and deliver CPD session	Organise venue and materials	By Spring Term (Year 1)	90% staff attendance	Attendance records
Draft curriculum map	Compile initial map	Coordinate input from departments	By Summer Term (Year 1)	Draft completed	Map document

**1. Objective 2: Increase student and parental / carer involvement and confidence in career planning****Gatsby Benchmarks: 1, 2, 3, 5, 6, 7, 8**

<b>Intent Actions – 2025-2026</b>	<b>Implementation</b>	<b>Responsible</b>	<b>Timescale</b>	<b>Outcomes</b>	<b>Impact</b>
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<i>“What actions would help meet this objectives?”</i>	<i>“What needs to be organised, delivered, developed to make this happen? -including CPD”</i>	<i>“Who is responsible for each action?”</i>	<i>“When do you aim to have this completed by?”</i>	<i>“What would success look like?”</i>	<i>“How will this be measured?”</i>
Deliver careers info session per key stage	Plan and deliver sessions for each key stage	Careers Lead & Key Stage Coordinators	By Spring Term (Year 1)	Sessions delivered with 60% family attendance	Attendance records and feedback forms
Create and distribute guides	Develop guides in multiple formats	Careers Team & Communications	By Autumn Term (Year 1)	Guides distributed to all SEND families	Distribution logs and Spring Term survey
Launch newsletter or hub	Design and publish first edition	Careers Lead & IT Team	By Spring Term (Year 1)	Newsletter/hub launched and updated termly	Engagement metrics and family feedback
Design and distribute feedback surveys	Create surveys for families and students	Careers Team	By Spring Term (Year 1)	50% response rate and top 3 improvement areas identified	Survey analysis and SLT presentation

**Objective 3: Develop a programme of encounters and work experience opportunities to meet the individual needs of all students by building a network of employers and educational providers to support learning and future opportunities**

**Gatsby Benchmarks: 1, 3, 4, 5, 6, 7**

Engage with local employers and SEND-friendly organisations	Contact at least 10 employers and 5 organisations	Careers Lead & Employer Engagement Coordinator	By Spring Term (Year 1)	3 partnerships established	Engagement log and partnership agreements
Audit careers provision and student needs	Review EHCPs, profiles, and staff input	Careers Team & SENCO	By Autumn Term (Year 1)	Summary report produced	Audit report and planning notes
Deliver employer talks or virtual encounters	Organise 3 sessions with varied industries	Careers Lead & External Partners	By Summer Term (Year 1)	Sessions delivered and feedback collected	Student feedback forms and session logs
Create careers contact database	Compile employer details and accessibility notes	Careers Team & IT Support	By Spring Term (Year 1)	Database created and accessible	Database usage and update logs

## Impact Measurement Statement and Process

Our school measures and assesses the impact of the careers programme by using the Compass+ evaluation tool to assess ongoing progress in relation to the eight Gatsby Benchmarks. And where possible through:

### Feedback Collection Methods

#### Students

- Termly surveys with Likert scales and open-ended questions
- Focus groups for qualitative insights
- Career passports or profiles with reflective sections

#### Staff

- CPD evaluation forms after training
- Annual staff survey on confidence and impact
- Curriculum planning reviews with feedback sections

#### Parents/Carers

- Online surveys post-events or resource distribution
- Feedback forms at careers evenings
- Consultation meetings for SEND families

#### Employers

- Post-engagement feedback forms
- Annual partner review meetings

#### Programme Monitoring

- Use Compass+ tool to track Gatsby Benchmark progress
- Conduct curriculum audits for careers-linked outcomes
- Include careers education in lesson observations

- Maintain engagement logs for events and CPD
- Monitor digital analytics for online resources

### **Data Analysis**

- Analyse feedback termly for operational improvements
- Conduct annual strategic reviews
- Use quantitative and qualitative methods
- Compare year-on-year data (e.g. staff confidence, NEET figures)
- Tools: Excel, Google Forms, Compass+, MIS systems

### **Reporting**

#### **Audience**

- Senior Leadership Team (SLT)
- Governors
- Staff
- Parents/Carers
- Students

#### **Format**

- Annual Careers Impact Report with data and case studies
- Termly internal bulletin with progress and good practice
- Presentations for SLT and governors