

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
1.A stable careers 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.	17	58	82	82	64	100	100
Schools meeting this benchmark nationally (2021)				43%			
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 the best use of available information.	0	80	100	80	100	100	100
Schools meeting this benchmark nationally (2021)				66%			
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.	42	72	90	81	100	90	72
Schools meeting this benchmark nationally (2021)				38%			
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.	0	56	56	87	87	100	100
Schools meeting this benchmark nationally (2021)				60%			

5.Encounters with employers and employees Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	0	25	75	100	100	100	100
Schools meeting this benchmark nationally (2021)				56%			
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.	50	100	50	62	87	75	100
Schools meeting this benchmark nationally (2021)				36%			
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.	16	58	66	79	91	100	91
Schools meeting this benchmark nationally (2021)				33%			
8.Personal Guidance Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.	100	100	100	100	100	100	100
Schools meeting this benchmark nationally (2021)				65%			

Priority areas to develop 2024-25

<p>3. Addressing the needs of each student</p> <p>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.</p>	<p>Following the commissioning of careers and NEET tracking from the LA to Prospects in 2024 we need to ensure that no Y11 leaver is left not in education or training. We will do this through:</p> <ul style="list-style-type: none">✓ Collecting and maintaining accurate data for each student on their destinations for 3 years after they leave school✓ Sharing above mentioned data with Prospects regularly via the online portal✓ Working pro-actively with Prospects and careers advisers to provide careers guidance to vulnerable students and special educational needs and disability (SEND) students.
<p>7. Encounters with Further and Higher Education</p> <p>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.</p>	<ul style="list-style-type: none">✓ We need to increase the opportunities all students have to meet with and engage with independent training providers. This was more difficult in 2023-24 due to the closure of several local providers that would usually support STMCA students.

Additional key priorities on SIP linked directly to CIAG work

- ✓ At the end of KS3 students are committed to their learning, know how to study effectively and demonstrate increased resilience.
- ✓ At the end of KS4 students are highly motivated and persistent in the face of difficulties. They can work independently and make informed decisions.
- ✓ At the end of KS5 students demonstrate consistently positive attitudes and commitment to their education. They are empowered to contribute positively to both the school and wider community.
- ✓ Unifrog student usage increases from 67% (23-24) to 80%
- ✓ Work experience take up in Year 10 rises from 40% to 80%
- ✓ % of KS5 students' progressing to Russell Group universities increases
- ✓ A reduction of KS5 students' progressing to foundation year courses