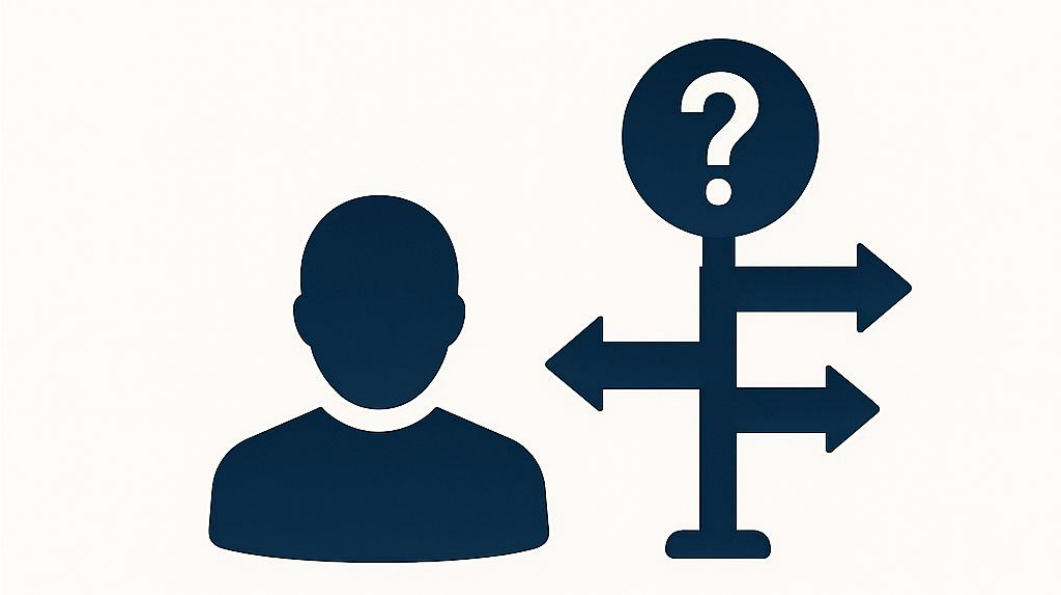
Whittington Green School

Careers Education, Information and Guidance. (CEIAG)

Strategic Plan 2026-2029



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Whittington Green School Vision.

Our vision for Careers Education, Information, Advice and Guidance is to create a school community where all learners are empowered to aspire, informed to choose and prepared to succeed.

At Whittington Green School we seek to maximise the life chances of all our young people and so it is crucial to prepare young people for life beyond school and college. Our vision is to ensure that every student is equipped with the knowledge, experiences and confidence to make well-informed decisions about their future. Through high-quality, impartial careers education, information, advice and guidance, we empower all young people—regardless of background or starting point—to recognise their potential, raise their aspirations and successfully navigate pathways into further education, training and employment.

We believe that effective careers education transforms lives. Our CEIAG provision aims to inspire ambition, promote social mobility and ensure that every student has equal access to high-quality, impartial guidance. By embedding careers learning across the curriculum and providing meaningful encounters with employers, further and higher education, we support students to understand themselves, explore opportunities and manage their career pathways with confidence and resilience in a rapidly changing world.

Guided by the Gatsby Benchmarks, we deliver a coherent and inclusive careers programme that develops self-awareness, builds employability and challenges stereotypes. We work in partnership with employers, education providers and families to ensure every student can progress to ambitious, sustainable destinations and develop the skills needed for lifelong learning and career management.

AIM HIGH – Our CEIAG Vision in Action

Aspirations - Encourage all students to develop high aspirations and ambitious goals, challenging stereotypes and limiting beliefs about what they can achieve.

Inform - Provide up-to-date, impartial careers information, including labour market information, post-16 and post-18 pathways, apprenticeships, technical and academic routes.

Motivate - We motivate our students through meaningful encounters with employers, education providers and workplaces, helping them see the relevance of learning to their future.

High-Quality - We deliver a high-quality, structured careers programme that meets statutory guidance and the Gatsby Benchmarks, ensuring consistency, coherence and impact for all learners.

Inclusive - Ensure CEIAG meets the needs of **every** learner, including SEND and disadvantaged students, offering targeted and personalised support where needed.

Guidance - We empower students through high-quality, impartial careers guidance so they can make informed choices and successfully manage transitions throughout their lives.

High Expectations - We maintain high expectations for all students, supporting them to progress to ambitious, sustainable destinations in education, employment or training.

Strategic Objectives.

Objective 1 - Promote and increase careers education in the curriculum and across all year groups.

Benchmarks: 2, 3, 4, 7

Key actions required.

- Careers education in tutor time reviewed and updated to ensure it is fit for purpose.
- Xello engagement improves through increase support and guidance.
- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers and LMI into SOW/knowledge organisers/Masters of Recall.

Objective 2 - Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

Key actions required.

- Promote Post 16 pathways and opportunities through use of school magazine, parents' evenings and meetings e.g. GCSE support evening, Options evenings and post 16 events.
- Embed our online platform (Xello) to allow students to build up a portfolio of achievements and successes to be used during and on leaving Whittington Green School.

Objective 3 - Develop a programme of encounters to meet the individual needs of **all** students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

Key actions required.

- Continue to develop links with organisations and build on existing relationships.
- Develop Work Shadowing opportunities in year 8-9
- Develop a 'WGS Alumni' where previous students create video clips of their career's pathways.
- Work with SENCo and PP Co-ordinator to develop a pathway for all students to successfully engage within the careers program.

Current Careers Provision at Whittington Green School.

Whittington Green School currently (April 2026) has a careers Lead (MBR), careers advisor and link governor (CHA) and a new to post careers leader (NFR). SLT fully supports the development of CEIAG at Whittington Green School which is aiming to raise aspiration and life chances of all our young people.

Gatsby Benchmark	% achieved in latest evaluation	% achieved in previous evaluation	Indicator
GB1 - A stable careers programme	75%	85%	↓
GB2 - Learning from careers and labour market information	82%	86%	↓
GB3 - Addressing the needs of each young person	84%	84%	→
GB4 - Linking curriculum learning to careers	50%	50%	→
GB5 - Encounters with employers and employees	88%	100%	↓
GB6 - Experiences of workplaces	93%	93%	→
GB7 - Encounters with further education and higher education	97%	68%	↑
GB8 - Personal guidance	89%	89%	→

The above data table outlines how the Careers programme has been evaluated from April 2026 – July 2026 against the Gatsby Benchmarks.

Summary of Future skills questionnaire results (Carried out in March 2026)

Year 7 – 50% average score but only 61 students completed the questionnaire (133 in year group). Key questions around employer encounters and visits.

Q4 – 34% hadn't met any employers yet and 31% felt unsure about speaking to employers.

Q9 – 36% hadn't visited or worked in any workplaces yet and 30 weren't sure or said no about if their experiences had helped shape their thinking about jobs.

Q11 – 38% had an idea about what career they wanted to work in 18% weren't sure or said no.

Year 8 and Year 9 – 57% average score and 140 students (297 across the 2 years) completed the quiz across 2-year groups (76 students in year 8 and 64 in year 9) Key questions around employer encounters and visits.

Q4 – 41% hadn't met any employers yet and 18% felt unsure about speaking to employers.

Q9 – 39% hadn't visited or worked in any workplaces yet and 30% weren't sure or said no about if their experiences had helped shape their thinking about jobs.

Q11 – 37% had an idea about what career they wanted to work in 22% weren't sure or said no.

Year 10 and Year 11 – 69% average score and only 34 completed the form (11 from year 10 and 23 from year 11). Key questions around employer encounters and visits.

Q7 – 35% stated that they had help and support in career choices but 21% stated they hadn't or weren't sure if they had.

Q10 – 62% stated their experiences had shaped their career choices but 24% said that they hadn't visited any workplaces yet.

Q11 – 56% said careers experience had shaped post 16 choices but 18% said that they hadn't visited any workplaces yet.

Destination data

	Results	Changes	Results	Changes	Results	Changes	Results	Changes	Results
Year 11 Destinations	**2025**		**2024**		**2023**		**2022**		**2021**
% Full time education	92.55%	0.55%	92%	-5.26%	97.3%	1.5%	95.8%	8%	87.8%
% Training	0	0	0	0	0	0	0	0	0
% Employment and Apprenticeships	5.32%	-0.68%	6%	6%	0	-2.8%	2.8%	-7.4%	10.2%
%Voluntary and P/T activities	0	0	0	0	0	-1.4%	1.4%	-0.6%	2%
% NEET	2.13%	0.13%	2%	-0.74%	2.74%	2.7%	0	0	0

Areas for Development from current WGS Careers provision

- Ensure all students completed the FSQ so we get more accurate generation of data.
- Identification NEET students or at risk of being NEET and put earlier interventions in place to ensure that students have destinations post-16.
- Create information and guidance about the different qualifications and routes that students can go down to make sure they make educated choices for post-16.
- Increase parental engagement in Careers advice and guidance.
- Develop strategies and systems to make careers experiences in school more obvious to students and develop more opportunities to work with employers to develop skills.
- Training required for a new Careers Advisor due to current one leaving WGS at the end of Summer 2026.

Action plan.

Strategic Objectives.

Objective 1 - Promote and increase careers education in the curriculum and across all year groups.
Benchmarks: 2, 3, 4, 7

	Target	Actions
Year 1 2026-2027	Review current Careers provision in the PSHE curriculum to ensure that it is fit for purpose.	• Evaluate current PSHE Careers provision by sending a staff and student voice (MS Form) about what they should have learnt in Careers and what they think of the PSHE Careers programme. • Review all resources and assessments to ensure information, advice and guidance is up to date and accurate and changes are made if resources are no longer applicable. • Review timetabled allocation of Careers in PSHE and assemblies to ensure that enough time has been allocated to ensure effective delivery of the curriculum.
	Increase in KS3 Xello usage to maximise its potential for CEIAG.	• Xello training for Careers leaders has taken place. • Xello training has taken place for form tutors from the Careers Leads, so they know how to get the best out of the system for the students during form time.
	Faculties and subjects starting to lead CEIAG initiatives within their own areas.	• Department displaying LMI posters in their rooms to link to when teaching ideas and concepts. • Lesson planning starting to incorporate careers links i.e. where can this information lead to. This planning evident in some resources and teaching. • Careers displays/Posters Visible in all departments explaining where this subject can lead to. • Staff receive further CPD about CEIAG in their subjects. • Curriculums receive up to date LMI over the academic year. •
Year 2 2027-2028	Faculties and subjects have (Y9-10)CEIAG initiatives implemented within their own areas.	• Careers linked to units/concepts taught by all subjects – this is evident on PowerPoint presentations, Linked in knowledge organisers, and through teaching. • Curriculum areas have identified a Careers champion for their subjects that can take ownership of careers within their area. • All departments have subject specific careers posters/displays in their curriculum areas.

		• Staff CPD continues developing strategies to teach subject specific careers links.
	Xello becoming embedded with all years to build evidence portfolio's	• Students actively using Xello to upload their resources demonstrated through data on platform participation. • Staff CPD on Xello to continue improved usage of the platform.
	PSHE Careers Curriculum	• Careers PSHE programme fully developed and with clears outcomes. • Assessment activities about Careers have been developed and being used.
Year 3 2028-2029	Faculties and subjects leading and taking ownership of CEIAG initiatives within their own areas.	• Careers embedded in units/concepts taught by all subjects – this is evidence can be found in PowerPoint presentations, Linked in knowledge organisers, and through teaching. • Curriculum areas have a Careers champion for their subjects that is providing information for departmental resources to ensure Careers information is up to date. • All departments have updated subject specific careers posters/displays in their curriculum areas. • Staff CPD continues developing strategies to teach subject specific careers links and shared ideas and strategies that have been successful in different curriculum areas.
	Xello becoming embedded with all years to build evidence portfolio's	• Xello being actively used by all students in the school to record their careers experiences and to develop their transferable skills.
	PSHE Careers Curriculum	• Careers PSHE programme fully developed and with clears outcomes. • Assessment activities about used and changes made where appropriate to ensure effective provision for CEIAG.

Strategic Objectives.

Objective 2 - Increase student and parental involvement and confidence in career planning.
Benchmarks: 2, 3, 6

	Target	Actions
Year 1 2026-2027	Increase in KS3 Xello usage to maximise its potential for CEIAG.	• Xello training for Careers leaders has taken place. • Xello training has taken place for form tutors from the Careers Leads, so they know how to get the best out of the system for the students during form time. • Emailed information about Xello and the Platform to Parents to ensure that they know about the system and what it is used for. Include their parental links(?) so that they can have a look at the system. Use parents evenings (Y7-Y9 to support parents access onto Xello)
	GCSE Support and Post 16 event developed	• GCSE Support evening developed into a 'Advice evening'.
	Parents evening used as a tool to provide parental CEIAG so they can effectively support their child.	• At all parents evening displays will be evident about what the post-16 qualifications mean and where it can lead their child. • Produce leaflets with this information on so parents feel confident about CEIAG.
	Develop more effective communication methods so parents can feel confident about careers advice.	• Careers section on the website needs to be overhauled to ensure that all statutory information is there but also has sections for students and parents where they can find information. • Develop the use of Social media to provide parents with key information and feedback about events. • Whittington Whisper has a careers sections highlighting the 'Career of the week' and also key dates for post 16 events or careers opportunities.
Year 2 2027-2028	Xello becoming embedded with all years to build evidence portfolio's	• Students actively using Xello to upload their resources demonstrated through data on platform participation. • Staff CPD on Xello to continue improved usage of the platform. • Re-emailed information about Xello and the Platform to Parents to ensure that they know about the system and what it is used for remining them about the positives of the system and why it's important that they encourage their child to engage.

		• Remind parents about their login to Xello. Use parents evening to support and encourage assess to Xello.
	Communication methods with parents improved allowing them to feel confident about careers advice.	• Careers section on the website improved. It now ensure that all statutory information is there but sections for students and parents information is clear and updated when appropriate. • Facebook feed used to advertise all events about careers both in school and in the wider community. • Parents/Students are engaging with the school website. • Whittington Whisper has an established careers section including the 'Career of the week' and key dates for post 16 events or careers opportunities.
Year 3 2028-2029	Xello becoming embedded with all years to build evidence portfolio's	• Xello being actively used by all students in the school to record their careers experiences and to develop their transferable skills. • Re-emailed information about Xello and the Platform to Parents to ensure that they know about the system and what it is used for remining them about the positives of the system and why it's important that they encourage their child to engage. • Remind parents about their login to Xello. Use parents evening to support and encourage assess to Xello.
	Communication methods with parents improved allowing them to feel confident about careers advice.	• Careers section on the website showcases all opportunities for careers at WGS. It now ensures that all statutory information is there but sections for students and parents' information is clear and updated when appropriate. • Further social media platforms used to advertise events and support the effective communication with parents. • Parents/Students actively engaging with the school website. • Whittington Whisper has an established careers section including the 'Career of the week' and key dates for post 16 events or careers opportunities.

Strategic Objectives.

Objective 3 - Develop a programme of encounters to meet the individual needs of **all** students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

	Target	Actions
Year 1 2026-2027	Develop more meaningful careers and employer encounters.	• Work shadowing trail evaluated and changes made to ensure that participation increases. • Where trips are used as part of our 'Meaningful' careers provision need to develop methods where students can evidence their encounters clearly. • Continue with post-16 events to demonstrate progression pathways. • Develop further links with industries in the areas and use the 'Made in Chesterfield' events to showcase careers opportunities in the local area. • Develop Galliford try mentoring with year 9. • Evaluate barrier to WEx and develop further strategies to get students out on WEx. • All opportunities for all students documented to ensure all students have the appropriate number of experiences over their school career. • Develop methods to reach out to past students to see what they are doing now to create an 'WGS Alumni'.
	Independent, clear and impartial careers advice provided to students.	• Careers Lead registers for the Level 6 course and starts training to ensure that we have the careers adviser in the school. • All students in Year 10 and Year 11 have at least 1 careers interview, but priority given at first to the group at risk of NEET/EHCP/PP. • A recoding system has been developed to track who has had a career interview. • Arbor has been updated with the careers advice and guidance.
	Review Destination data and evaluate outcomes.	• Review the NEET figure and compare to previous years. What students, if any have ended up NEET, why? Develop systems to target the NEET students to identify students at risk asap of been NEET and to develop strategies to encourage students to gain a post-16 placement. • Review the group data (Gender/SEND/PP) to see where most of these students end up and on what types of courses and at what level our students' access.

		• Develop methodologies to advertise and inform about all the other alternative pathways and courses students can apply for to be successful.
	Develop a tracking system that logs all opportunities and encounters that students have with employers and career opportunities.	• Use Arbor and Excel to develop a tracking system that can be used by all stake holders to record all CEIAG from professional advisors and employer/career encounters. • Evaluate effectiveness and ease of use at the end of year 1 to further extend and develop tracking systems.
Year 2 2027-2028	Develop more meaningful careers and employer encounters.	• Work shadowing embedded into the WGS calendar, and this is clearly advertised with parents/carers and students. • Where trips are used as part of our 'Meaningful' careers provision they have been linked to PSHE Careers lessons to support activities that have taken place on the trip/event. • Continue with post-16 events to demonstrate progression pathways. • Continue with the 'Made in Chesterfield' events to showcase careers opportunities in the local area. Actively seek further opportunities for our students to widen their view of Post-16 opportunities and careers. • Galliford try mentoring with year 10 Plan for the relaunch with current Y8 if the evaluation of the provision has been successful. • Continue to evaluate barriers to WEx and develop further strategies to get students out on WEx. • When FSQ shared with all year's improvements can be seen over time around the careers encounters and experiences. • All opportunities for all students documented to ensure all students have the more careers and employer opportunities than is expected over their school career. • Use the 'WGS Alumni' to see if we can create videos of their career journey and start to develop 'WGS Alumni meet and greet day' for year 11 and year 10's.
	Independent, clear and impartial careers advice provided to students.	• Careers Lead on the Level 6 course and completing the work-related learning • All students in Year 10 and Year 11 have interviews, priority given at first to the group at risk of NEET/EHCP/PP students. • A recoding system used to actively track who has had a career interview and monitor the guidance that they have been given.

		• Arbor has been updated with the careers advice and guidance.
	Review Destination data and evaluate outcomes.	• Review 2027 NEET figure and compare to previous years. What students, if any have ended up NEET, why? Review the systems we have developed to see what barriers students had? What have we not provided • Review the group data (Gender/SEND/PP) to see where most of these students end up and on what types of courses and at what level our students' access. • Develop methodologies to advertise and inform about all the other alternative pathways and courses students can apply for to be successful.
Year 3 2028-2029	Develop more meaningful careers and employer encounters.	• Work shadowing supports reducing barriers for year 10 students and parents participating in WEx. • The FSQ with Y8-Y11 demonstrate the effectiveness of preparing our young people for their future career's choices. • Continue with post-16 events to demonstrate progression pathways. • Embedded within the curriculum are planned, timetabled employer/industry encounters meeting all the Gatsby benchmarks. • Galliford try mentoring with year 11 and Year 9. Evaluation of the provision using student voice to establish if the programme has been successful. • All opportunities for all students documented to ensure all students have the more careers and employer opportunities than is expected over their school career. • 'WGS Alumni meet and greet day' developed and timetabled. Videos being used in tutor as part of CEIAG.
	Independent, clear and impartial careers advice provided to students.	• Careers Lead on the Level 6 course and completing the work-related learning • All students in Year 9, 10 and Year 11 have interviews, priority given at first to the group at risk of NEET/EHCP/PP students. • A recoding system used to actively track who has had a career interview and monitor the guidance that they have been given.

Monitoring and Evaluation plan

The careers programme at Whittington Green School is delivered through a variety of activities including timetabled lessons in Years 7 to 11, as part of the PSHE programme delivered in afternoon registrations by form tutors, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Whittington Green School are:

- Learning walks
- Feedback Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities used at Whittington Green School are:

- Analysis of whole school careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Feedback Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leaders will review the Careers provision annually and will be audited utilising the Compass tool.

Appendix 1 – Summary of the Gatsby Benchmarks.

Gatsby Benchmarks changed for September 2025. The key changes were on focus, emphasis and expectations. The titles of each benchmark are unchanged, but the **interpretation and depth** of several benchmarks have evolved. The updates reflect five cross-cutting themes that now run through all benchmarks:

- Careers as a **whole-school and leadership priority**
- **Inclusion and equity** for every learner
- **Meaningful** (not tokenistic) encounters and experiences
- Better use of **data and destinations tracking**
- Stronger **engagement with parents and carers**

The Benchmarks.

1. A Stable Careers Programme

Schools must have a **planned, published and well-resourced careers programme** that is embedded within whole-school strategy, understood by staff, students, parents, governors and employers, and led by a trained Careers Leader with senior leadership backing.

2. Learning from Career and Labour Market Information (LMI)

Students, parents and staff should have access to **up-to-date, high-quality labour market information** to support informed decision-making. From 2025, schools are expected to **use data intelligently** to tailor provision to student aspirations and destinations rather than simply sharing information.

3. Addressing the Needs of Each Student

Careers provision must be **inclusive and personalised**, meeting the differing needs of students at different stages, with particular attention to **SEND, disadvantaged learners and those at risk of becoming NEET**. Targeted interventions and impact tracking are now more explicitly emphasised.

4. Linking Curriculum Learning to Careers

All teachers should **explicitly link curriculum learning to careers**, highlighting how subject knowledge and skills connect to a wide range of future pathways. Careers education is positioned as **everyone's responsibility**, not solely that of the careers team.

5. Encounters with Employers and Employees

Students should have **multiple, meaningful encounters with employers** throughout their school career. The updated guidance stresses **quality over quantity**, ensuring encounters are purposeful, inclusive, and include preparation and reflection.

6. Experiences of Workplaces

All students should have **first-hand experiences of the workplace**, such as work experience, workplace visits or extended employer projects. These experiences should actively support exploration, skill development and understanding of the world of work.

7. Encounters with Further and Higher Education

Students must understand the **full range of progression routes**, including A Levels, T Levels, apprenticeships, technical qualifications and higher education. Encounters should include schools, colleges, independent training providers, universities and workplace learning environments.

8. Personal Guidance

Every student should have access to **high-quality, impartial careers guidance**, including one-to-one guidance with a **trained careers adviser** at key transition points. Updated guidance reinforces the need for **external input** to support impartiality, particularly around technical and apprenticeship routes.

Appendix 2 – Career progression plan for WGS

Appendix 3 – Current External CEIAG opportunities at WGS.

Year group	Opportunity
7	WGS Post 16 event (Oct)
8	WGS Post 16 event (Oct) Work shadowing (July)
9	WGS Post 16 event (Oct) Launch of Galliford Try Construction Mentoring programme (3 yr Mentoring opportunity) Work Shadowing (July)
10	WGS Post 16 event (Oct) Work Experience (1 week in July) or Work Shadowing Eckington Taster Day (July) World of Work Day (July)
11	WGS Post 16 event (Oct) Chesterfield College Progress ion Days (Twice through the year)