Careers Strategy

September 2026

Haven High
Authored by: Miss T Gallagher

Introduction

Purpose of the Careers Strategy

The Careers strategy is produced, coordinated, and delivered by the Careers Lead and approved by the Headteacher of Haven High.

This is a working document that outlines and summarises Haven High Careers Education, Information, Advice and Guidance (CEIAG) provision and the plans on how we are going to meet our vision and objectives.

This document is informed by statutory guidance and several key documents as listed below. This document is published on the school's website and is accessible to all stakeholders.

- Updated Careers guidance and access for education and training providers – DfE May 2025, further update June 2026
- Good Careers Guidance - The Gatsby Foundation, the next ten years
- The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in schools – statutory guidance for head teachers, school staff, governing bodies, and local authorities - DfE March 2012
- Quality in Careers Standard and Career Mark 7.

Author	**Miss Gallagher**
Approved by:	**Headteacher**
Last reviewed on:	**September 2026**
Next review due by:	**September 2027**

Vision - Intent

School vision.

To provide an exceptional, aspirational and inclusive education, driven by ambition, where all members of our community can reach their full potential.

Careers vision.

To empower and enable the students to be ambitious for themselves and their future. To establish the confidence and knowledge to make informed decisions, raise aspirations and increase social mobility.

Haven High Academy has a statutory duty to adhere to the Careers Strategy and the updated statutory guidance published in June 2026.

The school will continue to maintain and make progress in all the amended 8 Gatsby Benchmarks and maintain the Quality Assurance Career Mark Award.

Strategic Objectives

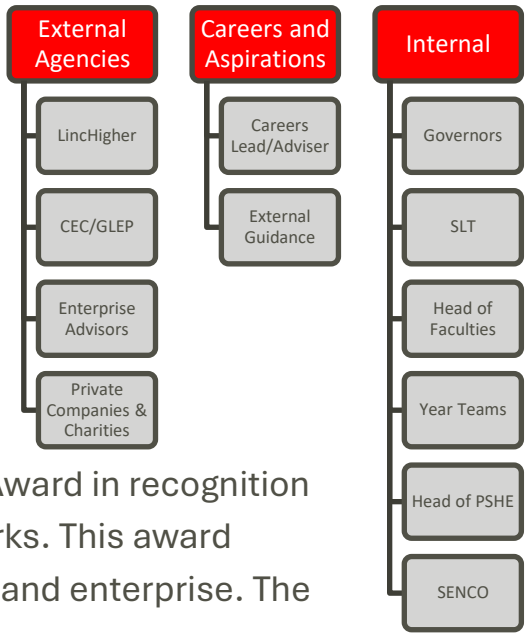
- To make progress in meeting all 8 updated Gatsby Benchmarks
- To retain the Career Mark Quality Award
- To ensure that the Provider Access Legislation is met as stated in the PAL policy (on school website)
- To embed careers learning across all curriculum areas, including tutor time and deliver a careers programme to all year groups.
- Increase parental awareness and interaction with careers and relevant resources.
- Maintain and update school website, using the website as a signpost to information.
- Develop a network of external support.
- Introduce feedback from students, teaching staff, parents, and trustees to ensure analysis of the careers programme can occur.
- To understand and make progress in building a relevant and suitable programme of modern work experience.

Operational Objectives

- To raise the aspirations of all students, regardless of ability, background, individual need, so all students can achieve positive destinations.
- For all students and parents to be aware of all post 16 and 18 progression opportunities available to them, including further and higher education, apprenticeships, and employment.
- To build, develop and maintain an employer engagement database from the local labour market to enhance experiences of the workplace for our young people, therefore supporting them to make informed decisions.
- To continue to develop a coordinated method and a collaborative approach to the whole school careers programme.

Current State

Staffing includes one full time member of staff who has overall responsibility as Careers Lead and Careers Adviser. Careers also benefit from the input from the Trustees, SLT, Faculty Heads, and SEND team, Head of year teams and PSHE Lead.



Haven High Academy continues to plan and implement a careers programme across all year groups. This programme is delivered as part of PSHE in some year groups, form time allocation once a week by subject and tutor staff and makes use of the unifrog resources which are fully mapped to meet statutory requirements.

In 2025, the hard work was acknowledged when the school was allocated the Gold Career Mark Award in recognition for efforts in implementing the Gatsby Benchmarks. This award recognises excellence in careers, employability, and enterprise. The award is due for revalidation in 2027.

Work Experience will continue to be offered to year 10 students with the opportunity to undertake 1 week work experience. In addition, planning and coordinating the new requirements for modern work experience will take place. This will be implemented across all year groups and will embed workplace experiences, employer engagement, virtual activities, projects and challenges.

Careers related activities and trips take place throughout the academic year.

Appendix One highlights a SWOT analysis of current situation.

Gatsby Benchmarks

A compass evaluation is carried out 3 times a year with our Enterprise Advisors and GLEP lead and support, this serves to assess how we are performing against all 8 benchmarks and informs our planning and development. The end of year evaluation can be seen in **Appendix 2**.

Internal leadership review

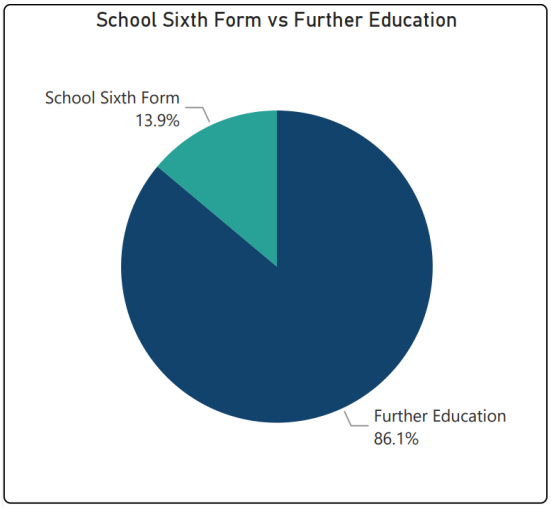
This internal review assesses how careers leadership is being developed in line with guidance and requirements. This will expand into a peer-to-peer review, allowing for personal development and building network of support. **See Appendix 3**

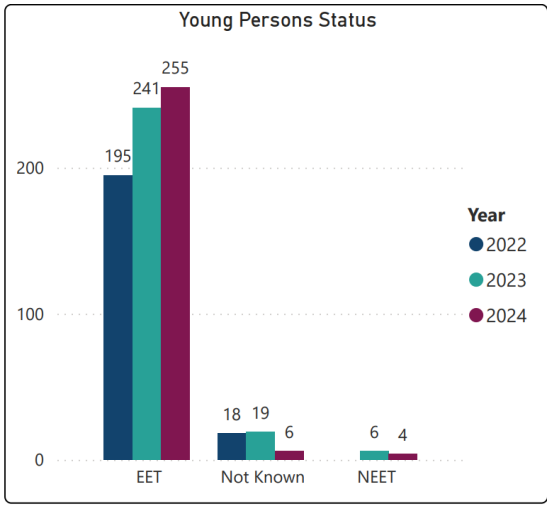
Destination Data

The table below shows a summary of the situation of the Year 11 leavers as at 1st November 2024 and historically over the previous 2 years.
Data from 2025/26 leavers has not been released. There is always a lag on the data from LCC.

Our year 11 students progress to a variety of destinations:

Situation Name	2022	2023	2024
Apprenticeship	6	8	10
Employment with Training	1	6	
Employment without Training		2	
Further Education	167	191	198
NEET Available		5	4
NEET Not Available		1	
Not Known	18	19	6
Other Training		1	
School Sixth Form	17	24	32
Work Experience Not Paid	4	9	15
Total	**213**	**266**	**265**





Development Plan

Using the results drawn from our compass evaluation 2025/26, Careermark award recommendations, internal leadership review and stakeholder feedback we can see current provision and highlight area for development, these areas will also contribute to our overall objectives and vision/intent for Careers at Haven High in 2026/27.

Goal	Development
1.	• **To overhaul/rewrite the careers provision content allocated on Form time**
2.	• **To improve communications with parents/carers on careers provision and guidance support for progressional pathways.**
3.	• **To embed both workplace experiences (based on Equalex framework) and employer encounters across whole school.**

Other development points – in progress

1. Understanding and working towards the updated Gatsby benchmarks
2. To understand the new 'Modern Work experience' requirements and develop a plan to establish a meaningful programme, map current provision against Equalex Framework.
3. To work on all Careermark recommendations made by 2027
4. To continue to increase employer engagement/aspirational activities across whole school.

Monitoring, Review and Evaluation - Impact

The careers programme **(see Appendix 4)** at Haven High is delivered through a variety of activities including timetable lessons as part of tutor time, PHSE and within all curriculum areas. Students are given bespoke opportunities, activities and events ran by external agencies, businesses, and employers.

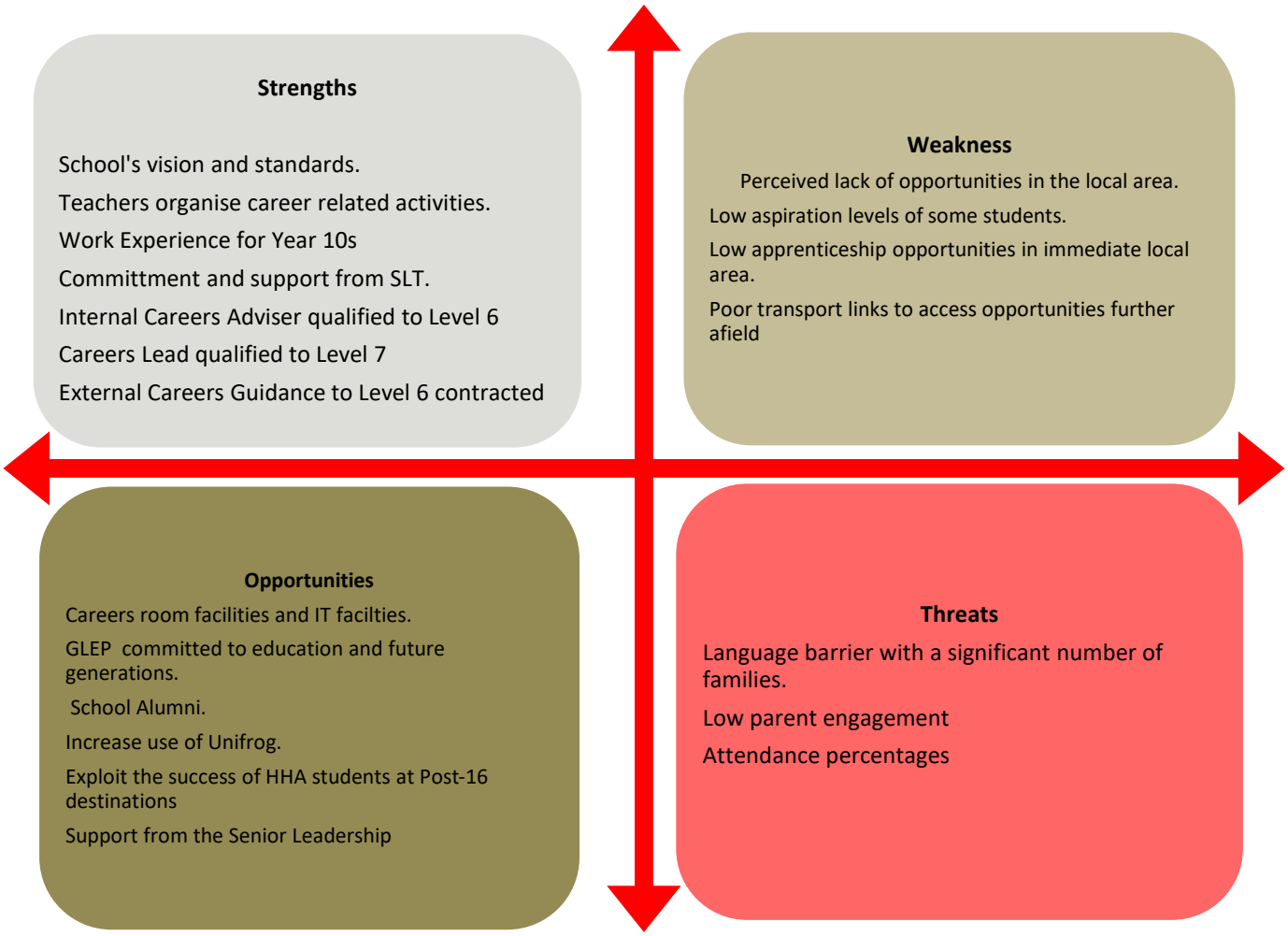
By having a structured programme of events, monitoring and evaluation will allow the careers team and teaching staff to plan effectively. At present the evaluation of careers activities and lessons is implemented through the following motoring activities:

- Questionnaires (managed via Microsoft forms)
- Lesson Observations/Reflective Logs
- Student/Parent Voice (Future Skills Questionnaire FSQ)
- Informal feedback
- Feedback from employers after events/activities
- Meetings with relevant colleagues, SENCO, PSHE lead
- Meetings with Assistant Head responsible for Personal Development
- Unifrog interaction
- Compass+ Reviews and Student Reports
- Tracking Destinations reports and analysis of any NEET.
- Career Mark Quality Award

Roles and Responsibilities

Name	Title	Main responsibilities
Tracey Broadbridge	Assistant Head – Personal Development	To support the careers advisor/lead and develop a whole school approach to personal development which includes Careers
Tracy Gallagher	Careers Adviser/Lead	To ensure implementation of whole school Careers strategy. To co-ordinate and conduct personal guidance meetings To support all staff in developing careers links To co-ordinate work experience and relevant admin
Lili Mitchell	Careers Adviser (External)	To conduct and hold careers meetings to relevant/identified students
Rachel Sanderson and team	SENCO	To liaise with careers on the provision and support for students with additional needs, including any students at alternative provision
Safeguarding and Attendance	HOY teams DSL and DDSL Attendance teams	To identify if any student would benefit from any early careers' interventions, identify those at risk of Neet and refer for support.
Subject Leads	HOFs	To embed careers within subject areas, incorporate where possible employer encounters or workplace challenges.
Donna Garrard	GLEP enterprise Co-ordinator	Supporting the school in achieving Gatsby benchmarks Supporting employer engagement for careers and enterprise activities
Liz King and Rob King	Enterprise Adviser	To be a support and to help suggest areas for development
TBC	Link Trustee Governor	To be aware of governors' responsibilities in relation to Careers

Appendix 1 - Institutional Analysis



Appendix 2 - Gatsby Benchmarks Progress – final review 2025/26

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Haven High Academy
Report generated on June 8th 2026 at 09:34

Compass Evaluation Results

Compass evaluation results allow you to identify what's working well and where there's room to grow - helping you meaningfully achieve the eight Gatsby Benchmarks, celebrate success and plan for future improvement.

Gatsby Benchmark	% achieved in latest evaluation	% achieved in previous evaluation	Indicator
GB1 - A stable careers programme	100%	100%	→
GB2 - Learning from careers and labour market information	91%	91%	→
GB3 - Addressing the needs of each young person	89%	89%	→
GB4 - Linking curriculum learning to careers	75%	18%	↑
GB5 - Encounters with employers and employees	88%	88%	→
GB6 - Experiences of workplaces	87%	87%	→
GB7 - Encounters with further education and higher education	61%	48%	↑
GB8 - Personal guidance	100%	100%	→

Appendix 3 – Internal leadership Review Analysis 2025/26– comparison with 2024/25 showing progress made

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Haven High Academy
Report generated on June 17th 2026 at 12:10

This data visualisation shows the Careers Impact internal leadership review responses completed on 16/06/2026 compared to another evaluation completed on 03/04/2025.

We consider the first 14 statements from the Careers Impact Maturity Model as the most important for underpinning a strategic and embedded approach to careers.

The bars appearing in yellow are the priority action areas, which is where your institution should focus to achieve the greatest impact. The bars appearing in green are your institutions' indicated areas of strength. The bars appearing in grey are the comparison review that was completed on 03/04/2025.

Access recommendations via the Insights Summary page in Compass+ to drive continuous improvement of careers leadership and careers provision in your setting.

PRIORITY ACTION AREAS INDICATED AREAS OF STRENGTH

	Indicator of maturity			
Maturity model statement	Response 1	Response 2	Response 3	Response 4



Appendix 4 - Careers Programme

Purpose and Aim

The aim of Careers is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The school is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at Haven High.

Methods

The delivery of Careers will achieve these goals by providing a range of opportunities that enhance the curriculum.

- Promoting awareness and understanding of self-awareness and skill sets.
- Promoting awareness and understanding of the workplace.
- Empowering students to plan and manage their own futures.
- Offering a responsive service that utilises IT and allows for face-to-face guidance.
- Relating skills, attitudes and knowledge learned in the classroom to the wider world.
- Developing personal and social skills.
- Providing informed and impartial guidance.
- Maintaining effective links with external partners, GLEP, and local businesses.

Delivery Methods

Effective use of various delivery methods is key.

- ✓ Academy website.
- ✓ Academy social media platforms
- ✓ PHSE lessons.
- ✓ Career sessions delivered during tutor time.
- ✓ Assemblies.
- ✓ Parental Engagement
- ✓ Face to face in the Careers room.
- ✓ Display Boards