



Careers Strategy

September 2025

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 Headmaster 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
- Good Careers Guidance - The Gatsby Foundation, the next ten years
- Careers, employability and Enterprise framework, CDI April 2021
- 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

Approved by:

Last reviewed on:

Next review due by:

Miss Gallagher

Headteacher

September 2025

September 2026

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 May 2025.

The school will continue to maintain and make progress in all the 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

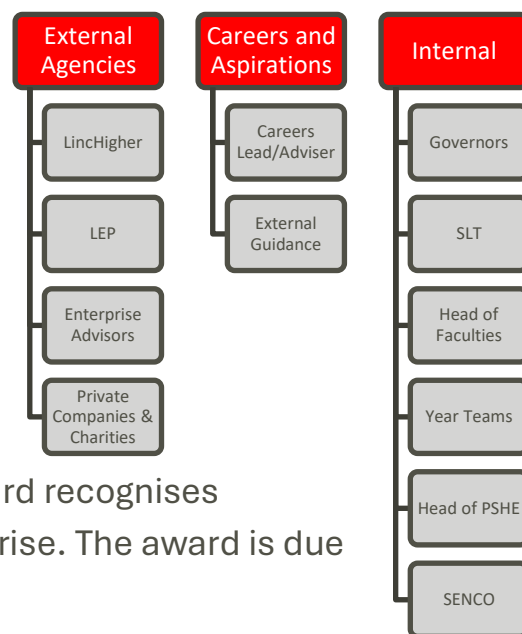
- To raise the aspirations of all students, regardless of ability, background, individual need, so all students can achieve positive destinations.
- For all students and parents to be aware of all post 16 and 18 progression opportunities available to them, including further and higher education, apprenticeships, 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 benefits 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 by subject 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

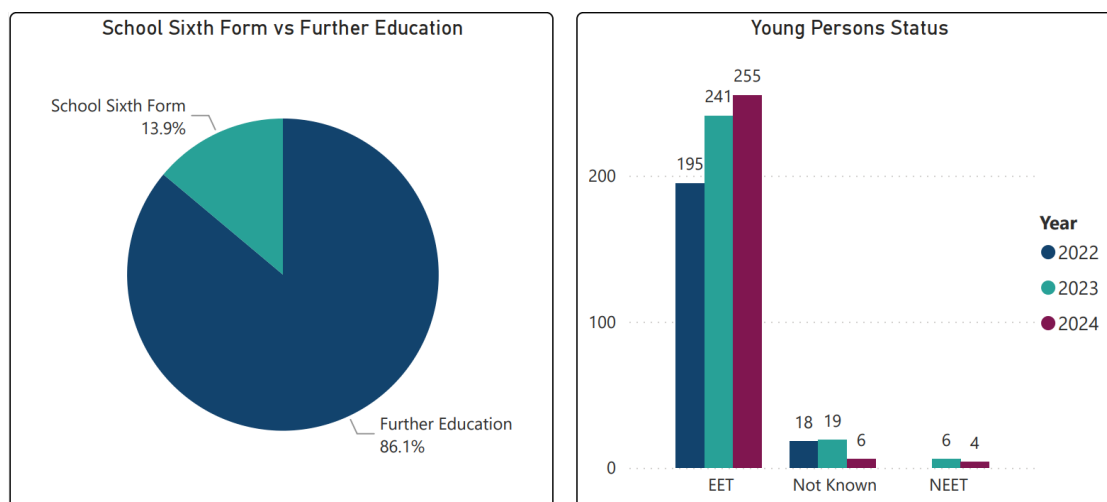
This internal review assesses how careers leadership is being developed in line with guidance and requirements. This will expand into a peer-to-peer review, allowing for personal development and building network of support. **See Appendix 3**

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 2024/25 leavers has not been released.

Last year our year 11 students progressed 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 2024/25, 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 2025/26.

Goal	Development
1.	<ul style="list-style-type: none"> To embed staff CPD on careers provision, updates, frameworks and LMI into annual CPD calendar.
2.	<ul style="list-style-type: none"> To improve communications with parents/carers on careers provision and guidance support for progressional pathways.
3.	<ul style="list-style-type: none"> To embed post-16 pathway information across all years, with a scaffold approach from year 7 to year 11.

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
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:

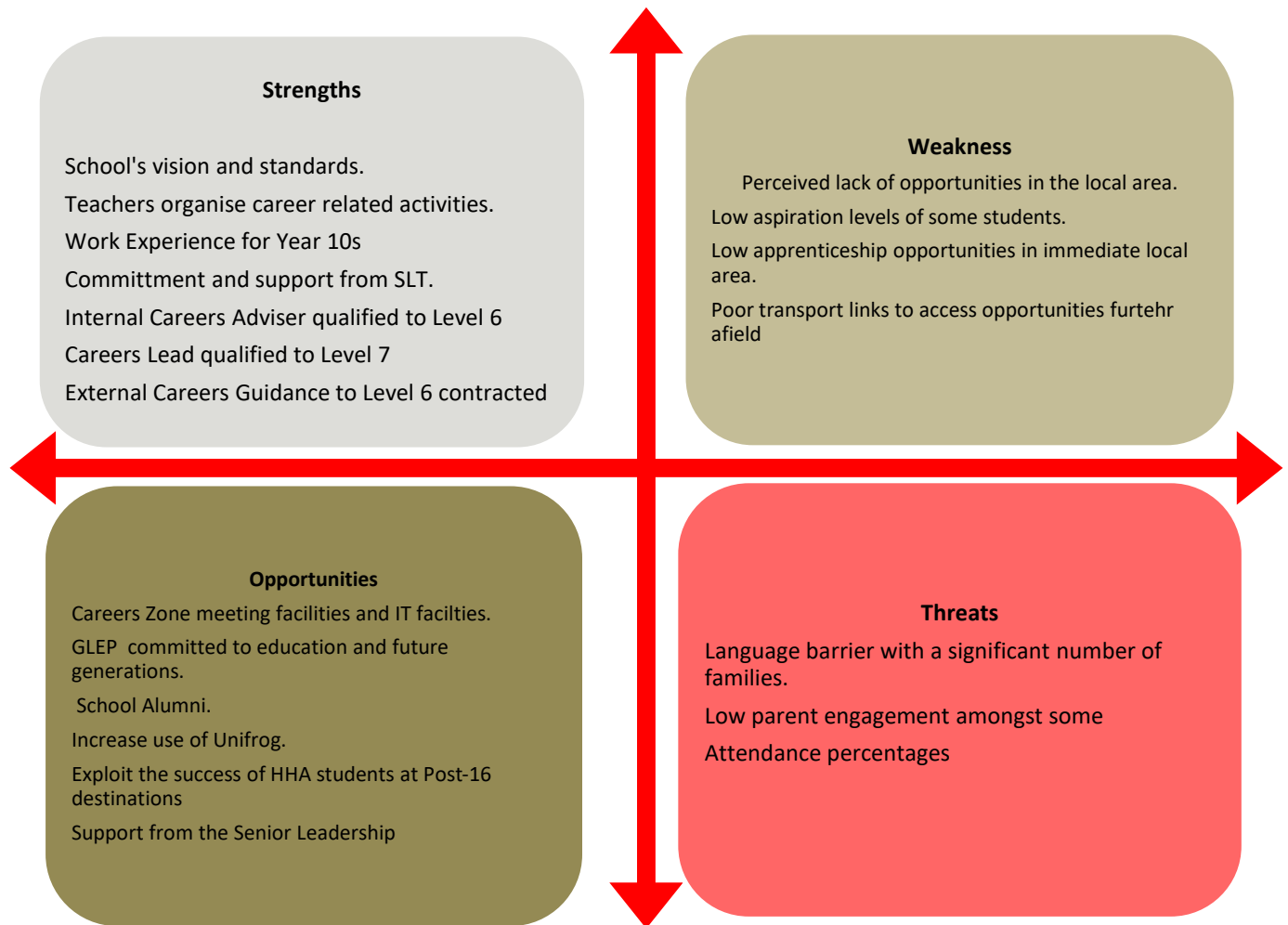
- Questionnaires (managed via Microsoft forms)
- Lesson Observations/Reflective Logs
- Student/Parent Voice (Future Skills Questionnaire FSQ)
- Informal feedback
- Feedback from employers after events/activities
- Meetings with relevant colleagues, SENCO, PSHE lead
- Meetings with Assistant head responsible 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 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 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
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

COMPASS+

Haven High Academy

Report generated on September 4th 2025 at 15:05

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	75%	75%
7-Encounters with further and higher education	95%	95%
8-Personal guidance	100%	100%

Reached 1% - 99% Reached 100%

Appendix 3 – Internal leadership Review Analysis



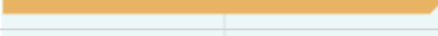
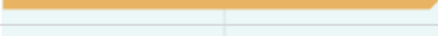
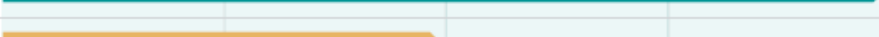
This data visualisation shows the latest Careers Impact internal leadership review responses.

We consider themes 1 and 2 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.

Access recommendations on Compass+ to drive continuous improvement of careers leadership and careers provision in your institution or organisation.

 PRIORITY ACTION AREAS  INDICATED AREAS OF STRENGTH

Maturity model statement	Indicator of maturity			
	Response 1	Response 2	Response 3	Response 4
1.1 Distributed careers leadership				
1.2 Leaders' vision				
1.3 Strategic careers planning				
1.4 Strategic careers leadership				
1.5 Governance				
1.6 Careers Hub engagement				
1.7 Enterprise Adviser engagement				
2.1 Career learning journeys				
2.2 Addressing the needs				
2.3 Recording systems				
2.4 Destinations data				
2.5 Learner perception				
2.6 Stakeholder voice				
2.7 Quality assurance				

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 Academy 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 LincHigher, GLEP, and local businesses.

Delivery Methods

Effective use of various delivery methods is key.

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