



Key Stage 3 Careers Programme/Framework 2025-2028

KS3 Provision		All	Additional Opportunities	Measurable Outcomes	Monitoring and Evaluation	Gatsby Bench-marks
Years 7, 8 and 9	Access to independent and impartial advice and guidance (Level 6)	<ul style="list-style-type: none"> • Careers lessons in PSHE • Subject based career lessons during specific celebrated events such as National Careers Week • Employer talks - delivered virtually by local/national businesses twice termly • Introduction, training and ongoing access to Unifrog • STEM challenge days in partnership with employers • University trips • Career assemblies delivered by the careers lead once a term • Options evening offering students and parents/carers an insight into GCSE subject choices as well as career pathways (Year 9) • Suffolk Skills Show (Year 9) 	<p>Year 7, 8 and 9 House Ambassadors, Base Group and Sports Leaders appointed through application and interview process</p> <p>Support from Higher Education Champion and Apprenticeship Ambassador (Year 9)</p> <p>Mentoring provided by employers to develop student knowledge of the processes and opportunities in the world of work (Year 9)</p>	All students in years 7, 8 and 9 will be competent at using Unifrog.	Spot checks on Unifrog to check student usage. Student focus groups for feedback.	1, 2, 3, 4 and 5 6 (for yr9)
	Careers education across the curriculum			All students in years 7, 8 and 9 will have at least one interaction per term with an employer.	Employer interactions recorded on Unifrog by students. Surveys completed after events.	
	Base Group Unifrog Careers Programme measured against CDI Framework			All students in years 7, 8 and 9 will participate in careers based events during National Apprenticeship and Careers weeks.	Learning walks during tutor time and lessons. Google form completed by students to assess level of engagement and areas for improvement for activities/resources.	
	Assemblies with a focus on careers and wider opportunities			All students in years 7/8 will be able to articulate what their skills and qualities are as well as how they link to particular job roles.	Learning walks as well as student focus groups.	
				All students in y9 will have a 1;1 options meeting. Students can link subjects to careers.	Record kept of all student meetings and conversation outcomes.	

Throughout the year there are additional events for all year groups such as National Careers Week, Apprenticeship Week and bespoke events in collaboration with our employer partners.



Key Stage 4 Careers Programme/Framework 2025-2028

KS4 Provision		All	Additional Opportunities	Measurable Outcomes	Monitoring and Evaluation	Gatsby Bench-marks
Year 10	Access to independent and impartial advice and guidance (Level 6)	<ul style="list-style-type: none"> • Careers lessons in PSHE • Subject based career lessons during specific celebrated events such as National Careers Week • Employer talks - delivered virtually by local/national businesses twice termly • Introduction, training and ongoing access to Unifrog • Assemblies from employers, further and higher education and providers • One week work experience placement found and organised by the student • External visits to local FE and HE providers and employers 	<p>House Ambassadors, Base Group and Sports Leaders appointed through application and interview process</p> <p>Support from Higher Education Champion and Apprenticeship Ambassador</p> <p>Employer mentoring</p> <p>Support from careers team to help secure work experience placement</p>	All students receive careers based sessions in tutor time and PSHE focusing on preparing for work experience.	Learning walks during tutor time and lessons, particularly PSHE.	1, 2, 3, 4, 5, 6 and 7
	Careers education across the curriculum			All students can access and competently use key features on Unifrog.	Students can access work experience resources/ complete work placement form accurately on Unifrog for their work experience.	
	Base Group Unifrog Careers Programme measured against CDI Framework			All students have at least one employer encounter every half term.	Monitor employer encounter sessions and assess engagement/ student feedback forms completed.	
	Assemblies with a focus on careers and wider opportunities			At least 85% of the year cohort attend a work placement during work experience week.	Record of all secured work placements kept and monitored by the careers team.	
	Work based learning through employer			All students visit at least one local sixth form or college for a taster day,	Student feedback and observations of	



	placements				visits.	
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Key Stage 4 Careers Programme/Framework 2025-2028

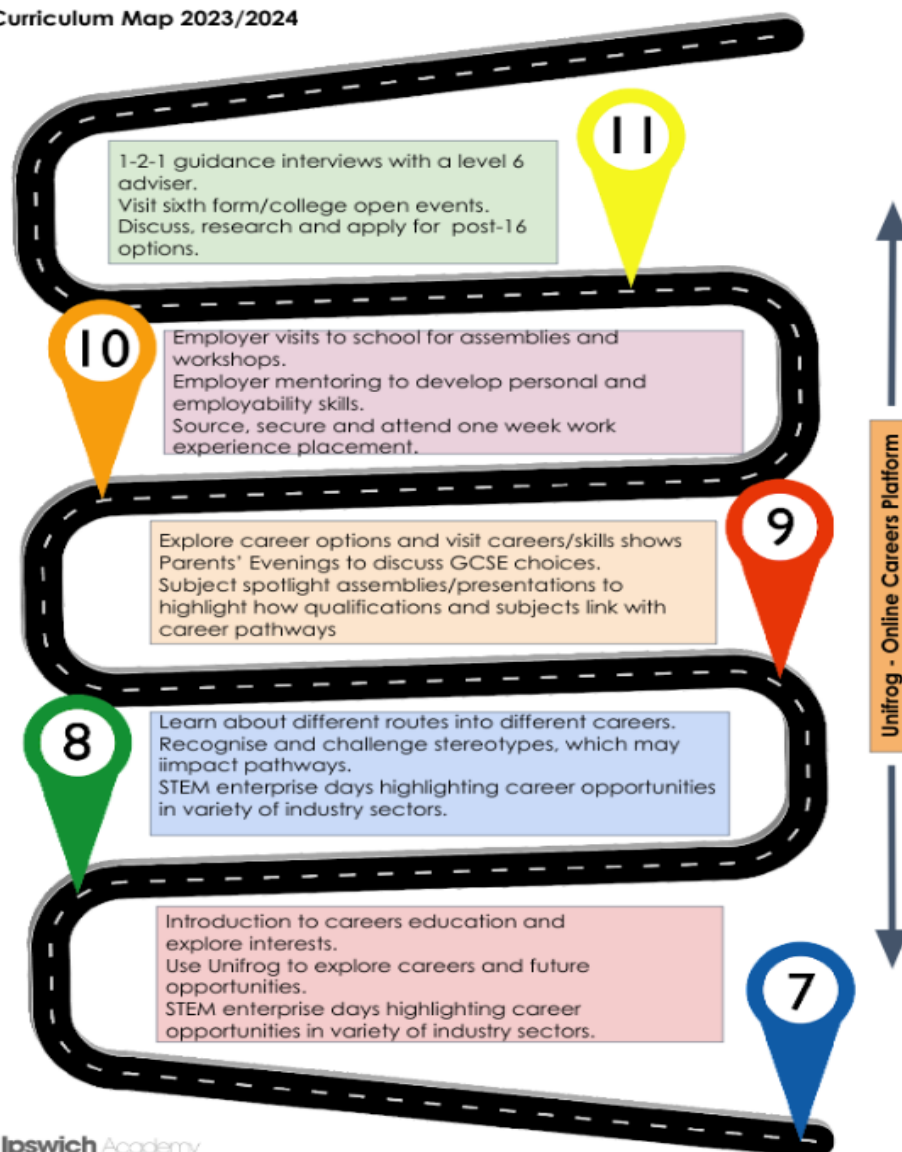
KS4 Provision		All	Additional Opportunities	Measurable Outcomes	Monitoring and Evaluation	Gatsby Benchmarks
Year 11	<p>Access to independent and impartial advice and guidance (Level 6)</p> <p>Careers education across the curriculum</p> <p>Base Group Unifrog Careers Programme measured</p>	<ul style="list-style-type: none"> • Careers lessons in PSHE • Subject based career lessons during specific celebrated events such as National Careers Week • Employer talks - delivered virtually by local/national businesses twice termly • Introduction, training and ongoing access to Unifrog • Assemblies from post 16 providers including colleges, sixth forms and training organisations • Post-16 pathways evening with 	<p>Support from Careers Lead with post-16 applications</p> <p>Open evenings hosted by local post 16 providers</p> <p>Transition visits to post-16 providers in small groups</p> <p>Employer mentoring</p> <p>Support from Higher Education Champion and Apprenticeship Ambassador</p>	<p>All students receive careers based sessions in tutor time and PSHE focusing on preparing for post 16.</p> <p>At least 80% of the year cohort attend one or more open events at a local provider,</p> <p>All students have encounters with post 16 providers and local employers.</p>	<p>Learning walks during tutor time and lessons, particularly PSHE.</p> <p>Careers leader at events and attendees noted. Student feedback forms to assess value of events,</p> <p>Monitor events as they happen. Student and employer feedback forms completed.</p>	1, 2, 3, 4, 5, 6, 7 and 8



	<p>against CDI Framework</p> <p>Assemblies with a focus on post 16 education and training</p>	<p>representatives from local post-16 and post-18 providers</p> <ul style="list-style-type: none"> All students to meet at least once with Level 6 qualified Careers Advisor to receive IAG for post 16 options 		<p>At least 90% of the year cohort attend pathways evening.</p> <p>All students have IAG meeting with the careers leader,</p>	<p>Record of attendance. Feedback from students and parents/carers.</p> <p>Destination data. . Parent/carer feedback form completed.</p>	
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IA Curriculum Map 2023/2024





Gatsby Benchmarks



Ipswich Academy follows the eight principles of the Gatsby Benchmarks (The Gatsby Benchmarks of Good Career Guidance Published 2014) Ipswich Academy reviews our performance against the benchmarks using the Careers and Enterprise Company evaluation tool Compass. Careers lessons and base group sessions are mapped against the CDI Framework.

Please click [here](#) to find out more about the Gatsby Benchmarks.

Please click [here](#) to find out more about the Career Development Institute (CDI)Framework.

Gatsby Benchmarks - Progress against each benchmark

Benchmark	Indicators to measure performance	How the benchmark is met
1. A Stable Careers Programme	<i>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents/carers, teachers and employers.</i>	Careers programme Careers on school website Provider Access policy on website Careers Leader in post Evaluated every year
2. Learning from Career and Labour Market Information	<i>Every pupil and their parents/carers should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.</i>	Students use up to date LMI to help inform study/career decisions
3. Addressing the Needs of Each Pupil	<i>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each</i>	Careers programme raises aspirations and challenges stereotypes Records kept on pupils experiences of careers activity



	<i>pupil. A school's careers programme should embed equality and diversity considerations throughout.</i>	Data sharing with LA Work with LA to provide careers guidance to vulnerable and SEND students Collect data on students destinations
4. Linking Curriculum to Careers	<i>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.</i>	All students, by the time they leave school, have meaningfully experienced career learning as part of curriculum subjects
5. Encounters with Employers	<i>Every pupil 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.</i>	All students have a meaningful encounter with an employer every year they are in school
6. Experiences of Workplaces	<i>Every pupil 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.</i>	Majority of students have had a meaningful experience of a workplace by the end of Year 11
7. Encounters with Further and Higher Education	<i>All pupils 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.</i>	By the time they leave school, the majority of pupils have had meaningful encounters with sixth form colleges, FE colleges, training providers and HE providers and have been provided with information about the full range apprenticeships. They have also had at least one meaningful visit to a university to meet staff and students.
8. Personal Guidance	<i>Every pupil 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.</i>	Majority of students have had an interview with a professional and impartial careers adviser (qualified to level 6) by the end of Year 11