

Berkshire Careers Hub Careers Leader Update

June 2025

Careers Hubs

Transforming careers education for young people

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THE CAREERS &
ENTERPRISE
COMPANY

Welcome

Please note: This presentation is being recorded.

AGENDA

- ▶ Government Rationale
- ▶ Myth Busting and Readyng the System
- ▶ Statutory Guidance
- ▶ Changes to the Gatsby Benchmarks
- ▶ Q & A

Government Rationale

CEC's research on [what is happening in careers education today](#) shows that good careers education and guidance can result in:

- Better attainment
- Increased engagement
- Enhanced outcomes for learners - particularly young people from low socio-economic backgrounds.

There is well developed evidence linking good careers guidance to reduced levels of young people not in education, employment or training (NEET) at post-16 and post-18.

Young people in schools and colleges with the highest quality careers provision are **8%** less likely to become NEET. This reduction in NEET rates can reach **20%** for the most disadvantaged schools.

Myth Busting and Readyng The System

- ▶ **Statutory Guidance** is setting out the Governments ‘ambition’, over ‘Parliamentary Term’ – **this does not mean do it today!**
- ▶ From September 25 introduction of the **revised** Gatsby Benchmarks
- ▶ ‘**Modern Work Experience**’ is a developmental initiative – schools can look to incorporate much of what they are doing now
 - ▶ One of the models the CEC is advocating is **Equalex** – the hope is that this will be accepted as policy from **Spring 2026**
 - ▶ **Pilots** have only just started – feedback/learning from them will be shared throughout the coming year (and beyond)
- ▶ **Employer Engagement** will be key.

Statutory Guidance

MUST v SHOULD

MUST = required to meet legislation

- PAL Compliance
- PAL Statement
- Personal Guidance

Maintained Schools – **MUST**
Academies and Colleges – **SHOULD**

SHOULD = required to meet Gatsby Benchmarks

- Encounters with Employers
- Experiences of the Workplace
- Careers in the Curriculum

Statutory Guidance

Publishing Information About the Careers Programme

- ▶ Maintained schools **must** and academies and colleges **should** publish information about their careers programme online.

Provider Access Policy Statement

- ▶ Schools **must** prepare and publish a policy statement re how providers will be given access to pupils.

Provider Access Legislation

- ▶ In schools, the governing body **must** make sure that learners in years 8-13 receive at least 6 encounters with a provider of technical education or apprenticeships

Personal Guidance

- ▶ The governing body **must** make sure that independent careers guidance is provided to all learners (11–18-year-olds) and learners up to 25 with an EHCP
- ▶ DfE has removed the expectation to track the destinations of young people for 3 years

Provider Access Legislation, CEC and Ofsted

During the academic year 2025 to 2026, the CEC will be publishing annual, national level data on compliance, using the provider access legislation to shine a light on progress and identify where there is more to do to meet the requirements.

The Ofsted [school inspection handbook](#) includes a focus on careers guidance, clarifying that inspectors will always **report where a school falls short** of the requirements of the **provider access legislation**, as well as considering how it affects a school's inspection grade.

Ofsted expects that schools or colleges will:

- prepare all students for future success in education, employment or training
- provide unbiased information about potential next steps
- provide high quality, meaningful opportunities for encounters with the world of work

Key Points Updated Statutory Guidance



QUALITY ASSURANCE



Changes to the Gatsby Benchmarks

Updated Gatsby Benchmarks

From September 2025, DfE expects all institutions to use [the updated Gatsby Benchmarks](#).

Building on the internationally recognised framework of the last decade, the benchmarks have been updated following almost 2 years of extensive research and stakeholder engagement.

This update has taken account of changes, including:

- technological revolution
- innovation in schools and colleges
- shifts in the labour market
- changes in the career choices available to young people

Important Changes

The core of the 8 Gatsby Benchmarks remains the same, but important changes include:

- Careers at the heart of education and leadership so that careers guidance is both a whole-staff and a whole-institution endeavour. Updates emphasise:
 - ❖ linking careers and the institution's vision and strategic plans
 - ❖ acknowledging the importance of staff development
 - ❖ including distinct responsibilities for leadership, governors, careers leaders and advisers
- Inclusion and impact for every young person. Updates to benchmarks emphasise:
 - ❖ tailoring to the needs of each young person
 - ❖ paying particular attention to any additional or different support that may be needed by vulnerable or disadvantaged young people, or those with SEND

Important Changes cont/...

- Meaningful and varied encounters and experiences. Updates emphasise:
 - ❖ the importance of offering a variety of encounters and experiences
 - ❖ giving young people time to prepare and reflect

- Using technology alongside, but not instead of, in-person activity, focusing on the use of information and data. Updates emphasise:
 - ❖ all young people must be able to explore all future pathways equitably, using information to inform decision-making
 - ❖ refocusing data collection to include aspirations and intended destinations, to help tailor support
 - ❖ keeping longer-term and sustained destinations data as part of the evaluation process

Important Changes cont/...

- Engagement of parents and carers. Updates emphasise:
 - ❖ Embedding parent and carer engagement into planning, as parents and carers are one of the biggest influences on young people's decision making
 - ❖ Sharing information with parents and carers and supporting them in using it with their children

Gatsby Benchmarks

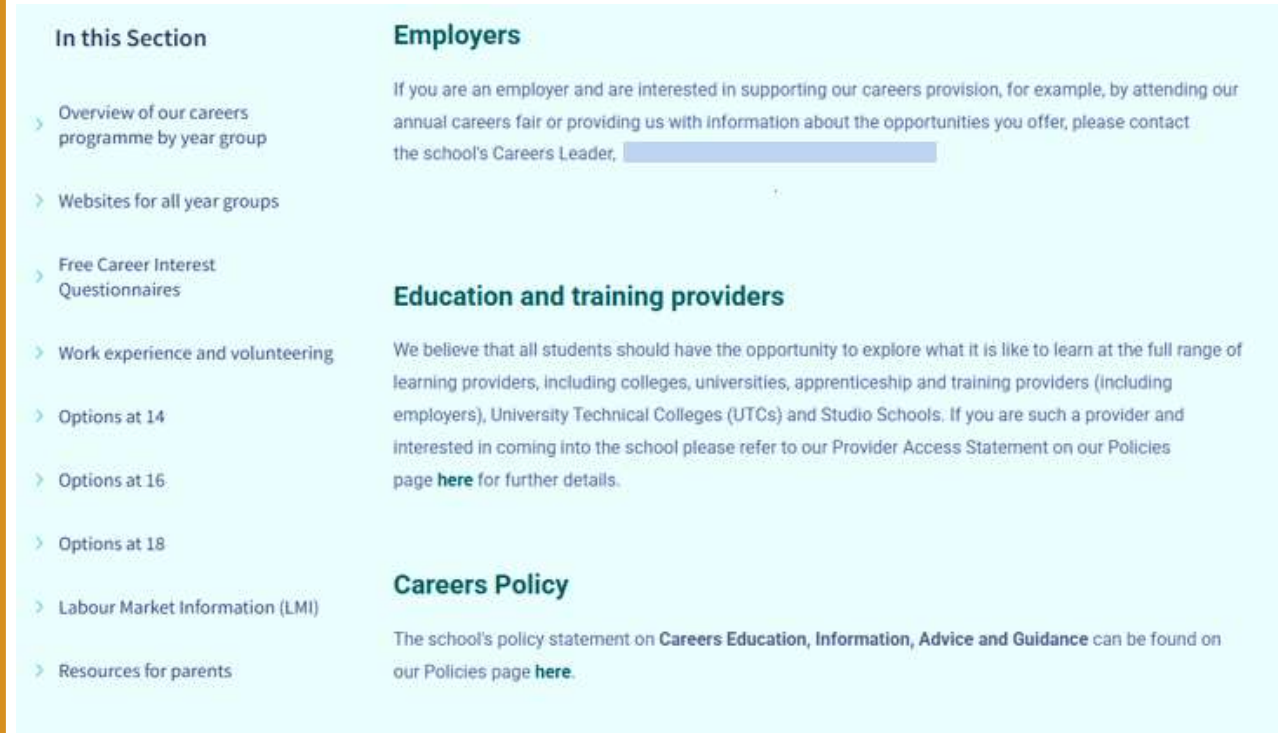
1 - 4

Gatsby Benchmark 1

A Stable Careers Programme

- ▶ Embedded programme of careers education – awareness to whole school community and linked to schools' intent – school improvement plan (SIP)
- ▶ Ensure that it is understood – communication of the careers programme to different audiences
- ▶ Learning outcomes of a careers programme
- ▶ SLT and Governors to have more of an interest and 'hands on' supportive role
- ▶ Monitor – Review - Evaluate

Example of a clear Careers page aimed at Students, Teachers, Parents/Carers, Providers and Employers



The screenshot shows a careers page with a light blue background. On the left, a vertical list of links is titled 'In this Section'. On the right, there are three main content areas: 'Employers', 'Education and training providers', and 'Careers Policy'. The 'Employers' section includes text about supporting the careers provision and a contact link. The 'Education and training providers' section includes text about the school's commitment to providing opportunities and a link to the Provider Access Statement. The 'Careers Policy' section includes text about the school's policy statement and a link to the Policies page.

In this Section	Employers
Overview of our careers programme by year group	If you are an employer and are interested in supporting our careers provision, for example, by attending our annual careers fair or providing us with information about the opportunities you offer, please contact the school's Careers Leader, [redacted]
Websites for all year groups	
Free Career Interest Questionnaires	
Work experience and volunteering	
Options at 14	
Options at 16	
Options at 18	
Labour Market Information (LMI)	
Resources for parents	

Education and training providers

We believe that all students should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools. If you are such a provider and interested in coming into the school please refer to our Provider Access Statement on our Policies page [here](#) for further details.

Careers Policy

The school's policy statement on **Careers Education, Information, Advice and Guidance** can be found on our Policies page [here](#).



BENCHMARK	SUMMARY	CRITERIA
I A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers , teachers staff , governors , and employers and other agencies .	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained person careers leader responsible for it. • The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout. • The careers programme should be published on the school's website and communicated in a ways that enables pupils, parents and carers, teachers staff and employers to access and understand it. • The programme should be regularly evaluated with using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers as part of the evaluation process to increase its impact.

Gatsby Benchmark 2

Learning from career and labour market information

- ▶ The benchmark criteria has expressed that Careers Leaders **should work more closely with the SENCo**. Extended support to include next steps for those with complex additional needs and whom employment may not be the next step.
- ▶ It should be introduced at a simple level at an early stage and its use and complexity developed throughout the programme of study.
- ▶ Employees & Industry advisers can offer insights.
- ▶ Teachers and staff should be guided towards good quality and up to date LMI.
- ▶ Parents & Guardians may need extra support, and schools should consider how best to support their cohorts needs.

BENCHMARK	SUMMARY	CRITERIA
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	<p>Every All pupils, and their parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities.</p> <p>Young people with special educational needs and disabilities (SEND) and their parents and carers may require different or additional information. They All pupils will need the support of an informed adviser to make the best use of available information.</p>	<ul style="list-style-type: none"> During each Key Stage By the age of 14, all pupils should have accessed and used information about careers, pathways and the labour market to inform their own decisions on study options or next steps. Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour markets and future study options to inform their support to their children for pupils in their care.

Gatsby Benchmark 3

Addressing the needs of each young person

Learners have different careers guidance needs at different stages.

- ▶ Challenging stereotypes
- ▶ Role models and alumni
- ▶ Keeping records to support pupils' transition
- ▶ Supporting pupils' transition to post-16 education or training
- ▶ Destination data
- ▶ Supporting young people who are NEET to transition to post-16
- ▶ Targeting support for vulnerable and disadvantaged learners
- ▶ Alternative provision providers
- ▶ Careers guidance for learners with SEND
- ▶ Sharing information

3 ADDRESSING THE NEEDS OF EACH PUPIL YOUNG PERSON

Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities for advice and support need to should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
- Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.
- For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is made available. Records should begin to be kept from the first point of contact or from the point of transition.
- All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.
- Schools should collect, and maintain; and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations for at least three years after they leave the school, to inform personalised support.
- Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.



Gatsby Benchmark 4

Careers in the Curriculum

In schools

- every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.

In colleges and ITPs

- every learner should have opportunities to experience how knowledge and skills developed in their subjects help people gain entry to, and be more effective workers within, a wide range of occupations.

BENCHMARK

SUMMARY

CRITERIA

4 LINKING CURRICULUM LEARNING TO CAREERS

As part of the school's programme of careers education all teachers should link curriculum learning with careers. For example, STEM Subject teachers should highlight the progression routes for their subject and the relevance of STEM subjects the knowledge and skills developed in their subject for a wide range of career pathways.

- ~~By the age of 14~~ Every year, in every subject, every pupil should have had the opportunity opportunities to learn how the different STEM subjects knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
- Careers should form part of the school's ongoing staff development programme for teachers and all staff who support pupils.



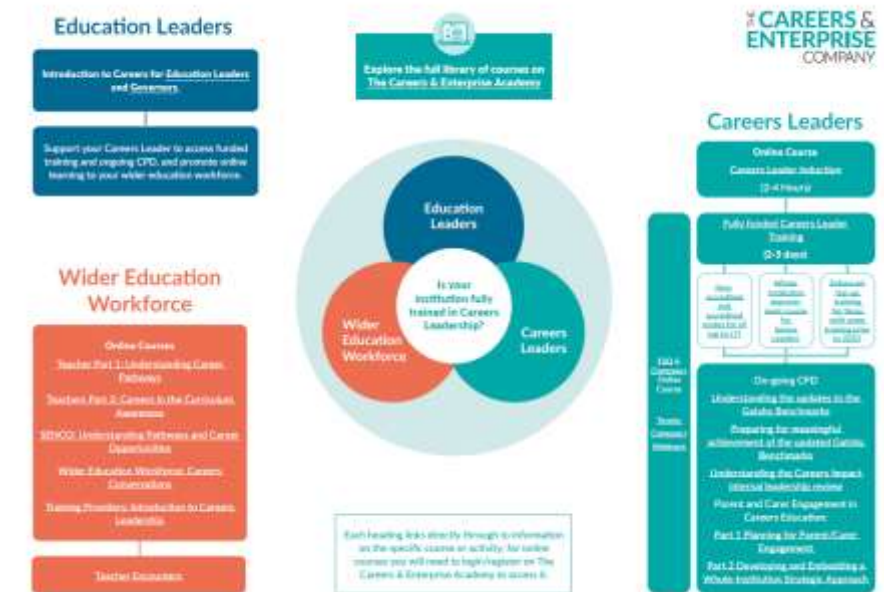
What support will teachers have access to?

Schools should build in careers learning CPD for example:

- ▶ Whole staff meetings
- ▶ Departmental
- ▶ Bespoke training.

There are useful CPD units on the Careers and Enterprise Company's (CEC) [Careers Academy](https://www.careersandenterprise.com/careers-academy) website broken down into various cohorts:

- ▶ Careers Leaders
- ▶ Education Leaders
- ▶ Governors
- ▶ Wider School Staff



This should make it easier to plan CPD for schools.

My Journey, My future

Lesson Materials, Pathways, Workplace Engagement Videos



The two key outcomes for My Journey, My Future are;

- My Journey – identify, recognise and develop a self-awareness of current employability skill level.
- My Future – apply understanding to developing an action plan for transition to a possible career pathway.

Within these two outcomes some essential components are;

- Giving young people ownership
- Engaging parents and carers
- Reflection time and follow up
- Celebrating success

Gatsby Benchmarks

5, 6 & 7

Meaningful Experiences - Reminder

Revised definition to support schools and colleges to plan experiences that are impactful. A meaningful experience will:

- ✓ Have a clear purpose which is shared with the employer and the young person
- ✓ Be underpinned by learning outcomes that are appropriate to the needs of the young person
- ✓ Involve extensive two-way interactions between the young person and the employees
- ✓ Include opportunities to meet a range of different people from the workplace
- ✓ Include opportunities for young people to perform a task set by the employer or produce a piece of work relevant to that workplace
- ✓ Include the employer providing feedback to the young person about their work
- ✓ Be followed by time for young people to reflect on the insights, knowledge and skills gained

Provider Access Legislation & PAL Statement

This has not changed, schools must as a minimum deliver:

- **2 encounters** that are mandatory for all pupils to attend that take place any time during Year 8 **OR** between 1 September and 28 February during Year 9
- **2 encounters** that are mandatory for all pupils to attend that take place any time during Year 10 **OR** between 1 September and 28 February during Year 11
- **2 encounters** that are mandatory for the school, but optional for pupils to attend. To take place any time during Year 12 **OR** between 1 September and 28 February during Year 13



BENCHMARK	SUMMARY	CRITERIA
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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 opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	<ul style="list-style-type: none">• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.
6 EXPERIENCES OF WORKPLACES	Every pupil should have first-hand experiences of the workplaces through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<ul style="list-style-type: none">• By the age of 16, every pupil should have had at least one meaningful experiences of a workplaces; additional to any part-time jobs they may have.• By the age of 18, every pupil should have had at least one further such meaningful experience; additional to any part-time jobs they may have.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils should understand the full range of learning opportunities that are available to them; including This includes both academic, technical and vocational routes. This should incorporate and learning in schools, colleges, independent training providers (ITPs), universities and in the workplace.	<ul style="list-style-type: none">• By the age of 16, every pupil should have had a meaningful encounters* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers ITPs. This should include the opportunity to meet both staff and learners/trainees.• By the age of 18, all pupils who are considering applying for university to higher education should have had at least two visits to a university higher education providers to meet staff and pupils learners.

Benchmarks Five, Six and Seven

Gatsby Benchmark

8

Personal Guidance

Key Expectations

- Guidance can be delivered by **internal or external** advisers, as long as they are **appropriately trained**.
- Meetings should be:
 - ❖ Available to all pupils
 - ❖ Expected for all pupils
 - ❖ Scheduled to meet individual needs

Gatsby Benchmark 8



8 PERSONAL GUIDANCE	<p>Every pupil should have opportunities for guidance interviews meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be times scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCO) and other key staff to ensure personal guidance is effective and embedded in the careers programme.</p>	<ul style="list-style-type: none">• Every pupil should have at least one such interview personal guidance meeting with a careers adviser by the age of 16, and the opportunity for a further interview meeting by the age of 18. Meetings should be scheduled in the careers programme to meet the needs of pupils.• Information about personal guidance support and how to access it should be communicated to pupils and parents and carers, including through the school website.
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- 1. Read our summaries of the Statutory Guidance:**
<https://www.careersandenterprise.co.uk/educators/gatsby-benchmarks/>
- 2. Take a short course on how to meaningfully achieve the 8 Gatsby Benchmarks:**
<https://academy.careersandenterprise.co.uk/learning/course/1222>
- 3. Plan a Careers Impact internal leadership review**
Support for completing an internal leadership review:
<https://resources.careersandenterprise.co.uk/careers-impact-internal-leadership-review>
- 4. Complete your Compass evaluation for this academic year**
Find out more about completing a Compass evaluation and the four new survey questions: <https://careersandenterprise.zendesk.com/hc/en-gb/articles/19201532422684-Guidance-for-supplementary-Compass-evaluation-questions>
- 5. Learn more about modern work experience**
Read about government's commitment to modern work experience and what it means for educators:
<https://www.careersandenterprise.co.uk/modern-work-experience/>

Top five
priorities for
Careers
Leaders to
focus on to
help feel
prepared for
September
2025:



The Skills and
Business Hub

Berkshire
CAREERS HUB

THE CAREERS &
ENTERPRISE
COMPANY

Thank you for
listening!

Questions?

Appendices

CEC Tools

The [Future Skills Questionnaire \(FSQ\)](#) is a learner self-completion questionnaire. It measures career readiness at points of transition across institutions. Insights help careers leaders make targeted interventions, evaluate the careers programme and identify the impact of careers guidance in their institution.

The [Careers Impact internal leadership review](#) is based on the Careers Impact maturity model, which provides a shared language of how careers can be positioned as a driver for school, special school and college improvement. The digital feature allows for responses agreed in your internal leadership review discussion to be centrally recorded in Compass or Compass+.

Careers Impact System – Internal Leadership Reviews

CEC Expert Reviews, which revisit participating schools and colleges from the pilot to assess the impact of the peer review process, **have shown significant progress in attitudes and perceptions towards careers, systems and processes, and overall impact.**

Key improvements include enhanced Senior Leadership Team (SLT) engagement, distributed leadership of careers and succession planning, alignment of leaders' visions for careers with wider institutional priorities, improved tracking and data capture of destinations, and whole staff careers CPD.

Colleagues from these schools and colleges have reported **positive student outcomes, increased enrolment (FE) and improved quality assurance since their peer review.**

Locally

As a Governor, there are not always many occasions when you are able to work so closely with the school, but the Careers Impact peer-to-peer review gave exactly that opportunity. It was not only enjoyable, but spending time with other school colleagues was a great learning experience and also provided valuable positive feedback on the good things we already do. I would wholeheartedly recommend schools, teachers and even governors grab the same opportunity if they are offered it

Careers Link Governor - The Piggott School Berkshire

Gatsby Benchmark 1

What	How	Who	Hub Resources
Embedded programme of careers education - awareness for whole school community and linked to schools intent (in school improvement plan)	Internal Careers Leadership Review (Careers Impact) Careers Leader Training	Senior Leadership Team Governor(s) Enterprise Adviser	Hub Careers Leader meetings Hub Careers Leader Induction CEC Careers Leader Training (online/accredited) Springpod Careers Ambassador Role CEC Resource Directory Examples and case studies
Ensure that it is understood - communication of the careers programme to different audiences	Present information in different formats Ask for feedback from parents/students/staff employers	Careers Leader School admin/Marketing Enterprise Adviser	Newsletter CEC Resource directory CEC Network newsletter
Learning outcomes of a careers programme	Use the CDI Framework to set learning outcomes for PHSE/ Careers Lessons/Subject Lessons. Share with HoD	Senior Leadership Team Governor(s) Enterprise Adviser	CEC Resource Directory CDI Framework
Distinguish between monitor, review and evaluate:			
Monitor: Real time tracking of progress and ensure things are going as planned.	Real time tracking of progress and ensure things are going as planned.	Careers Leader Careers Coordinator Enterprise Adviser	CEC Resource Directory
Review of data/information	Review the information to reflect on progress, identify trends, and spot issues	Careers Leader Enterprise Adviser	CEC Resource Directory
Evaluate - check against intended outcomes	Systematic assessment of outcomes against goals or standards	Senior Leadership Team Governor(s) Enterprise Adviser	CEC Resource Directory

A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.



Gatsby Benchmark 2

What	How	Who	Hub Resources
Showcase growth sectors in the local economy	Information, videos, employer assemblies, employer led activity, challenges	Careers Leader Careers Coordinator Enterprise Coordinator	Berkshire Opportunities Portal
Sequenced information - introduced at a simple level at an early stage and its use and complexity developed throughout the programme of study. (previously age 14.	Start with games such as the wages game, videos quizzes in KS3 Present LMI information and create research opportunities for KS4	Careers Leader Employers Providers Careers Coordinator Enterprise Adviser	LMI Presentation LMI Posters LMI Lesson Plans LSIP Report Future of Jobs Report
The Guidance notes some groups, learners with additional needs, mixed or multiple ethnic groups, in care or with English as an additional language may require more support		Careers Leader Pastoral Team	
<i>Guidance extended (beyond just study options) to include tailored information for YP with complex additional needs for whom employment may not be the next step.</i>		Careers Leader Senco	

Gatsby Benchmark 3

What	How	Who	Hub Resources
Record keeping and access to students for participation of all aspects of the career programme	Google classrooms Sharepoint General forms Networks Sims Workbooks Digital Platforms	Careers Coordinator School Administrator Exams assistant/Libarian/HoY/TA	CEC Resource Directory Berkshire Opportunities portal
Share information with the local authority including name & address and d.o.b student contact details, information on those at NEET RISK, students post 16 and 18 plans. And post 16 or HE offers	Bracknell - Reading- Slough - West Berkshire - Windsor and Maidenhead - Wokingham -		
Schools and colleges should collect, maintain and use learner data on aspirations, current education, intended destinations, to inform personalised support.			
Use sustained and long term destination data as part of evaluation processes, use alumni to support careers programme.	Graphic displays Alumni via LinkedIn and other platforms	Careers Leader School admin/Marketing Enterprise Adviser Enterprise Coordinator	

Addressing the needs of each young person

NOTE: You must now share the information on YP participation in the career programme when learners change schools.

Gatsby Benchmark 4

What	How	Who	Hub Resources
For Bm4 staff need to be supported to use careers information in their curriculum delivery. They should signpost to sources of support and have informed conversations with young people. Institutions should build careers into ongoing staff development for teachers and all staff who support young people.	Whole-staff meetings Self-directed learning/ Teacher Encounters CPD - whole school / departmental Bite-size sessions Bespoke training	Careers Leader Careers Champions Head of Year Students Employers Enterprise Adviser	See your EC for a local Bm4 pack Berkshire Opportunities

Gatsby Benchmark 5

What	How	Who	Hub Resources
Learners should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	Experience what work is like, what skills are valued in the workplace what the recruitment processes involve, what it takes to be successful. Activity can include: mentoring, p/t employment, challenges, enterprise schemes, speakers, assemblies, visits trips	Careers Coordinator Enterprise Adviser Enterprise Coordinator Employers Charity Sector JCP Work Adviser	Berkshire Opportunities - Trip toolkit Labour Market Pack CEC - Understanding how to embed progressive employer encounters and work experiences

Encounters with Employers and Employees

Gatsby Benchmark 6

What	How	Who	Hub Resources
<p>First-hand experience of workplaces to help exploration of career opportunities and expanding a young persons networks.</p> <p>By 16 each pupil should have had meaningful experiences of workplaces</p> <p>By 18 each pupil should have had at least one further meaningful experience</p>	<p>Virtual Experiences</p> <p>Business challenges</p> <p>Projects set by employers/charity sector</p>	<p>Careers Leader</p> <p>Employers</p> <p>Enterprise Adviser</p> <p>Parents</p> <p>Enterprise Coordinator</p> <p>Charity Sector</p>	<p>CEC Resource directory i.e meaningful encounters checklist</p> <p>Hub Case studies</p> <p>Hub Networking Opportunities</p> <p>Equalex</p>

Gatsby Benchmark 7

What	How	Who	Hub Resources
Understand the full range of academic, technical and vocational routes and learning opportunities	learning through schools, colleges, ITPs, universities and in the workplace	Careers Leader Employers Enterprise Adviser Parents Enterprise Coordinator	PAL document Hub Resources CEC Resource Directors AELP Talking Futures
All learners should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes.		Providers of Apprenticeships (Independent Training Providers)	Meaningful Encounter Guidance and Checklist
By 16 each learner has a meaningful encounter with providers (the full range of learning opportunities from sixth forms, colleges, universities and ITPs)	Events with Apprenticeship Providers (ITPs) Colleges, Employers who recruit apprentices, videos, tasks, research	Careers Leader Careers Coordinator Head of 6th form Employers Enterprise Adviser Parents Enterprise Coordinator	T-Levels UCAS Apprenticeships Providers Meaningful Encounter Guidance and Checklist Amazing Apprenticeships
By 18, each learner considering applying to HE should have had at least 2 visits to HE provision	Google forms /SIMS/ Compass+	Parents/Carers YP Careers Coordinator (to collate/collect information). HoY Tutors. 6th Form team	UCAS Portal Colleges Universities

Encounters with Further and Higher Education

Gatsby Benchmark 8

What	How	Who	Hub Resources
Each learner should have at one personal guidance meeting with a careers adviser by 16, a further meeting by 18.			List of Careers Practitioners on the CDI website
Each learner should have careers adviser * guidance meetings	1:1 Meetings with students/ and parents carers if necessary Group Guidance Meetings	SENCO In school practitioner External practitioner Careers Leader Careers Coordinator	List of local Careers Practitioners
Information about personal guidance support, and how to access it, should be communicated to learners, parents and carers, and other stakeholders, including through the school or college website.			

* could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level.

Careers Academy

The Careers & Enterprise Academy

This new and improved digital platform is for Career Leaders and all those who work with them to plan and deliver strategic, progressive career programmes.

- **For Careers Leaders**, bespoke learning content is available to build foundational knowledge, then develop deeper skills including learning how to effectively engage parents/carers and using our digital tools to drive impact
- **For Education Leaders, Governors, SENCOs, teachers or the wider education workforce**, tailored content is available to help everyone effectively play their part in helping young people find their best next step
- **For previous users of our Digital Hub** 'schools, special schools, colleges and ITPs track' the same courses will be available on The Careers & Enterprise Academy, plus two NEW courses:
 - Understanding the updates to the Gatsby Benchmarks
 - Understanding the Careers Impact internal leadership review

Any courses previously completed on the Digital Hub will be shown on The Careers & Enterprise Academy.

With our single sign-on, users can easily switch between the new platform and their account on Compass+/Compass, meaning they will only need to log in once.

From now until September 2025, the site will regularly be updated with extra features to help prepare for the new academic year, and users will be updated about these developments.

To access The Careers & Enterprise Academy, find out more on [our website](#).





Careers Leader: Induction

Welcome to the Careers Leader Induction! Throughout this course, you'll find signposts to specific...

Course Details



Understanding the Careers Impact internal leadership...

Welcome to the Careers Impact internal leadership review: Understanding the Value and...

Course Details



Completed

Understanding the Updates to the Gatsby Benchmarks

Welcome to the Understanding the Updates to the Gatsby Benchmarks course! The course will delve into...

Course Details



Compass+ Part 1: Mastering the Essentials

Welcome to the Compass+ Part 1: Mastering the Essentials course! The course consists of five modul...

Course Details



Education Leaders: Introduction to Careers

Welcome to the Education Leaders: Introduction to Careers course! Throughout this course,...

Course Details



Future Skills Questionnaire Part 1: Mastering the...

Welcome to the Future Skills Questionnaire Part 1: Mastering the Essentials course! In this...

Course Details



Governors: Introduction to Careers

Welcome to the Governors: Introduction to Careers course! Throughout this course, you'll fin...

Course Details



Parent and Carer Engagement in Careers...

Welcome to our Parental Engagement in Careers Education Course. This course consists of tw...

Course Details



Resources

Resources

MAKE EVERY TRIP A CAREERS TRIP

A guide for Curriculum and Trip Leaders

WHY?

Linking your curriculum trips and experiences to the world of work will give your classroom learning real-life context!

Did you know that schools are expected to provide experiences at workplaces and encounters with employers?

It's written into the benchmarks which schools strive towards. This handy guide highlights some quick and easy ways to build careers encounters and conversations into the curriculum trips you are already planning.

PLANNING YOUR TRIP

ASK THE EMPLOYER Many larger companies, whether amusement parks, museums, theatres or sports venues will be able to organise a short talk with one of their teams to help students understand more about what they do. Try asking if you could visit one of these on to the start or end of your visit.

KEEP A RECORD Make sure the trip is logged on compass+. This enables the school to keep records of activities students take part in. You may need to ask your Careers or Trips leader about this.

Not sure who to ask? Check with your school's Careers leader.


Resource Directory

Future Skills Questionnaire

<https://www.StatutoryGuidance>

Experiences of workplaces:

Practical ideas from schools and colleges for achieving Gatsby Benchmark 6

Berkshire Opportunities For Students For Employers For Eds

Resources For Educators

Useful information for Careers Leaders



START YOUR CAREER IN BERKSHIRE RIGHT HERE!

INSPIRATION FOR GETTING THE JOB YOU WANT

SPONSORED BY BERKSHIRE'S KEY EMPLOYERS

Youth Social Action toolkit



Youth social action: What is it, and how can it support our students?



Change that leads to better lives

THE APPLICATION PROCESS

Even if you're looking great, just adding it to the application process can make the difference that gets you the job you want.

CREATE A LINKEDIN PROFILE

Like a traditional CV, LinkedIn is a place where you can showcase your skills and experience. It's a great way to connect with other professionals in your field.

THE CV

Keep the CV simple and clear. Use a standard format. Make sure it's easy to read. Highlight your achievements. Use bullet points. Keep it to one or two pages.

WORK EXPERIENCE

Work experience is a great way to gain practical experience. It can help you decide if a career is right for you. It can also help you build a CV. Look for opportunities in your school or community.

THE PERSONAL STATEMENT

The personal statement is a chance to tell the employer about you. It's a chance to show them your skills and experience. It's also a chance to show them why you want the job. Write it clearly and honestly.

THE APPLICATION FORM

The application form is a chance to tell the employer about you. It's a chance to show them your skills and experience. It's also a chance to show them why you want the job. Fill it out carefully and honestly.

THE INTERVIEW

The interview is a chance to talk to the employer. It's a chance to show them your skills and experience. It's also a chance to show them why you want the job. Prepare for it by researching the company and the job.

LMI Careers in Berkshire 2025

The purpose of this presentation is for schools and young people to understand the local Berkshire Labour Market.





DfE

[New Statutory Guidance](#)

CEC

[Careers statutory guidance: At a glance](#)

Checklist and guide for new careers leaders

Gatsby

[Benchmarks the next 10 years](#)

Careers Hub

[Berkshire Opportunities](#)