

Aspire Academy: CEIAG Strategy (2026-27)



Overall Curriculum Intent:

Our intent is to ensure that every student at Aspire is well supported, and prepared for, their future. We recognise that young people face many challenges in sustaining a pathway from compulsory education into post-16 provision and beyond, particularly in a post-Covid world, - and that these challenges are added to when young people have experienced exclusion, marginalisation, social & familial problems and complex learning needs. The majority of our students have experienced at least one of the issues - some, all of them. Our aim, therefore, is to ensure that Aspire students develop skills, knowledge and attributes to overcome these challenges and, in doing so, aspire highly for themselves and their peers. We have ambitious targets that all students in Year 11 have a post-16 offer or plan when they leave and are well informed about their choices and opportunities. We want to ensure that young people remain in education, employment or training - and are able to sustain this.

Implementation:

This preparation involves a number of facets including:

- Taught lessons about options, pathways, the local labour market and practical skills such as CV writing and presentation skills. Some of these will be delivered via discrete sessions delivered whole-school / across a year group. Others will be taught within the wider curriculum. For our younger students, as well as a breadth of information about choices, pathways and careers, they will also be able to focus on employability skills through the wider curriculum. For our older students, additional targeted learning will take place through the student's vocational programme, such as related career paths, providers, and employer engagements.
- Additional wider educational input on such as aspects as equality, diversity, stereotyping, mental and physical health,
- A practical curriculum model which offers a range of work-based learning experiences for all of our students as they progress within the Academy
- Regular opportunities to engage with employers and gain experience of workplaces, through visits, trips, talks with employers and work experience
- Visits and trips to see a wide range of post-16 providers
- In-house careers fairs from a range of providers, accessible to all year groups
- Targeted and individualised support for students, including access to an IAG, regular opportunities to speak with Career Support within the Academy, specific visits and immersion sessions, liaison with provider SEN teams and transition support as students leave.
- Regular opportunities for goal setting, planning, review and reflection, such as through our Parent Review Days

Please note the implementation of the above may differ slightly, depending on the substantive placement / Key Stage each student has.

Impact:

The intended impact of CEIAG delivery is that Aspire students make a successful, and sustained, transition into post-16 provision. We recognise that this provision may vary, depending on the needs and strengths of the student cohort. However, our ultimate impact will be that all students go on to participate in either traineeships, apprenticeships, sixth form college, post-16 College, a training provider or, in some cases, employment. For our intent to be delivered, our aim, ambitiously, is that our overall NEET figure is under 5% and that our participation figure is above 85%.

Priorities this Year

Our priorities this year build on the Careers Programme from last year:

Priority	Actions
Provide Careers Information / Programme in a variety of user-friendly ways to more engage parents / carers (Gatsby Benchmark 1, 8)	Introduce Career support mornings as part of our Warm Space programme in order to facilitate conversations between parents / carers, school staff and career support providers such as Connexions Continue to build on the previous year in having Connexions at Parent Review Day events and Options evenings Review website material and introduce visual 'learning journey' documents to help children and their families understand our Career Programme more effectively.
Formalise feedback methods for stakeholders around Careers (Gatsby Benchmark 1)	Introduce standardised feedback forms for providers and businesses around career interactions to ensure continual reflection and improvement are embedded Introduce more rigorous student feedback / voice around Careers within the Academy, including a blend of quantitative and qualitative data. Widen celebration of success through the Academy in displays, on the website and through Social Media.
Ensure LMI remains high profile throughout Academy life (Gatsby Benchmark 2, 4)	Introduce a parent / carer friendly LMI handout to go out in PRD packs Ensure LMI is discussed as part of Student Voice in order to identify how confident young people feel about the local labour market and areas to strengthen in the school curriculum Careers CPD refresher for Term 1 to empower teaching and pastoral staff to embed LMI information more acutely in daily life
Ensure students have greater control, and opportunity to reflect, on their own Career journey (Gatsby Benchmark 3)	Use of Compass+ as a consistent mode of tracking career activities Monthly extraction of Compass+ data to identify students who need further careers input / support Introduction of Student Reflection documents / passports to record career activities through their school journey Create guides to provision incorporating LMI, subject specific areas and qualification level Support student independent skills through mock interviews, practice applications, CVs and travel support
Assess the quality of Careers Input within the Curriculum through QA (Gatsby Benchmark 4)	QA cycle to focus on wider preparation for post-16 and careers, including provider encounters SOW scrutiny and Student Voice to explore how young people are experiencing Careers education through different subjects Review of curriculum provider encounters and evaluation of impact against intent Support for subjects in building wider ranges of provider encounters (in house and visits) in order to

	ensure students have a wide range of opportunities within the curriculum.
Continue to build upon our programme of Work Experience, whilst navigating new rules under KCSiE 2026 for providers of Work Experience (Gatsby Benchmark 6)	Work with local school networks and Trust steer to apply new expectations around DBS checks for employers who are hosting work experience. Continue to explore a variety of ways of providing authentic work experience models, including Community Week, online Work Experience and Career Immersion Days Explore reciprocal work experience across the SEND Careers Network
Broaden the range of employer engagements students experience so that all students have access to at least one meaningful encounter with an employer for every year they are at the Academy (Gatsby Benchmark 5)	Vocations to plan for at least one engagement per year Core Subjects to be supported to organise one employer engagement Additional trips and visits are organised by the Careers Team and the wider curriculum subjects
Continue a programme of termly careers fairs to ensure all students are able to access information about post-16 providers (Gatsby Benchmark 7)	At least three calendared careers fairs to be held during the year with specific focus on key options (apprenticeship, traineeship, T-Levels, Sixth Form, FE Colleges and smaller providers) Drop-down sessions to explore cross-school the options post-16 and post-18 Explore options for HE visits and increase participation on prior year.
Ensure all students have the opportunity to access careers guidance meetings throughout their time at Aspire (Gatsby Benchmark 8)	Employment of external IAG (through Connexions) on an SLA to offer Career Guidance Meetings from October to all students who request one. Use of Trust IAG support for students on dual commissioned places. Connexions to continue support from January 2027 in line with their offer All available options to be highlighted to students via displays and presentations.

Programme of Study - CEIAG

KS3

Aspire has a cohort of KS3 students though these are smaller in number than KS4. Students in this key stage will focus on careers as part of their PSHE programme. Students will have the opportunity to explore some post-16 providers throughout the year, either as part of their extra-curricular programme, or through Careers Fairs. Students will also engage with targeted employers within the core curriculum. Additional learning opportunities will take place with the Careers team, including an introduction to the Labour Market, planning for the future and supporting the options process. Some of this will be done in WISK sessions. These sessions will be tailored to different student groups, including for our ASSC provision. Careers links are made across the wider curriculum, including through ICT, Maths, English and Science. Our previous Enterprise Coordinator continues to support us with finding a range of links in the community to work with our young people. Both Careers Leads take part in local CEIAG networks to identify employers and providers that would work well within our community. Our Careers Team aims to see all students for a 1-2-1 futures talk in KS3 in the Summer Term, in order to support informed options choices and long-term post-16 planning. All students with an EHCP will have a member of Connexions invited to their Annual Review.

KS4

At Key Stage 4 students will engage with careers education in a variety of ways. Students in this key stage will focus on careers as part of their PSHE programme. All students will have vocational provision with the opportunity for work-based learning. As part of the vocational programme, students will have activities and learning linked to careers around their vocation as well as exploring wider pathways and opportunities for post-16. Vocations engage employers to work with their students. Discrete lessons are provided by the Careers Team in order to address specific aspects of CEIAG, including the local labour market, pathways and opportunities and an introduction to HE. As for KS3, this is tailored to the specific cohorts, including our External Provision which needs additional input to support. Across the curriculum, students will have links within their wider curriculum, including enterprise days, WISK sessions and drop-down sessions. Students will also cover wider aspects of CEIAG including stereotypes, equality, health and safety. Opportunities for mock interviews and communication workshops are taken, with external providers where possible. Work Experience is planned for KS4 students and we endeavour to place as many as possible, or provide alternative, 'in-house' experiences. A programme of College and provider visits takes place for all Year 11s with targeted visits for those needing more transition support. Connexions work with all students for 1-2-1 advice and guidance. Provision and engagement for all KS4 students is tracked throughout the year and students with weaker attendance are given additional opportunities to ensure they are well informed for their future.

Students on external provision are given discrete input in careers education alongside additional 1-2-1s with our in-house team to support their post-16 transition.