



Careers Strategy & Action Plan 2026/27

Careers Education, Information, Advice and Guidance (CEIAG)

This strategy sets the direction for careers provision at GPUTC for the 2026/27 academic year. It is grounded in a comprehensive evaluation of 2025/26 — our Compass+ benchmarking, the Careers Impact peer-to-peer review, Future Skills Questionnaire and destinations data, and staff, parent and Pupil Premium evidence — and is structured around six evidence-led strategic priorities.

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Approved by SLT	[date]	Approved by Academy Council	[date]

1. Vision & Intent

Our careers vision: to be an outstanding Science, Technology, Engineering and Maths provision that Creates the Workforce of Tomorrow.

GPUTC is committed to a high-quality, inclusive and progressive careers programme that meets the needs of every learner. Our provision is built on the eight Gatsby Benchmarks, the CDI Career Development Framework and the Skills Builder Universal Framework 2.0, and is delivered in line with the DfE statutory guidance and the Meridian Trust Pupil Premium Charter. This strategy moves us from strong, well-evidenced provision toward a more intentional, outcomes-led model — with work experience, equity and personal guidance at its core.

2. Context & Evidence Base

This strategy is informed by the evaluation of the 2025/26 provision.

The evidence is summarised below.

- **External evaluation:** Compass+ rates our provision at 98.5% across all eight Gatsby Benchmarks (17 June 2026), with five benchmarks — including BM7 and BM8 — at 100%.
- **Peer review:** the CEC Careers Impact peer-to-peer review (21 May 2026) agreed the development of progressive careers learning journeys as our highest-leverage priority.
- **Learner data (FSQ):** between the September baseline and the May follow-up, Year 10 confidence about next steps rose from 43% to 83%, with 87% reporting they feel more confident speaking to an employer than in September; Year 7 completion (68%) confirmed facilitation reliability as a development area.
- **Equity:** 96% of Pupil Premium learners reached the employer-encounter entitlement; 72% have had a guidance meeting across Years 8–11, with the not-yet-seen concentrated in Year 7 and new arrivals.
- **Outcomes:** Sixth Form retention forecast at 36% (up from 20%); a successful first T Level cohort; and no confirmed NEET.
- **Stakeholder voice:** staff (11 of 30) and parent/carers (28 responses) evaluations identified engagement and visibility as priorities.
- **Statutory drivers:** the updated DfE guidance and refreshed Gatsby Benchmarks, the two-week work experience guarantee (reforming from September 2026), Provider Access Legislation, and the personal-guidance meeting duties.

3. Strategic Priorities 2026/27

Six evidence-led priorities will direct our work in 2026/27. Each is anchored to recognised frameworks.

Priority 1 — Progressive careers learning journeys

Peer-to-Peer Review (Priority 2.1) · Gatsby BM3 & BM4 · CDI Framework

The Careers Impact peer-to-peer review (21 May 2026) identified the development of progressive careers learning journeys, underpinned by intentional learning outcomes, as our single highest-leverage improvement. Sharpening our articulation of ‘Creating the Workforce of Tomorrow’ from Year 7 to Post-16 will ensure the reformed work experience offer is integral to learning rather than a bolt-on.

Objectives

- Define and sequence intentional careers learning outcomes from Year 7 to Year 13, mapped to the CDI Framework.
- Interrogate FSQ, intended and immediate destinations data to shape outcomes by learner need.
- Map work experience to those outcomes and to Gatsby’s definition of ‘meaningful’.

Priority 2 — The Modern Work Experience Guarantee, embedded

DfE statutory reform (Sept 2026) · Gatsby BM5 & BM6 · Equalex ·

From September 2026, statutory guidance requires two weeks (approximately 50 hours) of meaningful work experience across Key Stages 3 and 4. As a UTC the aim is to deliver this through curriculum-embedded, employer-set projects, complemented by Industry Insight Days, Company Site Visits and Business Partner Days, so that experience builds cumulatively from Year 7.

Objectives

- Embed employer-set projects across KS3 with our Business Partners such as Codem Composites, Caterpillar, Baker Perkins and Howden Turbo.
- Deliver approximately 50 hours of meaningful experience per learner by the end of KS4.
- Log all employer experiences through the new Employer Dashboard, generating employer impact reports.
- Self-deliver the £75k Turing international project with the Chamber of Commerce and partners.

Priority 3 — Data, evaluation & quality assurance

Gatsby BM3 · FSQ & destinations · Compass+ / Quality in Careers ·

Our 2025/26 evaluation evidenced strong provision — Compass+ 98.5%, with five benchmarks at 100% — alongside two clear data priorities: the reliability of FSQ facilitation and the quality assurance of impact capture. Robust, well-governed data underpins every other priority and our Quality in Careers (Career Mark) accreditation.

Objectives

- Deliver the FSQ on a scheduled, structured basis with a follow-up to verify understanding.
- Strengthen destination capture (DC1 September / DC2 July across Years 11–13) to prevent NEET.
- Tighten Business Partner Day impact-capture quality assurance.

Priority 4 — Equity & the Pupil Premium Charter

Gatsby BM3 · Meridian Trust Pupil Premium Charter · SEND ·

Equity for disadvantaged learners is a Meridian Trust charter commitment and an inspection focus. Pupil Premium reach is strong — 96% for employer encounters and 72% for guidance across Years 8–11 — with the not-yet-seen concentrated among Year 7 and new arrivals. The priority is to sustain reach, monitor wider indicators, and intervene early.

Objectives

- Prioritise PP and SEND learners for 1:2:1 guidance, targeting the not-yet-seen first.
- Monitor PP indicators (attendance, engagement) with pastoral and attendance colleagues and deliver targeted interventions.
- Evidence Charter entitlement per PP student through the Employer Dashboard cross-reference.
- Sustain the rise in PP Sixth Form retention.

Priority 5 — Personal guidance & impartial advice (BM8)

Gatsby BM8 · Provider Access Legislation · CDI Code of Ethics ·

Compass+ rates Personal Guidance (Benchmark 8) at 100%. To deepen and sustain impartial guidance capacity we are completing a qualified in-house offer and a cost-effective contingency adviser model. 294 students remain not-yet-seen on the cumulative record and form our prioritised targeting list.

Objectives

- Complete the OCR Level 6 Diploma in Career Guidance to deliver personal guidance in-house.
- Deploy a contingency adviser additional impartial guidance, in line with the CDI Code of Ethics.
- Schedule guidance at key transition points and target the not-yet-seen cohort first.
- Maintain Provider Access Legislation compliance.

Priority 6 — Whole-school engagement — staff, curriculum, parents & partnerships

Gatsby BM1, BM2 & BM4 ·

The peer review celebrated ‘careers in the curriculum’ as a strength to be expanded across all curriculum areas; staff (11 of 30) and parental (28 responses) evaluations identified engagement and visibility as the priorities. Strengthening whole-school ownership and communications multiplies the impact of every other priority.

Objectives

- Deliver whole-staff INSET CPD and propose CEC-led CPD across the Trust.
- Expand curriculum careers across all subjects, mapped to learning outcomes with impact measurement.
- Restore a visible parental offer — newsletters, social media, PSHE-linked webinars and employer podcasts.
- Continue growth and engagement of employer partnerships and obtain Career Mark accreditation.

4. Monitoring, Evaluation & Governance

The strategy will be evaluated continuously through Compass+ benchmarking, the Future Skills Questionnaire, destinations data, the GPUTC Careers Hub and the Employer Dashboard, alongside the CEC peer-to-peer review and the Careers Impact Maturity Model.

An internal leadership review using the Maturity Model commences this term, on reflection of 2025/26 progress.

Progress against the priorities and the action plan will be reported termly to the Senior Leadership Team and the Academy Council, with the Link Academy Councillor for Careers maintaining strategic oversight. Careers is embedded across the School Development Plan — rather than treated as a stand-alone programme. The strategy will be formally reviewed in June 2027.

5. Success Measures (KPIs)

Measures against which the impact of this strategy will be judged.

Measure	2025/26 baseline	2026/27 target
Compass+ Gatsby average	98.5% (5 at 100%)	Maintain ≥98%; all benchmarks ≥95%
Pupil Premium guidance reach (Y8–11)	72%	≥85%
Students with ≥1 guidance meeting (cumulative)	36%	Increase; not-yet-seen reduced
FSQ completion (structured, with follow-up)	Below target	≥90%
Meaningful work experience (KS3–4)	Model piloted (15 of 50 hrs, Y8)	≈50 hrs per learner, embedded
Sixth Form retention (Year 11 leavers)	36% (forecast)	Maintain / improve
Confirmed NEET	0%	0%
Business Partner Day impact capture	50%	≥90%
Whole-staff careers CPD	In progress	100% (September INSET)
Quality in Careers (Career Mark)	Pre-assessment underway	Application submitted / accredited

Prepared by Sonia Rogers, Careers Leader · Greater Peterborough UTC · June 2026