



# **Corpus Christi Catholic College**

Careers Strategy  
2025 - 2026



## Vision

### ‘Laborare est orare – To work is to pray’

High quality Careers Education, Information, Advice and Guidance is key to our mission of supporting every student within our college community to work, learn, pray and grow towards becoming a successful, well-rounded adult who is prepared for the future working world.

Our aspirational careers programme focuses on developing the knowledge, confidence and skills that students need to make well informed decisions and plans at each key stage of their education, training and employment journey. The careers programme has been developed in line with The Gatsby Benchmarks framework and to meet each Key Stage learning area of The Career Development Institute Framework.

The strategic objectives outlined within this strategy are underpinned by the key areas of the colleges development plan to ensure we are providing a high quality CEIAG provision for our students that raises individual aspiration and achievement.

The college is working towards;

- Ensuring that Catholic Life is intrinsic to all aspects of college life
- Closing gaps for all learners
- Improving student engagement
- Ensuring all students access high quality and relevant personal development
- Improving capacity and performance across the College

The college's careers programme provides every student with impartial careers education, information, advice and guidance that supports them to make informed decisions and achieve their potential.

# Strategic Objectives

## Objective 1

Provide targeted CEIAG intervention for key groups such as PP, SEND, EAL and most vulnerable that supports progression into positive destinations, improved GCSE outcomes and reduced number of NEET students.

## Objective 2

Build on the existing CEIAG programme to enable it to be of high quality and fully inclusive, so that it raises aspirations, engagement and supports improved attendance. The programme will ensure that all learners have knowledge of all routes and pathways into Further Education, Higher Education and Apprenticeships.

## Objective 3

Continue to develop and embed career-related learning within the curriculum to support improved student aspiration, attainment and attendance.

## Objective 4

Develop strong partnerships between key stakeholders and the local and wider community to raise student aspirations and make plans to start to develop our alumni network.

# Action Plan

**Objective 1 - Provide targeted CEIAG intervention for key groups such as PP, SEND, EAL and most vulnerable that supports progression into positive destinations, improved GCSE outcomes and reduced number of NEET students.**

**College Development Plan**

QE1: Continue to improve outcomes for all

Gatsby Benchmarks and CDI framework	Activity	Actions	When and by who	Success criteria
<p>Gatsby Benchmarks 1,2,3,4,5,6,7</p> <p><u>CDI Framework</u> Grow throughout life, Explore possibilities, Manage career, Create Opportunities, Balance Life and Work, See the big picture</p>	<p>Consistent and specific CEIAG activities for students within targeted groups such as PP, SEND, EAL, CLA, Conduct Curriculum and High Risk of NEET.</p>	<p>Work with SEND and Pastoral teams to identify students who require most support from each year group</p>	All year - AEL	List of targeted students recorded on appropriate tracker
		<p>Plan activities and personalise one to ones strategically for targeted students that meets their needs</p>	All year - AEL	Individualised support that meets the needs of every student
		<p>Risk of NEET Indicator (RONI) used to assess students at the end of Year 10, so that interventions can be organised and information reported to SLT</p>	All year - AEL	All students who are at risk are identified early, so that support can be put in place
		<p>Visits to provisions arranged for SEND and vulnerable group students</p>	All year - AEL, GDD	Individualised support for students in most need
		<p>Into University widening participation workshops for all year groups</p>	All year - AEL	The gap for our disadvantaged students accessing Higher Education is reduced

		Clear communication with parents/carers via organised meetings, phone calls and parents evenings	All year - AEL	Parents are well informed and up to date with student progress and issues.
		Tracking of career activities and personal guidance for all students recorded with action plans emailed home and uploaded to Arbor	All year - AEL	All activities and guidance appropriately tracked and parents/carers able to access students' guidance

**Objective 2 - Build on the existing CEIAG programme to enable it to be of high quality and fully inclusive, so that it raises aspirations, engagement and supports improved attendance. The programme will ensure that all learners have knowledge of all routes and pathways into Further Education, Higher Education and Apprenticeships.**

**College Development Plan**

PD1: Continue to enhance CEIAG provision to embed the Gatsby benchmarks across the curriculum.

Gatsby Benchmarks and CDI framework	Target activity	Actions	By when and by who	Success criteria
Gatsby Benchmarks 1,2,3,4,5,6,7,8  <u>CDI Framework</u> Grow throughout life, Explore possibilities, Manage career, Create Opportunities, Balance Life and Work, See the big picture	Continue to develop and deliver a stable careers programme that supports the personal development of each student and meets each Gatsby Benchmark, whilst linking to The CDI Framework.	Develop the careers programme that was created in 2023/24, so that there is more opportunity to provide progressive career-related learning activities during established time e.g. assemblies, drop-down days, PSHCE lessons  KS3 will access careers education through the planned PSHCE careers scheme of work (6 lessons for each year group).	All year - AEL  Term 1 - ATH, AEL	A secure, published careers programme on the school website that meets each Gatsby Benchmark and is mapped to the CDI Framework  All activities tracked through appropriate trackers and Compass+

		<p>KS4 will access careers education through designated weekly form time over the course of the Autumn term.</p> <p>Ensure each year group has access to a variety of career-related learning activities carefully planned to ensure a progressive and rich careers programme is delivered. A wide variety of engaging activities planned throughout the year that will in turn improve student attainment and attendance</p> <p><b>Year 7 – Establish Careers</b></p> <ul style="list-style-type: none"> <li>• Employer / Provider assemblies, talks and workshops</li> <li>• Curriculum linked trips and visits</li> <li>• Careers competition</li> <li>• School Careers Fair</li> <li>• IntoUniversity workshops</li> </ul> <p><b>Year 8 – Examine Careers</b></p> <ul style="list-style-type: none"> <li>• Employer / Provider assemblies, talks and workshops</li> <li>• Curriculum linked trips and visits</li> <li>• IntoUniversity workshops and buddy trip</li> <li>• School Careers Fair</li> </ul> <p><b>Year 9 – Explore Careers</b></p> <ul style="list-style-type: none"> <li>• Employer / Provider assemblies, talks and workshops</li> <li>• Curriculum linked trips and visits</li> </ul>	<p>Term 1 - AEL, Y11 Form Teachers</p> <p>All year - AEL</p>	<p>All activities tracked through appropriate trackers and Compass+</p> <p>Feedback received from student voice, staff, parents and employers</p> <p>Students are provided with a high quality and progressive CEIAG provision from Year 7 to 11</p>
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		<ul style="list-style-type: none"> <li>• IntoUniversity workshops</li> <li>• School Careers Fair</li> <li>• Employer Speed Networking event</li> <li>• Year 9 options evening</li> </ul> <p><b>Year 10 – Experience Careers</b></p> <ul style="list-style-type: none"> <li>• Employer / Provider assemblies, talks and workshops</li> <li>• Curriculum linked trips and visits</li> <li>• IntoUniversity workshops and Business in Focus trip</li> <li>• School Careers Fair</li> <li>• Mock interviews</li> <li>• Experiences of the workplace</li> </ul> <p><b>Year 11 – Embark Careers</b></p> <ul style="list-style-type: none"> <li>• Employer / Provider assemblies, talks and workshops</li> <li>• Curriculum linked trips and visits</li> <li>• IntoUniversity workshops</li> <li>• School Careers Fair</li> <li>• College and apprenticeship application support</li> </ul>		
	<p>Impartial Careers Guidance provided for all students with a focus on key transition points for students. Parents to be included in the guidance process.</p>	<p>One to one career interviews completed by Year 11 for all students in preparation for decisions around post-16 applications</p> <p>Priority meetings provided for referrals and vulnerable groups including (PP, SEND, EHCP, EAL and Alternative Provision students)</p>	<p>All year - AEL</p> <p>All year - AEL</p>	<p>Careers meetings completed for all students before leaving Year 11</p> <p>Meetings recorded on appropriate trackers and notes uploaded to Arbor</p>

		Parents are informed about the guidance process and are able to book careers meetings with the Careers Advisor. Careers presence at all KS4 parents' evenings and Year 9 options evening	All year - AEL	Parents confidence and knowledge of careers provision improved and notes from guidance interviews emailed home
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**Objective 3- Continue to develop and embed career-related learning within the curriculum to support improved student aspiration, attainment and attendance.**

**College Development Plan**

PD1: Continue to enhance CEIAG provision to embed the Gatsby benchmarks across the curriculum.

Gatsby Benchmarks and CDI framework	Target activity	Actions	By when	Success criteria
<p>Gatsby Benchmarks 1,2,3,4,5,6,7</p> <p><u>CDI Framework</u> Grow throughout life, Explore possibilities, Manage career, Create Opportunities, Balance Life and Work, See the big picture</p>	<p>Career related learning to be embedded within taught lessons by staff regularly linking classroom learning to future employment, study and training opportunities.</p>	Assignment of 'Careers Champions' within each faculty.	Term 1 - AEL	Staff who are assigned to lead the embedding of careers within their curriculum areas
		Termly 'Careers Champions' meetings, tracking of progress within faculty areas and sharing of innovative ideas	All year - AEL	Staff voice collated in terms of tracking progress of embedding careers in the curriculum
		World of work slides to be updated so that they fit with the new 100-minute lessons	Term 1 - AEL	Streamlined process for delivering career related learning. Student opportunity awareness is increased and they are able to



				link their learning to future aspirations
		Trips and visits to workplaces embedded within faculty areas to help to work towards newly updated GB5	All year - AEL + wider staff body	Students are inspired by witnessing how classroom learning leads to future careers






**Objective 4- Develop strong partnerships between key stakeholders and the local and wider community to raise student aspirations and develop our alumni network.**

**College Development Plan** BA1: Improve stakeholder awareness and engagement of attendance.

Gatsby Benchmarks and CDI framework	Target activity	Actions	By when	Success criteria
Gatsby Benchmarks 1,2,3,4,5 <u>CDI Framework</u> Grow throughout life, Explore possibilities, Manage career, Create Opportunities, Balance Life and Work, See the big picture	Career development is celebrated and embraced within the wider college community. This includes parents / carers / families and local businesses	The careers provision is clear and visible on website, school corridors, classrooms, notice boards	All year - AEL	All stakeholders are aware and invested in the importance of career development within the college
		Students and Parents/Carers are aware of careers support available to them and careers meetings are available to book at any point	All year - AEL	Students, parents and carers feel supported and able to access career information, advice and guidance
		Careers in focus information displayed on digital boards	All year - AEL	Accessible and frequent up to date labour market information available

		<p>Careers updates included in PROUD newsletter</p> <p>Careers fairs and other events planned to involve parents/carers, alumni students and local businesses</p>	<p>All year - AEL</p> <p>All year - AEL</p>	<p>Parents and carers up to date on key careers developments within college</p> <p>Supporting the local community to improve socio-economic well-being</p>
<p><b>Gatsby Benchmarks 1,2,3,4,5</b></p> <p><u>CDI Framework</u></p> <p>Grow throughout life, Explore possibilities, Manage career, Create Opportunities, Balance Life and Work, See the big picture</p>	<p>Create an Alumni network that engages and raises the aspirations of current students</p>	<p>Track and gain consent of Year 11 leavers</p> <p>Work on creating case studies of Alumni and update the display boards with these</p> <p>Work on developing an Alumni network of members to invite into college to deliver talks and workshops</p>	<p>All year - AEL</p> <p>All year - AEL</p> <p>All year - AEL</p>	<p>Partnerships with previous pupils sustained</p> <p>Students empowered by achievements of previous students</p> <p>Meaningful involvement of Alumni within the careers programme delivery</p>
	<p>Develop a bank of employers who are available to engage in curriculum linked career related learning activities</p>	<p>Continue to develop strong partnerships with a wide variety of industry links such as;</p> <ul style="list-style-type: none"> <li>• Leeds Employment and Skills</li> <li>• The LEP</li> <li>• Ahead Partnership</li> <li>• Department for Work and Pensions</li> <li>• NHS</li> <li>• Leeds Heritage Theatres</li> </ul>	<p>All year - AEL</p>	<p>Students are offered rich and varied opportunities for employer engagement that links to every subject area. Students are aware of opportunities within the current and future labour market.</p>

# College Careers Programme

Year Group / CEIAG journey	Strategic Goal	Operational elements	Key activities	Gatsby Benchmarks	CDI Framework
Year 7 <b>Establish</b> 	<u>Establish</u> an understanding of the world of work	<ul style="list-style-type: none"> <li>Develop self-awareness skills</li> <li>Understand how ideas about career can be affected</li> <li>Discover a variety of jobs, organisations and industries</li> <li>Be introduced to the Post-16 pathways</li> </ul>	<ul style="list-style-type: none"> <li>CEIAG lessons delivered in PSHCE in Term 1</li> <li>Employer / Provider assemblies, talks and workshops</li> <li>Curriculum linked trips and visits</li> <li>Careers competition</li> <li>School Careers Fair</li> <li>IntoUniversity workshops</li> <li>Impartial advice and guidance available from Level 7 qualified careers advisor</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, Balance life and work, See the big picture
Year 8 <b>Examine</b> 	<u>Examine</u> and challenge perceptions of a variety of careers and pathways	<ul style="list-style-type: none"> <li>Develop interpersonal skills</li> <li>Raise aspirations through identifying 'dream' careers</li> <li>Challenge workplace stereotypes</li> <li>Develop understanding of Post-16 pathways</li> </ul>	<ul style="list-style-type: none"> <li>CEIAG lessons delivered in PSHCE in Term 1</li> <li>Employer / Provider assemblies, talks and workshops</li> <li>Curriculum linked trips and visits</li> <li>IntoUniversity workshops and buddy trip</li> <li>School Careers Fair</li> <li>Impartial advice and guidance available from Level 7 qualified careers advisor</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, Balance life and work, See the big picture
Year 9 <b>Explore</b> 	<u>Explore</u> skills, qualities and the Labour Market	<ul style="list-style-type: none"> <li>Consider individual skills and qualities that are in demand</li> <li>Explore local and national Labour Market Information</li> <li>Identify subject preferences and choose options, thinking about how these lead to future careers</li> </ul>	<ul style="list-style-type: none"> <li>CEIAG lessons delivered in PSHCE in Term 1</li> <li>Employer / Provider assemblies, talks and workshops</li> <li>Curriculum linked trips and visits</li> <li>IntoUniversity workshops</li> <li>School Careers Fair</li> <li>Employer Speed Networking Event</li> <li>Year 9 options evening</li> <li>Impartial advice and guidance available from Level 7 qualified careers advisor</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, Balance life and work, See the big picture
Year 10 <b>Experience</b> 	<u>Experience</u> the workplace, employers and employees	<ul style="list-style-type: none"> <li>Develop employability skills</li> <li>Create key documents, such as the CV and cover letters</li> <li>Take part in experiences of the workplace</li> <li>Understand all Post-16 pathways to support decision making</li> </ul>	<ul style="list-style-type: none"> <li>CEIAG activities completed in Term 1</li> <li>Employer / Provider assemblies, talks and workshops</li> <li>Curriculum linked trips and visits</li> <li>IntoUniversity workshops and business trip</li> <li>School Careers Fair</li> <li>Mock interviews</li> <li>Experiences of the workplace</li> <li>Impartial advice and guidance provided by Level 7 qualified careers advisor</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, Balance life and work, See the big picture
Year 11 <b>Embark</b> 	<u>Embark</u> on your future pathway	<ul style="list-style-type: none"> <li>Create key documents, such as the Personal Statement and CV</li> <li>Decide on Post-16 pathway</li> <li>Apply and interview for chosen colleges</li> <li>Start to consider Post-18 pathways</li> </ul>	<ul style="list-style-type: none"> <li>CEIAG activities completed in Term 1</li> <li>Employer / Provider assemblies, talks and workshops</li> <li>Curriculum linked trips and visits</li> <li>IntoUniversity workshops</li> <li>School Careers Fair</li> <li>College and apprenticeship application support</li> <li>Impartial advice and guidance provided by Level 7 qualified careers advisor</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8	Grow throughout life, Explore Possibilities, Manage Career, Create Opportunities, Balance life and work, See the big picture

## Quality Assurance

The Corpus Christi Catholic College careers programme is delivered through a variety of progressive activities that include timetabled lessons delivered through the PSHCE curriculum alongside bespoke activities and events that involve a range of external providers, businesses and employers. As we provide a varied and rich careers programme it is essential that we actively monitor and evaluate the quality of delivery to improve and inform future planning.

The careers programme is Quality Assured through the following activities;

- Learning walks and lesson observation
- Questionnaires – student, staff, parent/carer, student and external providers
- Student voice
- Career activity tracking
- Compass+ evaluations

## Key roles and responsibilities

Job title	Name	Responsibility
Careers Lead & Advisor	Alice Elsey	Responsible for the planning and strategic development of the college's careers provision and providing one to one career guidance interviews.
Director of Personal Development	Amy Thompson	Responsible for delivering the careers education scheme of work as part of Personal Development and the PSHCE curriculum.
Enterprise Coordinator	Kathryn Lea-Williams (WYCA)	Responsible for advising the Director of Careers on strategic direction and developing the college's provision to meet each Gatsby Benchmark .
Enterprise Advisors	Yasmin Ali-Pedro and Andy Grayson (Leeds Employment and Skills)	Responsible for supporting the college to achieve a well-designed, rich and impactful careers programme.

**Reviewed: 02/06/2025**

**Next review: 01/06/2026**