

Careers Plan 2025/26



HIGHER EDUCATION	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
UCAS Clearing	7,8												
Career Service Induction	1,3,4												
UCAS Application Process Presentation	1,4,7												
Introduction to UNIFROG	1,7,8												
Choosing a University and course advice	1,4,7,8												
Effective Personal Statements	1,3,4,7,8												
University Talks and Stalls	1-5, 7-8												
University Visits	1-5, 7-8												
Student Finance Presentations	3,7,8												
Student Finance Application Support	3,7,8												
Student Finance Parents Evening	3,7,8												
University Interviews Workshop	1,4,7,8												
University Interviews Masterclass	1,4,7,8												
Mock University Interviews	1,4,7,8												
Promotion of University Taster Days	7												
Promotion of University Widening Participation Schemes	1,7,8												
Visit to UCAS Convention	1,4,7,8												

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HIGHER EDUCATION CONT.	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Budgeting for University	3,7,8												
Festival of Careers (HE Options)	7												
What is UCAS Extra?	7,8												
What is Clearing?	7,8												
Explore Medicine and Dentistry	1,7,8												
High Achievers Pathway	1,3,7,8												
Oxbridge Visits	7												
EMPLOYABILITY	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
CV Building Workshop	1,2,3,4,5												
Apprenticeship Awareness Workshop	1,2,3,4,5												
HE Apprenticeship Opportunities Workshop	2,3,4,5,7												
Job Shop	1,2,3,4,5												
Interview Preparation	1,2,3,4,5												
Job Applications	1,2,3,4,5												
Apprenticeship Search and Applications	1,2,3,4,5												
NCS Applications	1,3												
Job Centre LMI Session	1,2,3,4,5												
Careers Fest (Employer stands)	1,2,3,4,5												

GBM - Gatsby Bench Mark

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EMPLOYABILITY CONT.	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
LMI For All Online Tool	1,2,4												
Develop Self Marketing and Networking Workshop	1,2,3,4,5												
Job Club Drop In	2,5												
National Careers Week/Apprenticeship Week Activities	1-8												
Virtual Learning Environment Careers Resources	1,2												
Internal Progression Interviews	3,8,4												
Y13 Employability Programme	2,4,5,6												
ENCOUNTERS WITH EMPLOYERS	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Subject Specific Employer Guest Speakers	2,4,5,6												
Subject Specific Workplace Visits	2,4,5,6												
EDF Mentoring Programme	4,5,6												
Aspiring Young Engineers	2,3,4,5,6												
Army Advantage Programme	2,3,4,5,6												
NHS Showcase	2,3,4,5,6												
ENTERPRISE ENCOUNTERS	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Enterprise Workshops	5,6												

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PERSONAL GUIDANCE	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Enrolment Careers Guidance	3,8												
Careers Guidance Interviews Available by Appointment	3,8												
Don't walk, talk transfer clinics	3,8												
Progression Careers Interviews	3,8												
Open Evening Careers Advice	3,8												
WORK EXPERIENCE	GBM	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Student Ambassador Scheme	5,6,7												

WHAT ARE THE GATSBY BENCH MARKS?

1	2	3	4	5	6	7	8
STABLE CAREERS PROGRAMME	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	ADDRESSING THE NEEDS OF EACH STUDENT	LINKING CURRICULUM LEARNING TO CAREERS	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	EXPERIENCES OF WORKPLACES	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	PERSONAL GUIDANCE
Every college should have an embedded programme of career education and guidance that is known and understood by learners, parents, teachers, employers and other agencies.	Every learner, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A college's careers programme should embed equality and diversity considerations throughout.	All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.	Every learner 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, and should include learners' own part-time employment where it exists.	Every learner 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.	All learners 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.	Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.*3 These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.