



KICKSTART ACADEMY

Careers Strategy

To be read in conjunction with Provider Access Statement [Learning Community Trust - Provider access statement.pdf - All Documents](#)

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Vision

To inspire, support, and equip every young person with the knowledge, confidence, and skills to make informed, aspirational choices about their future, regardless of their starting point or personal challenges, with a particular focus on SEMH needs.

Mission

We will deliver a personalised, inclusive, and engaging careers programme that meets the Gatsby Benchmarks, supports positive post-16 transitions, raises aspirations, and builds resilience for all young people.

Strategic objectives

1. Deliver a **stable, structured careers programme** embedded across the curriculum and tailored to SEMH needs.
2. Provide **individualised, holistic support** integrating careers guidance with emotional wellbeing and transition planning.
3. Build **strong, sustainable partnerships** with employers, colleges, training providers, families, and the local community.
4. Ensure **all young people** access high-quality **personal guidance** and meaningful real-world experiences, including virtual options.
5. Embed a culture of **continuous evaluation and improvement** informed by student voice and data.

Meeting the Gatsby Benchmarks- A Stable Careers Programme

- A published careers programme reviewed annually by SLT and governors. *A careers planner is added to the school calendar at the start of the academic year and reviewed each July by SLT and governors, incorporating feedback from students and staff. The careers programme is also embedded into the PSHE/Personal Development curriculum in addition to the Careers Education & Civic Competence curriculum.*

- Careers Leader appointed with clear responsibilities and CPD opportunities. *Two designated members of staff (e.g. the PSHE lead and Deputy Head) are allocated time weekly to coordinate careers activities and liaise with external partners. In practice, all staff are involved in the careers provision at school.*

- Careers embedded in PSHE, enrichment, and curriculum subjects. *Weekly PSHE lessons include topics such as "financial choices" and "careers & future". Careers Education & Civic Competence is taught discreetly to students on a weekly basis by the personal development lead, with an exclusive focus on careers in an AI world, CVs, career planning, work experience and post 16 visits.*

- Termly updates shared with students, staff, and parents/carers. *Information will soon be shared with stakeholders via the website.*

Meeting the Gatsby Benchmarks- Learning from Career and Labour Market Information

- Use of up-to-date LMI tools (e.g. LMI for All, National Careers Service).
Students use the National Careers Service website when they are creating their CV and covering letter.
- Careers lessons include exploration of local job sectors and growth areas.
Careers boards are visible in each classroom and are linked to the relevant job sectors for the subject being taught in the room.
- Guest speakers from local industries and Jobcentre Plus.
Guest speakers have included the Police and Army to discuss career opportunities.

Meeting the Gatsby Benchmarks- Addressing the Needs of Each Pupil

- Personalised careers action plans for every student.
Each student has a one-page passport outlining their interests, goals, and next steps, reviewed termly. This information is collated at transition into school, so forms an early feature within the student's journey through school.
- Destinations data tracked and analysed to inform planning.
A spreadsheet tracks Year 11 leavers' destinations (college, apprenticeships, NEET) and is analysed to identify trends. This is shared twice annually by Future Focus.
- Targeted support for SEND, disadvantaged, and vulnerable learners.
Students supported by an EHCP have early EHCP reviews in year 11 to reduce anxiety before transition. All students have SEMH and have additional visits to college and training providers before they finish year 10 to reduce anxiety before making decisions in year 11.
- Student voice used to shape the careers programme.
Students have provided feedback regarding current lack of opportunities to experience work which has shaped the priorities for academic year 2025-26 to secure more encounters with employers.

Meeting the Gatsby Benchmarks- Linking Curriculum Learning to Careers

- Subject teachers highlight career relevance in lessons.
Maths: budgeting and wages; English: CVs and applications.
- Vocational tasters and project-based learning linked to real-world contexts.
Students complete mini-enterprise projects in Art, this builds entrepreneurial thinking, promotes creative and problem-solving mindset, promotes innovation and critical thinking, encourages growth mindset.

Meeting the Gatsby Benchmarks- Encounters with Employers and Employees

- Employer visits, workshops, and virtual Q&A sessions.
This is an area for development.
- Mock interviews and mentoring with local professionals.
This is an area for development.
- Careers events co-hosted with local businesses and training providers.
This is an area for development.

Meeting the Gatsby Benchmarks- Experiences of Workplaces

- Short-term work experience placements or shadowing.
This is an area for development.
- Virtual work experience for students with attendance or SEMH barriers.
This is an area for development.
- Partnerships with local employers for bespoke placements.
This is an area for development.

Meeting the Gatsby Benchmarks- Encounters with Further and Higher Education

- College taster days and campus visits.
All students have visits to college and training providers before they finish year 10 before making decisions in year 11.
- Workshops on apprenticeships, T Levels, and vocational pathways.
A careers advisor from Future Focus and Level 6 Careers advisor from the local FE college plan regular (weekly and bi weekly respectively) visits to school to discuss these options with young people.
- University outreach sessions and virtual tours.
This is an area for development.

Meeting the Gatsby Benchmarks- Personal Guidance

- All students receive at least one 1:1 session with a Level 6 qualified careers adviser.
A careers advisor from Future Focus and Level 6 Careers advisor from the local FE college plan regular (weekly and bi weekly respectively) visits to school to discuss these options with young people.
- Follow-up sessions for students at risk of NEET (Not in Education, Employment or Training).

A student unsure about their future is offered a second session and support with college applications. The Level 6 Careers Advisor from the local FE college will keep in touch with students over the summer holiday to keep them warm and reduce anxiety before post 16 education starts.

- Guidance integrated into EHCP reviews and transition planning.

Careers goals and support needs are discussed during annual EHCP reviews, with input from the adviser.

Careers programme structure for year 10 & 11

Learning Outcomes:

- Evaluate different post-16 options and qualifications (A-levels, T Levels, apprenticeships).
- Develop CVs, cover letters, and interview skills.
- Understand how personal choices affect future career opportunities.
- Gain experience of the workplace and reflect on learning.



Action plan for 2025-2026

Gatsby Benchmark	Current Status	Recommended Actions	Responsible Staff	Target Date
5. Encounters with Employers & Employees	Limited employer engagement; identified as area for development	<p>Establish partnerships with local employers.</p> <p>Schedule regular employer talks, Q&A sessions, and mentoring.</p> <p>Organise mock interviews and co-host careers events.</p>	Careers Leader, Deputy Head	December 2025
6. Experiences of Workplaces	No structured work experience; identified as area for development	<p>Develop short-term work experience and shadowing opportunities.</p> <p>Introduce virtual work experience for students with SEMH barriers.</p> <p>Create bespoke placements with local employers.</p>	Careers Leader, SENDCo, Deputy Head.	December 2025
7. Encounters with Further & Higher Education	Strong FE engagement; limited HE outreach	<p>Establish links with local universities for outreach and virtual tours.</p> <p>Invite HE</p>	Careers Leader, Personal Development Lead	February 2026

		speakers and alumni to share experiences. Promote HE pathways in PSHE and Careers Education.		
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