



Careers Plan 2026

Archers Brook School

At Archers Brook we offer all students a range of careers education, information, advice and guidance (CEIAG) opportunities to learn about the world of work and to help to prepare for their future steps at post 16. Pupils will engage in a range of career based activities including:

Careers lessons

Careers talks

Visits to places of employment

Workshops

School enterprise

LMI assemblies

Mock interviews

Careers fairs

Apprenticeship fairs

Further Education encounters

CV building

Application processes

Experiences of the workplace

NCS programme

Explore programmes

Our programme aspires to:

Raise aspirations as pupils seek and research a broad range of lifelong opportunities available to them.

Provide opportunities to reflect upon and develop skills essential for the workplace.

Deepen knowledge of post 16 and career options as pupils are supported onto a career pathway developed and designed by them.

Provide an array of interactions with FE establishments and employers.

We will work closely with the Careers and Enterprise company along with the Young chamber as we seek the best possible opportunities to prepare our students for life after school. We provide support with their decisions at transition points, informing them of all their options and introducing them to the world of work.

Careers is embedded within our curriculum and pupils have the opportunity to develop their skills and understanding across all subjects. Subject teachers ensure they directly relate their subjects to the world of work and we work closely as a staffing team to engage pupils with employers and workplaces related to subjects across our curriculum.

This plan is based around the DfE Guidance 'Careers guidance and access for education and training providers' January 2023, itself being informed by The UK Government's careers strategy, published on 4th December 2017.

We at Archers Brook have adopted the Gatsby Benchmark Toolkit and work with the Careers and Enterprise Company. This has assisted the preparation and delivery of this plan therefore ensuring best practice for our pupils in the provision of careers information, advice and guidance. We have a range of education and training providers accessing all pupils. We are always seeking opportunities to further this in order to develop pupils understanding of the routes and opportunities available to them post 16 supporting their transition in adulthood.



Inclusivity & Personalised Support Statement:

A careers adviser conducts face to face interviews with KS4 pupils to provide guidance and raise aspirations as they prepare for adulthood. These meetings are strategically placed across KS4. Each pupils should meet with the careers adviser 3 times with the last meeting strategically placed in Spring 2 of year 11 as most pupils are finalising their post 16 decisions. We communicate with parents and carers of our young people to ensure they, as well as our pupils, are aware of the opportunities available within the local area. We use children's and young peoples service in order to ensure the best possible transition into post 16 transition. Students can access their tutor and learning support at any time in the year.

We collaborate with Bren Bikes and the Bren Project in order to allow us to deliver a 6 week work experience placement to our KS4 pupils. This placement is delivered by a small, independent charity offering people with learning disabilities and autism the opportunity to experience supported, bespoke work placements in Chester and the surrounding area.

Support is also sought through local businesses as pupils complete volunteering work in order to complete Duke Of Edinburgh Bronze and Silver awards. This has seen us work with local businesses including; Molly's Urban Farm, Burton Manor Gardens, Hospice Of The Good Shepherd and Westlake Farm.

Access to Labour Market Information (LMI) Statement:

Up to date LMI is sought from The Careers Enterprise and shared with pupils and parents. LMI is also utilised through a number online platforms. In addition, there is a large online resource in the 'Morrisby Careers' platform that allows pupils to further research their careers of interest providing a full understanding of the career and the routes/ pathways that will lead them to where they want to be.

We have a selection of resources from a variety of local post 16 providers. These are available to all students at the careers room and are often used as points of reference and guidance.

Online resources including gov.uk, ASK apprenticeships and local college websites are used on a regular basis to develop pupils understanding of the options available to them and the processes in applying for and pursuing the options they believe to be suitable to them.

Outside agencies including the DWP and Youth Fed support the delivery of our programme as they aid us to deliver workshops including mock interviews, CV writing and application processes.



Lesson resources include the STEPs programme throughout KS3, panjango, my world of work and what's your strength.

How we meet our Frameworks:

Our CEIAG programme of activities is matched closely to the Gatsby Benchmarks, the criteria by which all CEIAG provision is measured within schools, colleges and universities. The Careers Strategy requires that all schools base their CEIAG programme around the benchmarks from 2020.

To assist us in measuring our progress against these benchmarks we complete an annual 'Compass' survey using a tool provided by the Careers and Enterprise Company.

When constructing this plan and the activities within it we are aware of CDI's Career Development Framework which describes the six learning outcomes that career development programmes should focus on to ensure pupils develop the career development skills that they need to have positive careers.

When developing programmes, careers teams should ask; how does it help pupils grow throughout life, explore possibilities, manage their career, create opportunities, balance life and work and see the big picture. Each activity may develop a different skill, but programmes should ensure engagement with all of these learning areas.

Student Summary of Entitlement

Year 7:

Students take part in the 'SelfAwareness' lesson – Understanding what is meant by identity and awareness and how this relates to students' own interests, strengths and aspirations

Students can expect:

A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum An introduction to careers resources including 'Morrisby Careers' and information on how to use them Encouragement to identify personal traits, strengths and skills, develop confidence and have high expectations of themselves Optional access to independent and impartial advisers via dropin sessions

Year 8:

Students take part in the 'What is work' lesson – Exploring what work is and why people go to work, delving into the different ways people work, the varied work styles and workplaces.

Students can expect:

A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum Further use of 'Morrisby Careers' and access to other careers software and websites available in school Opportunities to explore their career aspirations Signposting to career and course information Personal strengths building and linking skills to specific careers, enabling realistic and informed decisions at transition stages An introduction to the world of work and how it is constantly changing Optional access to independent and impartial advisers via dropin sessions To develop their leadership skills, qualities and confidence

Year 9:

Students take part in sessions for:

'Aspirations' – Learning about the choice of careers available, and how students' qualifications will affect the jobs they can enter, identifying three preferred careers

'Investigate Careers' – Discussing labour marketing information (LMI), identifying students' skills and subjects needing improvement to pursue favoured careers

'Employability skills' – Looking at what transferable skills are, how these are developed and how they can be improved

Students can expect:

A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum Access to an interest based questionnaire in 'Morrisby Careers', resulting in individual career suggestions Investigation of different jobs and careers, considering lifestyle, budgeting and work/life balance GCSE option planning with education and career routes in mind To reassess and develop their personal strengths, with a focus on employability skills using the SkillsBuilder model Signposting to career and course information To research into labour market

information (LMI) A series of careers presentations from local employers A career enrichment day covering job research, further and higher education options and apprenticeships Optional access to independent and impartial advisers via drop-in sessions To gain economic awareness

Year 10:

Students take part in sessions for:

'Challenging workplace stereotypes' – Discovering the concept of prejudice and stereotypes, students understand their own prejudices and their negative impact

'Careers for the future' – Navigating through the exciting world of future careers, students will see how a knowledge of future trends can affect their career choices

'Decision making' – Analysing how we make decisions and why this process is important in our education and careers
'Preparing for the work experience placement' – Aiding students to get the most from their work experience, and to realise the importance of this opportunity

'CVs' – Giving students the tools to write their own CV, for now and into the future

Students can expect:

A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum Goal setting using 'Morrisby Tracker' to record career related goals To produce their own draft CV Preparation for work experience Experience the world of work through a one-week work placement To start developing employability skills Opportunities to participate in enterprise activities An annual career fair featuring employers, training providers, and further and higher education institutions A series of careers presentations from local employers To attend university taster events to find out more about higher education Signposting to career and course information Optional access to independent and impartial adviser via drop-in sessions

Year 11:

Students take part in sessions for:

'Aptitudes' – Completing aptitude assessment and analysing results, students will begin to understand their strengths, career interests, personalities and priorities

'Investigate careers' – Discussing labour marketing information (LMI), identifying students' skills and subjects which need improvement to pursue favoured careers

'Options at 16' – Exploring the available options at 16 and the implications their choices have for career, education and apprenticeship choices

'Apprenticeships' – Identifying the pros and cons and the different apprenticeship levels, students will also research into apprenticeships for a chosen case study

Students can expect:

A planned programme of careers education and guidance as part of the PSHE and enrichment curriculum To consider all their post 16 options Attendance at sixth form/college open days Access to independent and impartial careers adviser via planned 1:1 appointments Interview practice for entry to further education or

apprenticeships An annual career fair featuring representatives from employers, training providers, and further and higher education institutions To attend careers talks and taster days with employers Continued development of their employability skills Signposting to career and course information

Summary of Core Programme

	Autumn	Spring	Summer
Year 7	Careers for me Introduction to aspirations School enterprise Skills and qualities for different careers What is a job? What is a career? What is LMI?	Careers in (specific subject) – What could I do? My skills and qualities My skills and qualities, what careers do they match? National apprenticeship week – Year 7 National Careers Week Self awareness Skills and qualities important for the workplace	Careers are different for everyone, what careers suit my priorities? Job vs Career, what's the difference? Priorities questionnaire Recapping on the year What can I do when I leave school?
Year 8	Careers research LMI and my careers Revisiting my Aspirations School enterprise Using career families to broaden horizons and raise aspirations Working with LMI figures – Panjango City	Careers in (specific subject) – What could I do? Essential skills – The Skills Builder Partnership National apprenticeship week – Year 8 National Careers Week Skills for the workplace	Career and priorities Comparing LMI for jobs of interest Forms of employment My options after school, what do they look like? Recapping on the year Revisiting priorities in year 8
Year 9	Aspirations, qualifications and my options GCSE options How can LMI affect my career options/ choices My career pathway School enterprise	Careers in (specific subject) – Why and how? Careers in (specific subject) – Why and how? Essential skills National apprenticeship week – Year 9 National Careers Week Personal skills, qualifications and career choices Post 16 Q&A Understanding and developing skills – creating an action plan	Live job opportunities – how do we apply? LMI – Looking at sectors Personalised evaluation and guidance of current career ideas and interests Priorities and career motivations Qualifications and post 16 routes Recapping on the year Revisiting priorities Various forms of employment

	Autumn	Spring	Summer
Year 10	Apprenticeships Aspirations, priorities and post 16 options Careers guidance with careers adviser Cheshire and Warrington Pledge careers fair Further education encounter Further education visit to Cheshire College South and West	Apprenticeship fair ASK programme Careers in (specific subject) – Why and how? Further education visit to Wirral Met National Careers Week	Careers talk – skills and qualities needed for the workplace CVs Mock interview Secondary college Work experience project
Year 11	Aspirations, priorities and post 16 options Careers guidance with careers adviser Cheshire and Warrington Pledge careers fair Further education visit to Coleg Cambria Supported internships and T levels	Apprenticeship fair ASK programme Careers in (specific subject) – Why and how? Final meeting with careers adviser for guidance National Careers Week	Preparing for post 16 life

Gatsby Benchmarks

The Eight Gatsby Benchmarks of Good Careers Guidance are:

