



Intent

The careers programme is used to develop and improve the programme of career education, advice and guidance offered to our students. Our primary aim is to encourage each student to become a mature, independently minded individual who has the necessary skills and knowledge to be of value to themselves and society.

Gatsby Career Benchmarks

The Gatsby Career Benchmarks identify good practice and define the essentials of good career guidance providing a robust and realistic framework for developing a career programme that is first class.

The Gatsby Benchmarks are as follows:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

Students at the College should expect careers education information, advice and guidance (CEIAG) as an entitlement and know where to access up to date information about work and labour market information, training and educational opportunities. They should also experience a wide range of career related activities including careers workshops, employer talks, career fayres, motivational speakers, college and university visits and workplace visits where possible. These career related activities should be sequential, with knowledge and experiences built upon over students' time at Catmose College.

Careers Guidance

Academies have a duty to secure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students in years 7-11.

(Education Act 1997, 2011, 2022 & Careers Guidance & Inspiration in Schools March 2015 Statutory Guidance). The Academy's duty to secure independent career guidance for all years 7-11 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers.

Key priorities

- Provide independent and impartial careers advice, prevent stereotyping and promote the best interests of the student to whom it is given.
- Ensure individual support for students with SEN or disabilities.
- Work with the local agencies to identify those 'at risk' of not participating post-16 in education or training and the services to support them.
- Work with education and training providers to provide information on the range of available education options including apprenticeships.
- Inspire and motivate students to fulfil their potential and develop employability skills.
- Provide direct students access to trustworthy websites, including The National Careers Service and Unifrog, giving labour market information, career profiles and other online career guidance sites.
- Provide access to online impartial careers and further and higher education resources.
- Inspire students through real life experiences/real life contact with work.
- Develop understanding of the world of work through linking curriculum learning to careers and with experiences of the workplace and world of work.
- Provide entrepreneurial challenges to develop employability skills and self-employment opportunities.
- Develop and build on essential skills by linking curriculum and PSHE learning to careers during students' time at Catmose.
- Encourage students to study STEM subjects.
- Develop employer-College links with Rutland County Council and the Leicester, Leicestershire and Rutland Careers Hub to address career aspirations and link the work completed in lessons to the world of work (WOW).

Outcomes

- Ensure all students are well informed when making subject and career decisions all transitions points.
- Reduce the amount of 16–18-year-old NEETs.
- All students to have a clear sense of achievable direction about future education, training options and goals.
- All students understand the importance of STEM subjects.
- All students are aware of out of school opportunities (e.g., trips, visits, voluntary activities).
- All students are aware of any post-16 funding available to them (e.g., 16-19 Bursary Fund, Oakham United Charities Fund).
- All students to have interacted with employers and understand the skills employers are looking for.
- All students to have developed some, if not all, of the key essential skills needed to progress to employment and further and higher education.

Implementation

Across the tutorial, PSHE and wider curriculum students are offered a range of opportunities to access information relating to the world of work, careers and local labour market information. Below are the outcomes of our Career Education, Information, Advice and Guidance (CEIAG).

Learner outcomes:

Theme	Learners as leavers of this institution will:
Self-awareness	Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.
	Be inspired and motivated by career opportunities which they may not have otherwise considered.
	Be able to articulate and demonstrate what they have learnt throughout their careers learning journey.
Career knowledge and decision-making	Have a broad knowledge of a range of career opportunities which enable informed decision-making.
	Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.
	Understand how the local and national labour market is changing and what this might mean for their career choices.
	Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.
	Be able to evaluate the risks and rewards of different types of employment and working environments.
	Be able to make links between their curriculum to skills, pathways, and to the world of work.
	Be able to identify and make effective use of available support systems.
	Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.
Recruitment and workplace readiness	Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.
	Have developed essential skills which will support them to transition to the workplace.
	Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.
	Understand the expectations, behaviours, and cultures of a range of workplaces.
	Be able to evidence when they have applied their knowledge and skills within the workplace.
	Be able to articulate their knowledge and skills to potential employers.
	Be able to use their work experiences to make informed career decisions.

Impact

Student survey data reports above 80% of students across the College agree or strongly agree that their experiences of CEIAG are useful for future career aspiration. 100% of students who have met with the Careers Advisor found their meeting useful.

Destination Data

Details of the Destination Data for the latest academic year can be found here -

<https://www.catmosecollege.com/destination-data/>



Since the updates to the Gatsby Benchmarks, we have undertaken three Compass evaluations. Results from June 2026 evaluation below.

Compass Evaluation Results

Compass evaluation results allow you to identify what's working well and where there's room to grow - helping you meaningfully achieve the eight Gatsby Benchmarks, celebrate success and plan for future improvement.

Gatsby Benchmark	% achieved in latest evaluation
GB1 - A stable careers programme	92%
GB2 - Learning from careers and labour market information	100%
GB3 - Addressing the needs of each young person	100%
GB4 - Linking curriculum learning to careers	96%
GB5 - Encounters with employers and employees	100%
GB6 - Experiences of workplaces	100%
GB7 - Encounters with further education and higher education	100%
GB8 - Personal guidance	100%