

Careers Impact Maturity Model

Theme 1 Sustainable, Strategic and Embedded Careers Leadership, Vision and Intent, and Planning for Development				
1.1 Careers leadership and distributed leadership of careers	<p>There is a named Careers Leader.</p>	<p>A named Careers Leader, who has completed or is in the process of completing appropriate Career Leader training, is in place in a role that is clear within the staffing structure with sufficient time to fulfil the role.</p>	<p>Leadership of careers includes a trained Careers Leader with relevant line management at senior leadership level and sufficient capacity and resource to deliver a strategic development plan for careers.</p>	<p>Careers Leadership with specific training and distributed leadership of careers is embedded within the staffing structure and within organisational development planning.</p> <p>Systems and processes support a shared responsibility for delivery of careers across the organisation, which is enabled by clearly defined roles and responsibilities.</p>
1.2 Leaders' vision and intent for careers	<p>There is an organisation vision that refers to preparing learners for their future careers.</p>	<p>The organisation vision includes specific reference to preparing learners for their future careers. There may be a related specific vision for careers.</p> <p>The vision, intent and priorities for the development of the careers provision are shared with senior leaders, board and staff.</p>	<p>The whole organisation vision and any specific vision for careers informs the priorities for the development of the careers provision and informs relevant sections of the whole organisation development plan.</p> <p>There is a shared understanding of the vision, intent and priorities for the development of the careers provision across senior leaders, board and staff.</p>	<p>The whole organisation vision and any specific vision for careers shapes the priorities for the development of the careers provision and informs all relevant areas of the organisation development plan.</p> <p>There is a shared understanding and accountability for achieving the vision, intent, and priorities of the careers provision aligned to wider organisation priorities across senior leaders, board and all staff.</p>

<p>1.3 Strategic careers planning</p>	<p>There is an organisation wide careers development plan.</p>	<p>There is a strategic careers development plan that includes priorities for the development of the careers provision, and that includes cross organisation careers roles and responsibilities.</p>	<p>There is a strategic careers development plan in place with objectives aligned to other priorities of the organisation. Careers is aligned with the organisation strategic plan and is an integral part of development and improvement planning and activity, with links to the needs of local and regional business, delivery area demographics, LSIPs and learner need</p>	<p>The organisation's strategic plan and strategic careers plan are inter-related, placing careers at the heart and centre of organisation life, reflective of the needs of local, regional and national business, delivery area demographics, and learner need.</p>
<p>1.4 Strategic leadership of careers</p>	<p>Careers is discussed with senior leaders on an ad hoc basis.</p>	<p>Oversight of careers is led by a senior leader, with clear line management of the named Careers Leader and other staff with careers responsibilities.</p>	<p>Oversight of careers is led by a senior leader and careers features regularly in management development meetings, planning and reporting.</p>	<p>Strategic careers planning and impact evaluation is led by a senior leader and is embedded within whole organisation development planning, impact evaluation and reporting.</p>
<p>1.5 Support and challenge from board</p>	<p>There are ad hoc opportunities to consider careers provision at board meetings.</p>	<p>There are regular and planned opportunities for board members to consider the aims and impact of the careers provision. There may also be a named Careers Link member of the board.</p>	<p>The aims and impact of the careers provision is considered alongside the strategic careers plan by board members and there is a consistent approach to reporting according to this within board meetings or a relevant committee. There may also be a named Careers Link member of the board.</p>	<p>Board members and a named Careers Link board member are able to consider the effectiveness of the careers provision in meeting the vision and strategic priorities for careers and for the whole organisation through regularly scheduled reporting on progress and impact evaluation.</p>
<p>1.6 Engagement with the national Careers Hub network and other careers networks</p>	<p>The organisation is connected to The Careers & Enterprise Company, a local Careers Hub or other relevant careers community of practice.</p>	<p>The named Careers Leader regularly engages with The Careers & Enterprise Company, a Careers Hub or other relevant careers community of practice.</p>	<p>Organisation leadership is supported with strategic careers development planning from relevant The Careers & Enterprise Company or Careers Hub colleagues and the organisation actively contributes to the development of careers networks or other relevant careers community of practice.</p>	<p>Organisation leadership is supported with strategic careers planning from relevant The Careers & Enterprise Company or Careers Hub colleagues and the leadership strategically engages with and contributes to careers networks or other relevant careers community of practice.</p>

Theme 2

Learner centred, Evidence informed, and Impact driven

Addressing the needs of all learners and impact evaluation: (Benchmarks 1 and 3)

<p>2.1 Development of progressive learner careers learning journeys</p>	<p>The careers provision for learners includes careers activity that contributes to supporting learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions. • make effective and sustained transitions. • develop career readiness. 	<p>A documented careers learning journey for learners is shared and understood, and includes progressive careers learning and activities that supports learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed. • make effective and sustained transitions. • develop career readiness. 	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes that show measurable intent for learners as completers.</p> <p>The progressive career related learning outcomes inform discrete careers related learning, encounters with employers and providers, workplace experiences and personal guidance.</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes is informed by local and regional LMI, employers' needs, provider vision and priorities, impact evaluation and learner needs assessments.</p>
<p>2.2 Addressing the needs of all learners</p>	<p>Data and information about vulnerable and targeted groups/learners (e.g., those classed as vulnerable learners or targeted groups) is shared with the Careers Leader.</p>	<p>Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to inform personal careers guidance provision.</p>	<p>Data and information about vulnerable and targeted groups/learners is analysed by relevant colleagues (inc. SENCo, Careers Leader, curriculum teachers and pastoral leads, etc.) to personalise careers related learning, personal careers guidance, encounters with employers and providers and workplace experiences.</p>	<p>There is evidence of differentiated approaches to the measurable development of learner career readiness for identified vulnerable cohorts and individuals.</p> <p>Impact evaluation of this intervention for vulnerable groups/learners is reported and informs future organisation wide development planning and reporting.</p>
<p>2.3 Effective use of appropriate tracking / recording system</p>	<p>Recording systems (e.g., Compass, Promonitor) are used to capture careers activities and to track intended and actual destinations.</p>	<p>Recording systems are regularly updated by multiple users across the organisation to record and evaluate activities, to record intended and actual destinations data for all learners.</p>	<p>Up to date information from recording systems and related data on all learners is used by Careers Leader and senior managers to measure impact of the careers provision and to inform continuous improvement and planning of careers.</p>	<p>Up to date information from recording systems and related data on all learners is used by careers leader, senior leaders and the board to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation and reporting.</p>

<p>2.4 Careers Impact Evaluation: Destinations Data</p>	<p>Destinations Data is collected to inform evaluation of the careers provision.</p>	<p>Destinations Data is collected, analysed and reported on according to specific success criteria (intent). This could include outcomes for specific cohorts, breadth of destinations, retention in employment, alignment to labour market, NEET, etc.</p>	<p>Destinations Data is systematically collected and analysed against specific success criteria by senior leadership to inform evaluation, reporting and continuous improvement of the careers provision.</p>	<p>Destinations Data is systematically collected and analysed against specific success criteria by senior leadership to inform impact evaluation, reporting and continuous improvement of the careers provision and is embedded in whole organisation improvement work aligned to strategic and local and regional skills plans.</p>
<p>2.5 Careers Impact Evaluation: Learner Perception</p>	<p>Learners' perception of their career readiness is considered to inform evaluation of careers.</p>	<p>Learners' perception of their career readiness is measured and analysed to inform continuous improvement of the careers provision (e.g. via learner voice or other pre-defined criteria).</p>	<p>Learners' perception of their career readiness is measured and analysed by senior leadership to inform evaluation, reporting and continuous improvement of the careers provision.</p>	<p>Learners' perception of their career readiness is measured and considered by senior leadership to inform whole organisation development planning, impact evaluation and reporting.</p>
<p>2.6 Careers Impact Evaluation: Stakeholder Voice</p>	<p>Stakeholder voice is collected to inform evaluation of the careers provision.</p>	<p>Relevant stakeholder voice is collected and analysed to inform evaluation, reporting and to inform continuous improvement of the careers provision.</p>	<p>Stakeholder voice is systematically and strategically collected and analysed by senior leadership to inform evaluation, reporting and continuous improvement of the careers provision.</p>	<p>All relevant stakeholder voice is systematically evaluated by senior leadership to inform impact evaluation, strategic development planning of careers and whole organisation development planning, impact evaluation and reporting.</p>
<p>2.7 Careers Impact Evaluation: Quality Assurance</p>	<p>Careers provision is structured with reference to relevant frameworks, policies, and guidance (e.g., Gatsby Benchmarks, CDI Framework, Careers Strategy, Provider Access Legislation, Ofsted requirements etc.).</p>	<p>Careers provision and compliance is reviewed within internal (deep dives, 360s, etc) and external quality assurance processes.</p>	<p>Quality assurance processes involve senior leaders and inform action planning and continuous improvement of the careers provision.</p>	<p>Insight and learning from quality assurance of careers inform both the continuous improvement of the careers provision and organisation development.</p>

**Theme 3: Understanding of labour market information and future pathway options and Encounters with further education, higher education and training providers
(Benchmarks 2 and 7)**

<p>3.1 Learner understanding of what LMI is and how to make effective use of it</p>	<p>The careers provision includes ad hoc opportunities for learners to receive labour market information (LMI).</p>	<p>A documented careers learning journey includes universal and targeted activities and careers learning that supports learners to access relevant LMI.</p>	<p>A planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes includes universal and targeted activities and careers learning that supports learners to access, understand and evaluate relevant LMI.</p>	<p>Impact evaluation relating to learners' understanding of and ability to analyse LMI is used by senior leadership to inform continuous improvement of careers and whole organisation development planning, impact evaluation and reporting.</p>
<p>3.2 Learner understanding of all routes available to them at key transitions</p>	<p>The careers provision includes ad hoc opportunities for learners to receive information about routes available to them.</p>	<p>A documented careers learning journey includes universal and targeted activities and careers learning that supports learners to understand all different option routes with equity at key transitions stages and is appropriate to their level of learning and course.</p>	<p>A planned, progressive and documented careers learning journey, underpinned by relevant progressive career-related learning outcomes supports learners at each key stage to evaluate all routes available at key transitions with equity.</p> <p>All learners are provided with equitable support to apply for different routes.</p>	<p>Impact evaluation relating to learners' equitable understanding of pathways at key transition stages is used by senior leadership to inform continuous improvement of careers and is embedded in whole organisation development planning for improvement.</p>
<p>3.3 Supporting learners to challenge misconceptions and stereotypes</p>	<p>The careers provision includes ad hoc opportunities for learners to challenge misconceptions and stereotypes linked to pathways and opportunities available to them.</p>	<p>A documented careers learning journey maps opportunities in each curriculum to challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes. This career learning journey includes universal and targeted activities and careers learning to measurably challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.</p>	<p>Impact evaluation relating to what learners know, understand and can do in relation to challenging misconceptions and stereotypes is used by senior leadership to inform continuous improvement of careers and is embedded in whole organisation development planning for improvement.</p>
<p>3.4 Parent and carer understanding of what LMI is and how to make effective use of it.</p>	<p>All parents and carers receive information about local, regional and national information on an</p>	<p>All parents and carers receive information about what LMI is and why it is important, as well as local, regional and national information. This information is shared through a variety</p>	<p>A planned, progressive and documented careers learning journey, underpinned by relevant progressive career-related learning outcomes is used to inform how parents and carers are regularly supported through</p>	<p>Support is provided to all parents and carers regularly and differentiated according to parent/carers and learner need and subject sector area.</p>

<p>(applicable for 16-18 learners <25 with EHCP)</p>	<p>ad hoc basis, through a variety of channels.</p>	<p>of channels and there is evidence of information and data being tailored to the needs of learners.</p>	<p>a variety of channels to understand what the labour market is and how to access and interpret LMI.</p> <p>There is evidence of how support is differentiated according to parent and carer context.</p>	<p>Impact evaluation data relating to parent and carer engagement with and understanding of how to access and use relevant LMI, is used to inform a whole organisation parental engagement strategy that includes supporting parents to make effective use of LMI.</p>
<p>3.5 Parent and carer understanding of all routes available to learners at key transitions (applicable for 16-18 learners <25 with EHCP)</p>	<p>All parents and carers receive information on an ad hoc basis about which routes are available to learners at key transitions. Information is shared through a variety of channels.</p>	<p>All parents and carers are supported to understand the benefits of all routes available to learners at key transitions. Information is shared through a variety of channels.</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes. This career learning journey is used to inform how all parents and carers are supported to evaluate with equity all routes available to learners at key transitions and to access and understand information on those routes. It also supports parents and carers to address any misconceptions and stereotypes.</p> <p>There is evidence of how the support is differentiated according to parent and carer context.</p>	<p>Support is provided to all parents and carers, regularly and differentiated according to parent and carer and learner need.</p> <p>Impact evaluation data relating to parent and carer engagement with an understanding of and attitudes towards all routes available to learners at key transitions is used to inform a whole organisation parental engagement strategy that includes supporting parents to make effective use of information.</p>
<p>3.6 Staff understanding of all routes available to learners at key transitions</p>	<p>Coaching staff, trainers, tutors and pastoral staff receive information on an ad hoc basis about LMI and about which routes (including academic, technical, vocational and employment) are available to learners at key transitions.</p>	<p>Coaching staff, tutors and pastoral / support staff are regularly supported to understand how to access relevant LMI, understand the benefits of all routes available to learners at key transitions, including academic, technical, vocational and employment.</p>	<p>Coaching staff, tutors and pastoral / support staff are regularly supported to understand how to access relevant LMI, the benefits of all routes available to learners at key transitions, including academic, technical, vocational and employment including how to effectively signpost learners for further support.</p> <p>This informs a planned approach to supporting and enabling staff to have effective careers conversations with learners as 'trusted adults'.</p>	<p>Coaching staff, tutors and pastoral / support staff receive appropriate CPD to understand and make effective use of LMI and pathway knowledge.</p> <p>Impact evaluation data relating to staff engagement with and understanding of and attitudes towards all routes available to learners at key transitions is used to inform organisation wide improvement planning.</p>

<p>3.7 Effective provider engagement</p>	<p>The organisation engages with a range of further and higher education providers to support careers provision and provide access to information about future academic, technical, vocational and professional development opportunities.</p>	<p>The organisation identifies and engages with providers relating to all pathways available to learners (including academic, technical, vocational and professional development as appropriate) at key transitions stages.</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes that includes multiple opportunities for learners to engage with and learn from providers of all routes available at key transitions.</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes includes multiple meaningful and progressive encounters with providers.</p> <p>LMI, destinations data and learner career knowledge and skills analysis, along with regional skills needs are used to identify and inform engagement with providers of all routes available.</p>
<p>3.8 Effective use of success stories</p>	<p>Success stories are shared across the organisation and key stakeholders on an ad hoc basis.</p>	<p>Success stories are deliberately and regularly shared across the organisation and with stakeholders showing success from all routes available at key transitions, including work progression, academic, further technical and vocational training and continuing professional development.</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes that includes success stories being deliberately and regularly shared across the organisation and with stakeholders showing success from all routes available, including work progression, academic, further technical and vocational training and continuing professional development.</p> <p>Stories may challenge stereotypes and demonstrate removal of barriers and relate to local or regional skills plans.</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes includes multiple opportunities for learners to understand relevant success stories.</p> <p>Impact evaluation, organisation vision and priorities and learner needs assessments inform how and when success stories are shared.</p>

Theme 4: Linking curriculum learning to careers (Benchmark 4)

<p>4.1 Careers Education</p>	<p>There is dedicated time for each individual within their learning plan for careers education and this includes activity that contributes to supporting learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions about their future. • make effective and sustained transitions. • develop career readiness. 	<p>Dedicated time for careers in individual learning plans is structured and progressive with careers learning and activities that supports learners to:</p> <ul style="list-style-type: none"> • make aspirational and informed decisions. • make effective and sustained transitions. • develop career readiness. 	<p>Dedicated time for careers in individual learning plans is structured around progressive, learner centred, impact driven careers related learning outcomes that are both universal and differentiated to learner need.</p>	<p>Dedicated time for careers in individual learning plans is structured around progressive, learner centred, impact driven careers related learning outcomes that are both universal and differentiated to learner need. Progress in careers education is monitored and supported in line with other quality assurance processes in the organisation.</p>
<p>4.2 Delivery of careers learning outcomes, highlighting links between the curriculum and careers</p>	<p>Curriculum delivery provides ad hoc opportunities for careers related learning.</p>	<p>There is an expectation that careers related learning is planned and delivered, with support from employers, across all subjects and included in curriculum intent statements, schemes of work, session plans and reviews.</p>	<p>Staff consistently work with employers to regularly embed delivery of specific careers related learning outcomes in their subject. These are evaluated for impact and as a result, learners develop knowledge, skills and behaviour that builds career readiness within their occupational area.</p>	<p>Quality assurance processes monitor the consistency and impact of how: Staff work in partnership with employers in curriculum planning (with a focus on alignment to LSIP) All staff consistently and regularly highlight the relevance of qualification content to the world of work and future careers. All staff make links from their curriculum to future careers, pathways, whilst embedding essential skills development.</p>
<p>4.3 Quality assurance of careers in the curriculum</p>	<p>Quality of careers learning in the curriculum may be captured in an ad hoc or inconsistent way through existing quality assurance systems and processes</p>	<p>Quality assurance systems and processes facilitate and enable staff to highlight, review and evaluate the quality of careers learning in the curriculum</p>	<p>Regular and systematic evaluation of careers learning in the curriculum informs future planning of universal and differentiated careers learning outcomes that develop knowledge, skills and behaviour that builds learners' career readiness</p>	<p>Quality assurance processes consider the consistency and impact of delivery of careers learning outcomes in the curriculum, towards the achievement of whole organisation quality improvement planning</p>

<p>4.4 Establishing a shared definition of careers to support the embedding of careers across the curriculum</p>	<p>Careers has a recognisable profile in the organisation. There is a published careers development plan and a careers delivery plan, both universal for all and differentiated by curriculum or occupational pathway.</p>	<p>Careers has a recognisable profile across the organisation. There is a shared definition and understanding of key roles and responsibilities for careers across organisation that is written into the strategic careers development plan or delivery plan.</p>	<p>Delivery staff are supported to identify opportunities to explicitly develop knowledge, skills, and behaviours that build learner career readiness relevant to their own curriculum or occupational area.</p>	<p>The identification, development and measurement of knowledge, skills, and behaviours that build learner careers readiness within the curriculum is featured within staff CPD, curriculum planning, quality assurance systems and processes and as a feature of high-quality delivery across the organisation.</p>
<p>4.5 Staff CPD to support staff to highlight the relevance of their subjects and to make links to careers from the curriculum</p>	<p>Staff receive information about LMI and progression routes available to learners on an ad hoc basis. Informal opportunities exist for tutor encounters of the workplace or commercial updating.</p>	<p>Staff are regularly supported, through staff CPD, to understand what the labour market is, how to access and interpret LMI, and all routes available to learners, including academic, technical, vocational and professional development. Planned opportunities exist for tutor encounters of the workplace and commercial updating. There is expectation that staff incorporate relevant LMI and insight from industry into their curriculum delivery.</p>	<p>Staff are supported through CPD, workplace encounters and commercial updating to understand how to apply their knowledge and understanding of LMI and pathways and make regular links from the curriculum content to careers and the world of work. There is a measurable consistency as to how this takes place across the curriculum and occupational pathways.</p>	<p>Application of knowledge and understanding from CPD (including workplace encounters and commercial updating) and of LMI and pathways are embedded within curriculum planning, quality assurance systems and processes and as a feature of high-quality delivery across the organisation.</p>
<p>4.6 Learner Skills Development</p>	<p>There is an established language for essential skills in the organisation.</p>	<p>There is a whole organisation consistent language and approach to essential skills development.</p>	<p>There is a progressive and measurable approach to developing essential skills through the curriculum that is mapped within learner careers learning journeys. Learners and staff can articulate impact of skills development towards their career readiness.</p>	<p>There is a progressive, differentiated, and measurable approach to developing essential skills through the curriculum that features in staff CPD, curriculum planning, quality assurance systems and processes and as a feature of high-quality teaching and learning across the organisation. There is measurable impact on learners' career readiness.</p>

Theme 5: Encounters with employers/employees and workplace experiences (Benchmarks 5 and 6)

<p>5.1 Effective employer engagement</p>	<p>The organisation engages with a range of employers to provide appropriate encounters which are of interest to learners and support future careers.</p>	<p>The organisation identifies and engages with employers, informed by relevant LMI and learner need for a range of different purposes. Employers are involved in curriculum planning, delivery and evaluation.</p>	<p>Sustainable and collaborative relationships have been built with employers, informed by relevant LMI, skills need, and supporting learner need. Employers are engaged in careers education through all aspects of organisational life including governance, curriculum planning across all subjects, implementation and impact evaluation.</p>	<p>Sustainable and collaborative relationships have been built with employers to include them in careers education delivery, informed by relevant LMI, skills need, and supporting learner need. Employers are engaged on a strategic and operational level to ensure informed strategic planning, curriculum planning across all subjects, and industry standard / high quality teaching and learning. Innovative approaches have been used to develop effective employer / provider working relationships. Evaluation informs whole organisation quality improvement planning.</p>
<p>5.2 Meaningful encounters with employers</p>	<p>There are ad hoc employer encounters for learners including masterclasses and guest speakers etc.</p>	<p>All learners engage in progressive meaningful encounters with employers.</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes, which includes multiple meaningful encounters with employers.</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes includes multiple meaningful and progressive employer encounters within each curriculum or occupational area. Impact evaluation, organisation vision and priorities, learner needs assessments and regional skills needs inform multiple meaningful encounters with employers within each curriculum or occupational area.</p>
<p>5.3 Meaningful workplace experiences</p>	<p>Workplace experiences are offered to learners (in the case of apprenticeships these are additional to main employment).</p>	<p>All learners access experience(s) of the workplace (in the case of apprenticeships these are additional to main employment).</p>	<p>There is a planned, progressive and documented careers learning journey, underpinned by relevant career-related learning outcomes, which includes multiple meaningful experiences of the workplace (in the case of apprenticeships these are additional to main employment)</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive career-related learning outcomes includes multiple meaningful and progressive experiences of the workplace within each curriculum or occupational area. Impact evaluation, organisation vision and priorities, learner needs assessments and regional skills needs inform multiple meaningful experiences of the workplace within each curriculum or occupational area</p>

Theme 6: Personal Guidance (Benchmark 8)

6.1 Engagement with personal guidance		All learners are supported to engage in personal guidance interviews and engagement is tracked and monitored with relevant information being shared as appropriate.	Systems are in place to identify learner guidance needs, manage referrals and track engagement and impact. There are clear protocols in place to share information as appropriate.	Processes for identifying learners' personal guidance needs and information sharing are embedded within whole organisation approaches to address the needs of all learners, particularly the most vulnerable.
6.2 Meaningful approach to personal guidance	Learners have the opportunity to engage in a personal guidance interview and parents and carers (where appropriate) are informed that this opportunity is available.	Personal guidance interviews are well-timed to support learners to prepare for key transitions and are embedded within a structured approach to careers activity. Where appropriate, parents and carers are informed ahead of time that this is part of the institution's careers activities and have the opportunity to ask questions.	Personal guidance interviews and time for learner preparation and reflection are well-timed and are embedded within a 'learner careers learning journey'. Relevant staff CPD and parent and carer engagement (as appropriate) is mapped to support this. Parents and carers, where appropriate are supported to have a clear role in helping learners to prepare and reflect on their interviews.	Approaches to personal guidance are differentiated in response to impact evaluation data in the context of the organisation's development planning, impact evaluation and reporting. The role of all parents and carers in supporting learners aged 16-18 and <24 (with EHCP) to engage in personal guidance is carefully thought through and mapped within this.
6.3 Personal Guidance Resourcing	Impartial personal guidance is provided by an appropriately qualified careers adviser.	There is evidence of evaluation of the impact of impartial personal guidance provision.	Impartial personal guidance provision and learners' engagement with the provision is regularly reviewed and evaluated.	Impartial personal guidance provision and learners' engagement with it, is regularly reviewed and evaluated by senior leadership team to identify improvement areas and plan improvements.

Glossary of Key Terms from Careers Impact System Maturity Model

Careers in the curriculum	Careers in the curriculum focuses on how staff are supported to understand the school, special school, or college's definition of careers and how they are supported to embed relevant careers knowledge or the application of careers and essential skills within the curriculum.
Distributed leadership	Leadership of Careers is not just the responsibility of the careers leader but is shared throughout the organisation and different people take on delegated responsibility for aspects of the strategy and programme delivery.
Careers learning journey	All students are on a 'careers learning journey' towards decisions at key transitions and lifelong career development, and all schools, special schools, and colleges put in place a provision of careers education and guidance to support students on that journey. The Careers Impact System self- evaluation and review process includes reviewing how decisions are made about what students need to know, understand and be able to do and in what order and with consideration of how impact evaluation of careers drives school, special school, and college improvement. This includes consideration of the knowledge students, staff and parents/carers receive and how they are supported to process, practise and apply this knowledge.
Career Readiness	The development of the knowledge, skills, and behaviours that will prepare students for successfully navigating the world of work.
Progressive careers learning journey	A progressive 'careers learning journey' intentionally underpinned by relevant careers related learning outcomes indicates an approach where the school, special school, or college has made decisions about careers in terms of what students need to know, understand and be able to do and that provision has been mapped for students as they progress through the school, special school, or college.
Careers provision	Careers provision relates to the entirety of what is provided for students and key stakeholders that contributes to what students need to know, understand and be able to do to take their next best step.
Career related learning outcomes	Career related learning outcomes give intentional shape to the careers provision as they describe what students should be able to do at the end of their 'careers learning journey'. The CDI Careers Framework includes learning aims that will help schools, special schools, and colleges to write specific careers related learning outcomes.
Education engagement data	Education engagement data refers to indicators including attendance, behaviour, exclusion, and progress data, etc.
Enterprise Adviser	Enterprise Advisers are volunteers who use their business skills, experience, and networks to support Career Leaders in schools, colleges, and special schools to improve their careers provision.
Essential skills	We have referred in the Maturity Model to 'essential skills' using the language of The Skills Builder Partnership .
Impact evaluation data	Impact evaluation data refers to stakeholder feedback, student career knowledge and skills, education engagement data, and destinations data. The Impact Evaluation Toolkit supports schools, special schools, and colleges to evaluate the impact of career programmes.
Essential skills	We have referred in the framework to 'essential skills' using the language of The Skills Builder Partnership .

<p>Meaningful encounter with employers/employees</p>	<p>To include an activity under Benchmark 5, it must meet the following minimum requirements:</p> <ul style="list-style-type: none"> • Learning outcomes are defined, based on the age and needs of students • The encounter involves two-way interaction between students and employers/employees • There is evidence that the student actively participated
<p>Meaningful experiences of the workplace</p>	<p>To include an activity under Benchmark 6, it must meet the following minimum requirements:</p> <ul style="list-style-type: none"> • Learning outcomes are defined, based on the age and needs of students • Student meets a range of people from the workplace • There is extensive two-way interaction between the student and employees • Student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer
<p>Meaningful parental/carer engagement</p>	<p>This involves embedding important information about careers into all aspects of school, special school, and college parent/carer engagement. It will form a key part of any existing parent/carer engagement strategy or approach. This means that staff from across the institution will support the Careers Leader to deliver key messages to parents about careers provision and information, so that parents can support their child to make informed careers decisions. Outcomes will be differentiated and defined according to the institution's unique context and what change or improvements they want to see in the engagement of all parents/carers in careers.</p>
<p>Quality First Teaching</p>	<p>Quality First Teaching (QFT) is a term used to describe high quality highly inclusive teaching usually alongside continuous whole school processes for assessing, planning, implementing, tracking, monitoring, and reviewing young people's progress.</p>
<p>RONI</p>	<p>At Risk of NEET Indicator. A tool used to identify young people who are affected by high risk factors which increase the likelihood of becoming NEET (Not Engaged in Education Employment or Training). Young people are more likely to be NEET if they are affected by the following risk factors and have/are:</p> <ul style="list-style-type: none"> • English as an additional language • An Education, Health and Care Plan • Special Education Needs Support • Low attendance including exclusion or educated away from school premises • Looked after children • Pregnant • A young parent • A young carer • In custody • Involved with Youth Justice Service
<p>Strategic careers plan</p>	<p>The Strategic Careers Plan, first conceptualised by Teach First in 2017, can be used as a 'manual' to achieve careers and whole school, special school, and college strategic objectives. The format follows the Teach First Strategic Careers Plan concept and includes:</p> <ul style="list-style-type: none"> • Vision • Current state • Key strategic objectives (student-centred and measurable) • Action plan to achieve objectives <p>To access guidance on how to create a strategic careers plan, click here</p>

THE CAREERS & ENTERPRISE COMPANY

About The Careers and Enterprise Company

The Careers and Enterprise Company is the national body for careers education in England, supporting schools and colleges to deliver modern, 21st century careers education. Our mission is to help every young person find their best next step.

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