

Careers Impact Maturity Model

Theme 1 Careers Leadership, vision and intent, and planning for development (Benchmark 1)				
1.1 Careers leadership and distributed leadership of careers	There is a named Careers Leader.	There is a named Careers Leader who has completed – or is in the process of completing – appropriate Career Leader training. Their role is clear within the staffing structure, and they have sufficient time to fulfil their responsibilities.	Leadership of careers includes a trained Careers Leader with line management at senior leadership level. Additionally, there is sufficient capacity and resources to deliver a strategic careers development plan.	Careers leadership is supported with specific training and is embedded across the staffing structure and within school or special school development planning. Systems and processes support a shared responsibility for delivery of careers across the school or special school, enabled by clearly defined roles and responsibilities.
1.2 Leaders' vision and intent for careers	There is a school or special school vision that refers to preparing learners for their future.	The school or special school vision includes specific reference to preparing learners for their future. There may be a related vision specifically for careers. The vision, intent and priorities for the development of the careers provision are shared with the senior leadership team, governors and staff.	The vision(s) informs the priorities for the development of the careers provision as well as relevant sections of the whole school or special school development plan. Senior leaders, governors and staff understand the vision, intent and priorities for the development of the careers provision.	The vision(s) shapes the priorities for the development of the careers provision and informs all relevant areas of the school or special school development plan. Senior leaders, governors and staff understand and are accountable for achieving the vision, intent, and priorities of the careers provision, in alignment with wider school or special school priorities.
1.3 Strategic careers planning	There is a careers development plan.	There is a strategic careers development plan that includes priorities for the continuous improvement of the careers provision and includes careers roles and responsibilities.	There is a strategic careers development plan that includes priorities for the development of careers provision aligned to the school or special school vision and development priorities. Careers is also featured in the whole school or special school development plan.	There is a strategic careers development plan that is regularly monitored by the senior leadership team and governors that includes priorities aligned to school or special school development priorities. The school or special school development plan features careers within key development priorities as a driver for change.
1.4 Strategic leadership of careers	Careers is discussed with the senior leadership team on an ad hoc basis.	Oversight of careers is led by a member of the senior leadership team, with clear line management of the named Careers	Oversight of careers is led by a member of the senior leadership team. Progress of the strategic careers development plan features	Strategic careers planning and impact evaluation is led by a member of the senior leadership team and is embedded within most areas of the whole school or

		Leader and other staff with careers responsibilities.	regularly in the senior leadership team planning and reporting.	special school development planning, impact evaluation and reporting.
1.5 Support and challenge from governance	There are ad hoc opportunities to consider careers provision at governing body meetings and to report to governors.	There are regular and planned opportunities for governors to consider the aims and impact of the careers provision. There may also be a named Careers Link Governor.	The aims and impact of the careers provision are considered by governors alongside a strategic careers plan. There is a consistent approach to reporting within governing body meetings and/or a relevant sub-committee. There may also be a named Careers Link Governor.	Governors and a named Careers Link Governor are able to consider the effectiveness of the careers provision in meeting the vision and strategic priorities for careers and for the whole school or special school. This is done through regularly scheduled reporting on progress and impact evaluation to the governing body and/or a relevant sub-committee.
1.6 Engagement with the national Careers Hub network and other careers networks	The named Careers Leader meets with an Enterprise Co-ordinator and the school or special school is part of a Careers Hub or other relevant community of practice.	The named Careers Leader regularly meets with an Enterprise Co-ordinator to review strategic careers development planning and the school or special school regularly engages with a Careers Hub or other relevant community of practice.	The school or special school leadership is supported with strategic careers development planning from relevant Careers Hub colleagues and the school or special school actively contributes to the development of a Careers Hub or other relevant community of practice.	The school or special school leadership is supported with strategic careers development planning from relevant Careers Hub colleagues and the school or special school leadership strategically engages with and contributes to a Careers Hub or other relevant community of practice.
1.7 Effective engagement with an Enterprise Adviser(s)	The school or special school has a named Enterprise Adviser or is working with Enterprise Advisers.	The Careers Leader is supported and challenged by an Enterprise Adviser(s).	An Enterprise Adviser(s) supports the senior leadership team to plan strategically and to evaluate impact ensuring that careers provision is aligned to wider school or special school priorities.	An Enterprise Adviser(s) informs strategic careers development planning and impact evaluation. This is embedded within the senior leadership team whole school or special school development planning, impact evaluation and reporting.

<b>Theme 2</b> <b>Addressing the needs of all learners and impact evaluation (Benchmarks 1 and 3)</b>				
<b>2.1</b> <b>Development of progressive careers learning journeys</b>	<p>The careers provision includes activity that contributes to supporting learners to:</p> <ul style="list-style-type: none"> <li>- make aspirational and informed decisions</li> <li>- make effective and sustained transitions</li> <li>- develop career readiness.</li> </ul>	<p>A documented careers learning journey is shared and understood. It includes progressive careers learning and activities that support learners to:</p> <ul style="list-style-type: none"> <li>- make aspirational and informed decisions</li> <li>- make effective and sustained transitions</li> <li>- develop career readiness.</li> </ul>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that show measurable intent for learners as leavers.</p> <p>Progressive careers-related learning outcomes inform discrete careers-related learning, encounters with employers and providers, workplace experiences and personal guidance.</p>	<p>Progressive, responsive and differentiated careers learning journeys that are underpinned by relevant progressive careers-related learning outcomes, are informed by impact evaluation, the school or special school vision and priorities, and learner needs assessments.</p>
<b>2.2</b> <b>Addressing the needs of all learners</b>	<p>Data and information about vulnerable and targeted groups/learners (e.g. those at risk of under achievement, disengagement, and/or NEET, LAC, FSM, or higher ability learners) is shared with the Careers Leader.</p>	<p>Data and information about vulnerable and targeted groups/learners is used by the Careers Leader to personalise careers guidance provision.</p>	<p>Data and information about vulnerable and targeted groups and cohort level attendance, behaviour, progress data, FSQ and the RONI are analysed by relevant colleagues (e.g. SENCo, Careers Leader, designated teacher and pastoral leads, etc.) to differentiate careers-related learning, personal careers guidance, encounters with employers and workplace experiences.</p>	<p>There is evidence of impact-led and data-driven differentiated careers education, advice and guidance for identified vulnerable cohorts.</p> <p>Impact evaluation of intervention and support for vulnerable groups/learners informs whole school or special school development planning and reporting.</p>
<b>2.3</b> <b>Effective use of recording systems</b>	<p>Recording systems (e.g. Compass+) are used to capture careers activities and to track intended and actual destinations.</p>	<p>Recording systems are regularly updated to:</p> <ul style="list-style-type: none"> <li>- record and evaluate activities</li> <li>- record intended and actual destinations data for all learners.</li> </ul>	<p>Up-to-date information from recording systems and related data on all learners is used by the Careers Leader and senior leaders 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, the senior leadership team and governors to measure progress of the strategic careers development plan against objectives, to inform continuous improvement and to inform evaluation and reporting.</p>
<b>2.4</b> <b>Careers impact evaluation: Destinations data</b>	<p>Destinations data is collected to inform evaluation of the careers provision.</p>	<p>Destinations data (including intended and actual destinations) is collected, analysed and reported on according to specific success criteria (intent). This</p>	<p>Destinations data (including intended and actual destinations) is systematically collected and analysed to specific success criteria by the senior leadership team to</p>	<p>Sustained destinations data is systematically collected and analysed to specific success criteria by the senior leadership team to inform impact</p>

		could include outcomes for specific cohorts, breadth of destinations, aspiration, alignment to labour market, NEET, etc.	inform evaluation, reporting and continuous improvement of the careers provision.	evaluation/strategic planning of careers and whole school or special school strategic development planning, impact evaluation and reporting.
<b>2.5 Careers impact evaluation: Learner perception</b>	Learners' perception of their career readiness is considered to inform evaluation of careers provision.	Learners' perception of their career readiness is measured and analysed to inform continuous improvement of the careers provision (e.g. via the Future Skills Questionnaire on Compass+ or other pre-defined criteria).	Learners' perception of their career readiness is measured and analysed by senior leadership to inform evaluation, reporting and continuous improvement of the careers provision.	Learners' perception of their career readiness is measured and considered by senior leadership to inform whole school or special school development planning, impact evaluation and reporting.
<b>2.6 Careers impact evaluation: Stakeholder voice</b>	Stakeholder voice is collected to inform evaluation of the careers provision.	Relevant stakeholder voice is collected and analysed to inform evaluation, reporting and to inform continuous improvement of the careers provision.	Stakeholder voice is systematically and strategically collected and analysed by the senior leadership team to inform evaluation, reporting and continuous improvement of the careers provision.	All relevant stakeholder voice is systematically evaluated by the senior leadership team to inform impact evaluation, strategic development planning of careers and whole school or special school development planning, impact evaluation and reporting.
<b>2.7 Careers impact evaluation: Quality assurance</b>	Careers provision is structured with reference to relevant frameworks, policies, and statutory guidance (e.g. Gatsby Benchmarks, CDI Framework, Careers Strategy, Provider Access Legislation, etc.).	Careers provision and compliance is reviewed within internal (book scrutinies, learning walks, etc.) and external quality assurance processes.	Quality assurance processes involve senior leaders and inform action planning and continuous improvement of the careers provision.	Insight and learning from quality assurance of careers inform both the continuous improvement of the careers provision and whole school or special school development.

Theme 3 Understanding of labour market information (LMI) and future pathway options (Benchmarks 2 and 7)				
3.1 Learner understanding of what LMI is and how to make effective use of it	The careers provision includes ad hoc opportunities for learners to receive information about labour market information (LMI).	A documented careers learning journey includes universal and targeted activities, and careers learning that supports learners to access relevant LMI.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that support learners to access, understand and evaluate relevant LMI at each key stage.	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 school or special school development planning, impact evaluation and reporting.
3.2 Learner understanding of all routes available to them at key transitions	The careers provision includes ad hoc opportunities for learners to receive information about routes available to them.	A documented careers learning journey includes universal and targeted activities, and careers learning. This supports learners to understand the benefits of all routes available at key transitions with equity.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that support learners at each key stage to evaluate all routes available at key transitions with equity. All learners are provided with equitable support to apply for different routes.	Impact evaluation relating to learners' equitable understanding of pathways is used by senior leadership to inform continuous improvement of careers and whole school or special school development planning, impact evaluation and reporting.
3.3 Supporting learners to challenge misconceptions and stereotypes	The careers provision includes ad hoc opportunities to challenge misconceptions and stereotypes linked to pathways and opportunities available to them.	A planned and written down careers learning journey maps opportunities in each key stage to challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that measurably challenge misconceptions and stereotypes linked to pathways and opportunities available to learners.	Impact evaluation relating to what learners know, understand and are able to do in relation to challenging misconceptions and stereotypes, is used by senior leadership to inform continuous improvement of careers and whole school or special school development planning, impact evaluation and reporting.
3.4 Parent and carer understanding of what LMI is and how to make effective use of it	All parents and carers receive information about local, regional and national labour market information (LMI) on an ad hoc basis, through a variety of channels.	At each key stage, 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 of channels and there is evidence of	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes and are used to inform how parents and carers are regularly supported through a variety of channels to	Support is provided to all parents and carers regularly and differentiated according to parent and carer and learner(s) need.  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

		information and data being tailored to the needs of learners.	understand what the labour market is and how to access and interpret LMI. There is evidence of how support is differentiated according to parent and carer context.	school or special school parental engagement strategy that includes supporting parents to make effective use of LMI.
3.5 Parent and carer understanding of all routes available to learners at key transitions	All parents and carers receive information on an ad hoc basis about which routes (including academic, technical and vocational) are available to learners at key transitions. Information is shared through a variety of channels.	At each key stage, all parents and carers are supported to understand the benefits of all routes available to learners at key transitions, including academic, technical and vocational. Information is shared through a variety of channels.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that 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. There is evidence of how the support is differentiated according to parent and carer context.	Support is provided to all parents and carers systematically and is differentiated according to parent and carer and learner(s) need. Impact evaluation data (relating to parent and carer engagement with, and understanding of, attitudes towards all routes available to learners at key transitions) is used to inform a whole school or special school parental engagement strategy that includes supporting parents to make effective use of information.
3.6 Staff understanding of all routes available to learners at key transitions	Teaching and pastoral staff receive information on an ad hoc basis about labour market information (LMI) and about which routes (including academic, technical and vocational) are available to learners at key transitions.	Teaching, pastoral and relevant 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 and vocational.	Teaching, pastoral and relevant support staff are regularly supported to understand how to access relevant LMI, the benefits of all routes available to learners at key transitions and how to effectively signpost learners for further support. This informs a planned approach to supporting and enabling staff to have effective and unbiased careers conversations with learners as trusted adults.	Teaching, pastoral and relevant support staff receive appropriate learning and development to understand and make effective unbiased use of LMI and pathway knowledge. Impact evaluation data (relating to staff engagement with and understanding of attitudes towards all routes available to learners at key transitions) is used to inform whole school or special school improvement planning.
3.7 Effective provider engagement	The school or special school engages with a range of providers to support careers provision.	The school or special school identifies and engages with providers from all routes available to learners at key transitions, including academic, technical and vocational.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that include multiple opportunities for learners to engage with and learn from providers of all routes available at key transitions.	Documented, responsive and differentiated careers learning journeys, underpinned by relevant progressive careers-related learning outcomes, include multiple meaningful and progressive encounters with providers.

				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.
3.8 Effective use of success stories	Success stories are shared across school or special school community on an ad hoc basis.	Success stories are deliberately and regularly shared across the school or special school community and with stakeholders showing success from all routes available at key transitions, including academic, technical and vocational.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that include success stories being deliberately and regularly shared across the school or special school community, showing success from all routes available at key transitions, including academic, technical and vocational. Stories may challenge stereotypes and demonstrate removal of barriers.	Documented, responsive and differentiated careers learning journeys, underpinned by relevant progressive careers-related learning outcomes, include multiple opportunities for learners to understand relevant success stories.  LMI, destinations data, learner careers knowledge and skills analysis, and regional skills needs inform how and when success stories are shared.

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

<p><b>4.1</b> Careers education</p>	<p>There is discrete time in the school or special school timetable for careers education. This includes activity that contributes to supporting learners to:</p> <ul style="list-style-type: none"> <li>- make aspirational and informed decisions</li> <li>- make effective and sustained transitions</li> <li>- develop career readiness.</li> </ul>	<p>Discrete time for careers in the school or special school timetable for careers education is structured and progressive, and includes progressive careers learning and activities that supports learners to:</p> <ul style="list-style-type: none"> <li>- make aspirational and informed decisions</li> <li>- make effective and sustained transitions</li> <li>- develop career readiness.</li> </ul>	<p>Discrete time for careers education in the school or special school timetable is structured around progressive, learner-centred, impact-driven, careers-related learning outcomes that are both universal and differentiated to learner need.</p>	<p>Discrete time for careers education in the school or special school timetable is structured around progressive, learner-centred, impact-driven, careers-related learning outcomes that are both universal and differentiated to learner need.</p> <p>Progress in careers education is monitored and supported in line with other quality assurance processes in the school or special school.</p>
<p><b>4.2</b> Staff highlighting the relevance of their subjects and making links from the curriculum</p>	<p>There is an expectation that staff make reference to pathways and the world of work in their lessons.</p>	<p>Staff are supported to regularly highlight the relevance of their subject to the world of work and careers. There is an expectation that staff make links from their curriculum to careers, pathways and essential skills.</p>	<p>All staff consistently and regularly highlight the relevance of their subject to the world of work and careers, and regularly make links from their curriculum to careers, pathways and essential skills.</p> <p>There is evidence of curriculum learning being embedded in the context of the world of work across the school or special school.</p>	<p>Quality assurance processes monitor the consistency and impact of how:</p> <ul style="list-style-type: none"> <li>- <u>All</u> staff consistently and regularly highlight the relevance of their subject to the world of work and careers</li> <li>- <u>All</u> staff make links from their curriculum to careers, pathways and essential skills</li> <li>- Staff embed learning in the context of the world of work or careers.</li> </ul>
<p><b>4.3</b> Staff learning and development to support understanding of Labour Market Information (LMI) and pathways, to inform careers in the curriculum</p>	<p>Staff receive information about Labour Market Information (LMI) and routes available to learners at key transitions on an ad hoc basis.</p>	<p>Staff are regularly supported, through learning and development, to understand what the labour market is, how to access and interpret LMI, and all routes available to learners at key transitions, including academic, technical and vocational. There is expectation that staff incorporate relevant LMI and pathways in their lessons.</p>	<p>Staff are supported, through learning and development, to understand how to apply their knowledge and understanding of LMI and pathways to highlight the relevance of their subject, and make regular links from the curriculum to careers and the world of work.</p> <p>There is a measurable consistency as to how this takes place across the curriculum.</p>	<p>Staff knowledge and understanding of LMI and pathways are core elements of regular, planned and evaluated staff learning and development.</p> <p>Staff knowledge and understanding of LMI and pathways are featured consistently within curriculum planning, internal quality assurance processes and high-quality teaching across the school or special school.</p>



<p>4.4 Learner skills development</p>	<p>There is an established language for essential skills in the school or special school.</p>	<p>There is a whole school or special school approach to essential skills development.</p>	<p>Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes, that include a progressive and measurable approach to developing essential skills through the curriculum.</p>	<p>A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive careers-related learning outcomes, provides a measurable approach to developing essential skills through the curriculum.  Staff learning and development, and impact evaluation of essential skills development, informs continuous improvement of careers and whole school or special school development planning and reporting.</p>
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Theme 5 Encounters with employers/employees and experiences of the workplace (Benchmarks 5 and 6)				
5.1 Effective employer engagement	The school or special school engages with a range of employers.	The school or special school identifies and engages with employers, including those from key sectors regionally as well as those of interest to learners.	Engagement with employers is informed by relevant LMI and learner need and there is evidence that employer engagement informs multiple progressive and meaningful employer encounters for learners.	Engagement with employers is informed by relevant LMI and learner need. There is evidence that employer engagement informs multiple progressive and meaningful employer encounters for learners and curriculum planning/high quality teaching.
5.2 Meaningful encounters with employers	There are ad hoc employer encounters for learners including careers fairs, etc.	All learners engage in progressive meaningful encounters with employers.	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes and include multiple meaningful encounters with employers.	A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive careers-related learning outcomes, includes multiple meaningful and progressive employer encounters. Impact evaluation, school or special school vision and priorities, and learner needs assessments, inform multiple meaningful encounters with employers with clear intent for all learners and for specific cohorts.
5.3 Meaningful experiences of the workplace	Workplace experiences are offered to learners.	All learners access workplace experience(s).	Documented careers learning journeys that are planned, progressive and responsive are underpinned by relevant careers-related learning outcomes that include multiple meaningful experiences of the workplace.	A documented, responsive and differentiated careers learning journey, underpinned by relevant progressive careers-related learning outcomes, includes multiple progressive and meaningful experiences of the workplace. Impact evaluation, school or special school vision and priorities, and learner needs assessments, inform multiple meaningful experiences of the workplace with clear intent for all learners and for specific cohorts.

**Theme 6**  
**Personal guidance (Benchmark 8)**

<p>6.1 Engagement with personal guidance</p>		<p>All learners are supported to engage in personal guidance interviews. Engagement is tracked and monitored with relevant information being shared as appropriate.</p>	<p>All learners are supported to engage in personal guidance interviews. 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.</p>	<p>All learners are supported to engage in personal guidance interviews. Processes for identifying learners' personal guidance needs and information sharing are embedded within whole school or special school approaches to address the needs of all learners, particularly the most vulnerable.</p>
<p>6.2 Meaningful approach to personal guidance</p>	<p>Learners have the opportunity to engage in a personal guidance interview. All parents and carers are informed that this opportunity is available.</p>	<p>Personal guidance interviews are well-timed to support learners to prepare for key transitions and are embedded within a structured approach to careers activity. Parents and carers are informed ahead of time and have the opportunity to ask questions.</p>	<p>Personal guidance interviews and time for learner preparation and reflection are well-timed, and are embedded within careers learning journeys. Relevant staff learning and development, and parent and carer engagement, are mapped to support this. All parents and carers are supported to have a clear role in helping learners to prepare and reflect on their interviews.</p>	<p>Approaches to personal guidance are differentiated in response to impact evaluation data in the context of school or special school development planning, impact evaluation and reporting. The role of all parents and carers in supporting learners to engage in personal guidance is carefully thought through and mapped within this.</p>
<p>6.3 Personal guidance resourcing</p>	<p>Impartial personal guidance is provided by an appropriately qualified careers adviser.</p>	<p>There is evidence of evaluation of the impact of impartial personal guidance provision.</p>	<p>Impartial personal guidance provision and learners' engagement with the provision is regularly and systemically reviewed and evaluated.</p>	<p>Impartial personal guidance provision and learners' engagement with the provision is regularly and systematically reviewed and evaluated by the senior leadership team to inform whole school or special school development planning, impact evaluation and reporting.</p>