The Trafalgar School AT DOWNTON











Careers Strategy and Programme
2026/27

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Revised November 2026

VISION

At The Trafalgar School at Downton, careers education is an essential part in creating well-rounded students, with high aspirations to enable them to become the very best version of themselves.

We want to not only give students exposure to multiple different careers and industries in their time with us, but also help them to understand what it actually means to work and contribute to an organisation's success.

We want to ensure that our students have the skills, knowledge and qualities to manage their career and that they are able to get real happiness and satisfaction from what they do.

We have a dedicated team within the school and governing body driving our careers programme forward.



"We need to focus on developing adaptable skills and an agile mindset so that students are ready to take advantage of whatever opportunities life beyond Trafalgar holds for them...

Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations."

Phil Sutton, Assistant Headteacher & Careers Lead

INTRODUCTION

There has never been a time when careers education has been as important for young people as it is today. The landscape of education, training and employment opportunities is more complex and more challenging than ever before.

Changes in the labour market, driven by technological development and increasing globalisation, means there are greater challenges and opportunities for young people entering the labour market. We want to challenge perceptions and raise aspirations, free from gender bias, so that students are able to look beyond their immediate environment to new and exciting possibilities, being inspired by new opportunities.

Careers Education, Information, Advice and Guidance (CEAIG) enables our students to progress through learning and in to work. All students have to make important choices during their time at school. We have therefore developed a varied careers and work-related programme that will allow our students to understand and develop the qualities, attitudes and skills needed for life and work. This document aims to outline for all stakeholders, staff, parents, carers, students and governors how we will do this, what students can expect each year, how we plan to enhance our provision, track the performance of our programme against the Gatsby Benchmarks and record the destinations of students.

With this strategy we want to:

- Support young people to be able to learn more about opportunities of education and training outside of school before making crucial choices about their future options.
- To reduce dropout rates from courses and avoid the risk of students becoming NEET (young people Not in Education Employment or Training).
- Empower students to plan and manage their own futures.
- Provide comprehensive information on all pathways available to students, including technical qualifications and apprenticeships.
- Raise aspirations and enable students to deal with and bounce back from setbacks.
- Develop confidence within our students to push themselves.
- Promote equality, diversity, social mobility, and challenge stereotypes.
- Enable students to sustain employability and achieve personal and economic wellbeing throughout their lives.
- Ensure that students and their parents have access to a range of support allowing them to learn about the local labour market requirements and future career paths.
- We value the importance of excellent impartial careers advice and work with a variety of external agencies and local post-16 providers to share advice and guidance to support the future of each student. The school has a statutory duty to secure independent careers guidance for all Year 7 to 11 students (The Education Act 2011 / Careers Guidance and Access for Education and Training Providers June 2026).

A range of opportunities are open to our students from Year 7 to 11, to help them develop their careers aspirations and challenge stereotypes. This includes:

- Information evenings and Learning Review Evenings
- A broad and balanced curriculum, including vocational and academic qualifications
- Personal, Social, Health, Citizenship and Economic Education in Key Stage 3 and Key Stage 4 (See Appendix 1)
- Student leadership roles and responsibilities
- Visits to skills and employment fairs
- Visits to local Further Education (FE) schools, colleges and universities
- Targeted CEAIG and transition planning for students with Special Educational Needs
- Group independent careers workshops in Year 10 and individual independent careers appointments in Year 11
- Year 8 'Students in Business', visits to local businesses
- Year 9 'Meet the Employer' event (careers speed dating!)
- Year 10 'Take Your Child To Work Day', a modern take on work experience
- Year 10 Post-16 Progression Evening (Term 6)
- Year 11 Mock Interviews
- Year 11 ‘Post-16 Palooza’ – an opportunity to meet and talk to FE providers in the local area

All students have access to an impartial Careers Advisor and a range of post-16 providers who inform students of the different pathways available to them. We support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at key transition points, informing them of all their options and introducing them to the world of work and a wide range of careers, we aim to prepare them for their future, whichever pathway they choose.

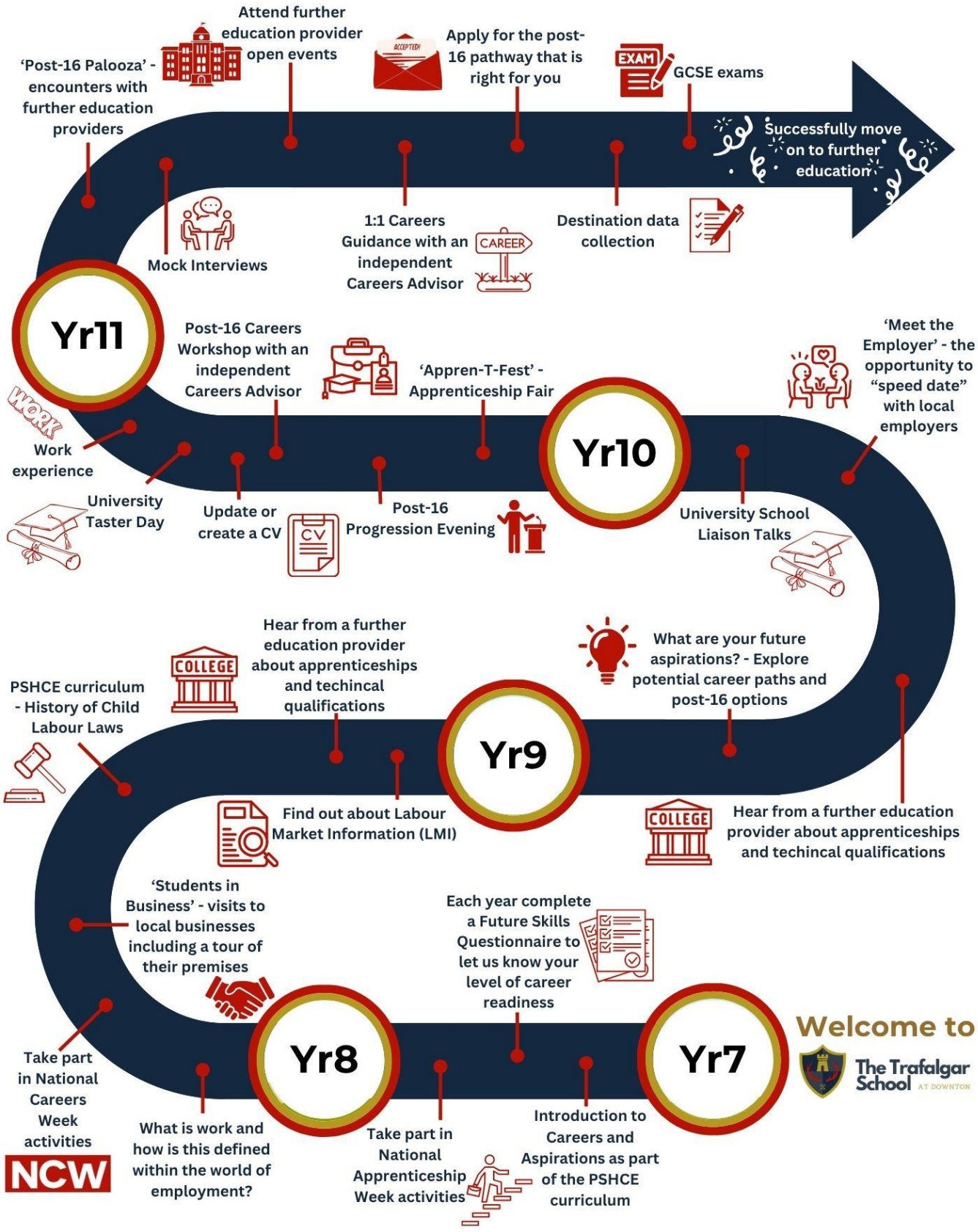
The Trafalgar School AT DOWNTON

MLP MAGNA LEARNING PARTNERSHIP

The Trafalgar School at Downton – Gatsby Benchmark 1 – A Stable Careers Programme - Careers Programme 2026/27

	Benchmark Description	Main Category	Activity	Year 7	Year 8	Year 9	Year 10	Year 11
Gatsby Benchmark 2	Learning from career and labour market information	Information about the Labour Market for Students (and Parents)	Weekly Careers Newsletter			✔	✔	✔
		Information about the Labour Market for Students	National Careers Week Tutor Time Takeover	✔	✔	✔	✔	✔
		Information about the Labour Market for Students	National Apprenticeship Week Tutor Time Takeover	✔	✔	✔	✔	✔
		STEM	STEM Roadshow delivered by BAE Systems Education Programme (when available)	✔	✔			
Gatsby Benchmark 3	Addressing the needs of each pupil	Record Keeping	Future Skills Questionnaire: Starting Secondary	✔				
		Record Keeping	Future Skills Questionnaire: Transition from Key Stage 3		✔			
		Record Keeping	Future Skills Questionnaire: Transition from Key Stage 3			✔		
		Record Keeping	Future Skills Questionnaire: GCSE Years				✔	
		Record Keeping	Future Skills Questionnaire: GCSE Years					✔
		Destinations Data	Destination Data Collection - January					✔
		Destinations Data	Destination Data Collection - April					✔
		Destinations Data	Personal Email Collection for Destinations Data Collection 3 years post-Trafalgar					✔
		Local Authority Collaboration	Listening Groups with Community First	✔	✔	✔	✔	✔
Gatsby Benchmark 4	Linking curriculum learning to careers	PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Introduction to Careers and Aspirations	✔				
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: What is Work? Careers Education		✔			
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Jobs and Future Aspirations - Supporting GCSE Options Process			✔		
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Post-16 Options (& Study Skills)				✔	
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Creating a CV and Interview Preparation				✔	
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Transition to Year 11, Expectations, Revision Skills and Exam Preparations					✔
		PSHCE Lessons - Embedded Careers Learning	PSHCE Curriculum: Post-16 Options					✔
		Continuing Professional Development (CPD)	Careers Information for Staff on INSET Days					
Gatsby Benchmark 5	Encounters with Employers and Employees	Events and talks involving employers	Meet the Employer' - the opportunity to "speed date" with local employers			✔		
		Ready-for work activities with Employers	Year 11 Mock Interviews					✔
Gatsby Benchmark 6	Experience of Workplaces	Workplace Visits	Students in Business' - Visits to local businesses including a tour of their premises		✔			
		Job Shadowing	Take Your Child to 'Work Day' - Work Experience				✔	
		Youth Social Action	*Assembly with Youth Impact*					
Gatsby Benchmark 7	Encounters with Further and Higher Education	Further Education Events and Visits	Further Education Provider Apprenticeships and Technical Qualification Talk (Sparsholt/WCUC)		✔	✔		
		Further Education Events and Visits	Post-16 Palooza' - Further Education 'Meet the Provider' Event					✔
		Further Education Events and Visits	WCUC Healthcare Zone Experience				✔	
		Higher Education Events and Visits	Careers Education - Tutor Time Takeover: An Introduction to University			✔		
		Higher Education Events and Visits	University School Liaison Talk - What it means to go to University			✔		
		Higher Education Events and Visits	Solent University Taster Day (whole cohort)				✔	
		Apprenticeships Events and Visits	Appren-T-Fest' - Apprenticeship Fair				✔	
		Apprenticeships Events and Visits	National Apprenticeship Week Activities (& Tutor Time Takeover)	✔	✔	✔	✔	✔
		Educational Encounters with Parents	Information Evening	✔	✔	✔	✔	✔
		Educational Encounters with Parents	Year 9 Options Evening			✔		
		Educational Encounters with Parents	Welcome Fair (incoming Year 7 students)	✔				
		Educational Encounters with Parents	Year 10 Post-16 Progression Evening (Term 6)				✔	
		Educational Encounters with Parents	Open Evening (Year 5/6)					
		Educational Encounters with Parents	Learning Review Evenings	✔	✔	✔	✔	✔
Gatsby Benchmark 8	Personal Guidance	Group Careers Guidance	Careers Workshops				✔	
		One-to-one Careers Guidance	1:1 Careers Guidance Appointments					✔

Careers @ Trafalgar



THE TEAM

We have an effective Careers Team within the school. Students and parents/carers can contact a member of the team at any point within their time at The Trafalgar School at Downton using the following information:

Phil Sutton - Careers Lead and Assistant Headteacher
p.sutton@trafalgar.wilts.sch.uk

Louisa Krzyzosiak - Careers Coordinator
l.krzyzosiak@trafalgar.wilts.sch.uk

Amanda Sluman - Careers Advisor
a.sluman@magnalearningpartnership.org.uk

STATUTORY REQUIREMENTS AND EXPECTATIONS

All schools must comply with the statutory requirements for Careers Education. This is detailed in the 'Careers Guidance and Access for Education and Training Providers' document, updated in June 2026.

The Trafalgar School at Downton is committed to meet all of its statutory obligations for Careers Education.

We will:

- Provide a stable careers programme each year to every Year Group.
- Deliver up-to-date Labour Market Information to students and parents/carers, including a robust Careers Education PSHCE curriculum.
- Promote equality of opportunity, eliminate harassment and discriminatory practices and support students with protected characteristics to access Careers Education.
- Enable students to have multiple interactions with local, regional and national employers throughout their time at school.
- Support students to gain experiences in the workplace.
- Ensure that there is the opportunity for a range of education and training providers to access students, to inform them about apprenticeships and technical education qualifications.
- Ensure that students have access to independent careers guidance from Year 7 to Year 11, which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways, and is focused and tailored to the student.
- Give students' access to a 1:1 Careers Guidance Appointment with an independent Careers Advisor before the end of Year 11.
- Give all available FE and training providers' access to students, with a specific Careers Provider Access Statement that is compliant with Provider Access Legislation – See separate 'Careers Provider Access Statement'.

EQUALITY AND DIVERSITY

Careers Education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

HOW WILL THE CAREERS PROGRAMME BE EVALUATED?

The Trafalgar School at Downton provides a stable Careers Programme for all of its students. The Careers Programme is constantly being reviewed and evaluated to ensure that students receive the best careers guidance and gain the right outcome for them.

We evaluate our Careers Programme annually via:

- Student feedback following careers specific events.
- Future Skills Questionnaires (FSQ) completed at the beginning of each academic year to gauge student's career readiness and identify any gaps, (see next section).
- Parent/Carer feedback via Parent Survey.
- Feedback following 'Students in Business' visits from employers/businesses.
- Feedback following 'Meet the Employer' event from employers/businesses.
- Feedback following 'Take Your Child to Work Day' (Work Experience), from employers/businesses.
- Feedback following 'Post-16 Palooza' from independent training providers and further education providers.
- Feedback following 'Mock Interviews' from employers.
- Utilising Compass+ to report on careers activities within the school to ensure that the Gatsby Benchmarks are achieved and identify any gaps.
- Completion of the Compass+ Evaluation 3x each year to ensure the school is meeting the Gatsby Benchmarks and to identify any improvement required.
- Working with the local Careers Enterprise Company (CEC) representative to benchmark our school against other schools in the region and use best practices to improve our Careers Programme.
- Analysis of our Destinations Data. Destinations Data collection will be carried out in accordance with the school's 'Destinations Data Strategy' (see separate document). The most up-to-date analysis of our Destinations Data can be found on the 'Careers Education & Post-16' page on the school's website.

The evaluation will be undertaken by the Careers Lead and Careers Coordinator and shared with the Senior Leadership Team. One evaluation per year will be moderated by completing it with our Careers Enterprise Coordinator.

FUTURE SKILLS QUESTIONNAIRES (FSQ)

The Careers & Enterprise Company (CEC) created the Future Skills Questionnaire (FSQ) to measure the career readiness of students at points of transition across Secondary Education: Starting Secondary (Year 7); Transition from Key Stage 3 (Year 8 & 9); GCSE Years (Year 10 & 11).

The FSQ supports Careers Leaders to evaluate their careers programme by gathering data on learner's careers knowledge and skills. This sits within the wider programme evaluation, which also looks at feedback, education engagement and Destinations Data. Careers Leaders can use learner's responses to the FSQ to:

- Identify gaps in a school's provision
- Tailor careers activities to individual needs
- Measure progress of the school's careers programme over time

The questionnaire is delivered to each student's school email address from Compass+, with learner's questionnaire responses automatically added to their individual learner profiles.

At the start of each academic year (during October), all FSQ will be sent to individual student's school email addresses from Compass+. The questionnaire will be appropriate to the student's current transition stage. Students will be given time as part of a PSHCE lesson to complete the questionnaires, and it will also be set as a homework by the PSHCE teachers to capture those students unable to complete the FSQ during the lesson.

The data collected will be reviewed by the Careers Lead and Careers Coordinator and appropriate adaptations made to the Careers Strategy and Programme.

THE GATSBY BENCHMARKS

The government's Careers Strategy, published in 2017, and statutory guidance for school leaders and school staff, updated 2026, set out the plan for building a high-quality careers system that will help young people to achieve.

Thanks to Sir John Holman and The Gatsby Charitable Foundation, we have a clear blueprint of what good careers provision looks like. The eight Gatsby Benchmarks are based on the best national and international research and define all the elements of an excellent careers programme.

At The Trafalgar School at Downton, we are very proud of the progress we have made towards completing the Gatsby Benchmarks. In our June 2026 Gatsby Benchmark Evaluation we achieved over 90% in 7 out of 8 benchmarks, with the aim to reach over 90% in every benchmark this year. This compares very favourably with the National average of benchmarks being achieved by schools. The Gatsby Benchmarks have been updated following the statutory guidance published in May 2025, (see Appendix 2).

The Gatsby Benchmarks are as follows:

1. **A stable careers programme:** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies.
2. **Learning from career and labour market information:** Every student, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3. **Addressing the needs of each pupil:** Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers:** All subject staff should link curriculum with careers, even on courses that are not specifically occupation-led. E.g. STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths.
5. **Encounters with employers and employees:** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include students' own part time employment where it exists.
6. **Experiences of workplaces:** Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education:** All students should understand the full range of learning opportunities that are available to

them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.

8. **Personal guidance:** Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level. These should be available for all students whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

APPENDIX 1 – Personal, Social, Health, Citizenship and Economic (PSHCE) Education Curriculum

PSHCE Curriculum – 2026/27			
Gatsby Benchmark 4 **Linking curriculum learning to careers**	**Year 7**	**Introduction to Careers and Aspirations**	What are aspirations, targets and goals and how do these help us to succeed and become fulfilled adults. What different types of jobs do people do? What are transferable skills and where and how do I learn these? Students will also be introduced to the Career Pilot software that will support their career development through the school from Year 7 – Year 11.
	Year 8	**What is Work? Careers Education**	What is work and how is this defined within the world of employment? Students will learn about the laws that surround child labour in Britain and the history of when these came into force and why they were needed (links to the Victorian industrial revolution). They will then explore child labour in different countries and the education available to these young people. This will then develop on from their work on aspirations and opportunity that they have learnt in Year 7. Students will re-visit the Career Pilot software that will support their career development through the school from Year 7 – Year 11.
	Year 9	**Jobs and Future Aspirations – Supporting GCSE Options Process**	Students explore their options for GCSEs and have an introduction to the options process. They progress in their development of aspirational thinking from Years 7 and 8 and have a chance to explore career paths and Post-16 options, as these may influence their GCSE choices. We also have a deeper look at transferable skills and how these are taught in a variety of different subjects within the school environment.
	Year 10	**Post-16 Options (& Study Skills)**	Students will be investigating Post-16 options such as Sixth Forms, colleges, apprenticeships and work. Looking at mapping their time so that they can be prepared for the increase in work load and deadlines for assessments, that are part of the GCSE curriculum.
		Creating a CV and Interview Preparation	Students will hear about transferable skills and how we learn them throughout the school, in different subjects. They will find out what a Personal Statement and Curriculum Vitae are, and how to create one ready to apply to colleges, sixth forms and employers at the beginning of Year 11. Starting this process now, gives students the time to complete extra-curricular activities over the summer, should they need more evidence for their CV. Students will have a chance to explore Post-16 opportunities through each college/sixth form's online prospectus.
	Year 11	**Transition to Year 11, Expectations, Revision skills and Exam Preparations.** **Post-16 Options.**	Students will have support in creating time plans for revision in preparation for Mock GCSE exams (PPEs) as well as advice and support in organising their revision notes and accessing resources that subject leaders have created for them. Students will have the opportunity to explore Post-16 options through Post-16 Provider Assemblies and the 'Post-16 Palooza' event, including question and answer sessions.

APPENDIX 2 – The Gatsby Benchmarks Update 2025

THE GATSBY BENCHMARKS 2025 UPDATE

The Trafalgar School AT DOWNTON

Gatsby Benchmark 1 A Stable Careers Programme Every school should have an embedded programme of careers education and guidance that is known and understood by pupils, parents and carers, staff, governors, employers and other agencies.	1	Every school should have a stable, structured careers programme that has the explicit backing of governors, the headteacher and the senior management team, and has an identified and appropriately trained careers leader responsible for it.
	2	The careers programme should be tailored to the needs of pupils, sequenced appropriately, underpinned by learning outcomes and linked to the whole-school development plan. It should also set out how parents and carers will be engaged throughout.
	3	The careers programme should be published on the school's website and communicated in ways that enable pupils, parents and carers, staff and employers to access and understand it.
	4	The programme should be regularly evaluated using feedback from pupils, parents and carers, teachers and other staff who support pupils, careers advisers and employers, to increase its impact.

Gatsby Benchmark 2 Learning from Careers And Labour Market Information All pupils, parents and carers, teachers and staff who support pupils should have access to good-quality, up-to-date information about future pathways, study options, and labour market opportunities. Young people with SEND and their parents and carers may require different or additional information. All pupils will need the support of an informed adviser to make the best use of available information.	1	During each key stage, all pupils should access and use information about careers, pathways and the labour market to inform their own decisions on study options or next steps.
	2	Parents and carers should be encouraged, and supported to access and use information about careers, pathways and the labour market to inform their support for the pupils in their care.

THE GATSBY BENCHMARKS 2025 UPDATE

Gatsby Benchmark 3 **Addressing the needs of each young person** Pupils have different careers guidance needs at different stages. Careers programmes should help pupils navigate their concerns about any barriers to career progression. In addition, opportunities should be tailored to the needs of each pupil, including any additional needs of vulnerable and disadvantaged pupils, young people with SEND and those who are absent.	1	A school's careers programme should actively seek to challenge misconceptions and stereotypical thinking, showcase a diverse range of role models and raise aspirations.
	2	Schools should keep systematic records of the participation of pupils in all aspects of their careers programme, including the individual advice given to each pupil, and any subsequent agreed decisions.
	3	For pupils who change schools during the secondary phase, information about participation and the advice given previously should be integrated into a pupil's records, where this information is available. Records should begin to be kept from the first point of contact or from the point of transition.
	4	All pupils should have access to these records and use them ahead of any key transition points to support their next steps and career development.
	5	Schools should collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support.
	6	Schools should use sustained and longer-term destination data as part of their evaluation process and use alumni to support their careers programme.

THE GATSBY BENCHMARKS
2025 UPDATE

Gatsby Benchmark 4 Linking curriculum learning to careers As part of the school's programme of careers education, all teachers should link curriculum learning with careers. Subject teachers should highlight the progression routes for their subject and the relevance of the knowledge and skills developed in their subject for a wide range of career pathways.	1	Every year, in every subject, every pupil should have opportunities to learn how the knowledge and skills developed in that subject helps people to gain entry to, and be more effective workers within, a wide range of careers.
	2	Careers should form part of the school's ongoing staff development programme for teachers, subject staff and all staff who support pupils.

Gatsby Benchmark 5 Encounters with employers and employees Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities, including visiting speakers, mentoring and enterprise schemes, and could include pupils' own part-time employment where it exists.	1	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

THE GATSBY BENCHMARKS 2025 UPDATE

Gatsby Benchmark 6 Experiences of workplaces Every pupil should have first-hand experiences of workplaces to help their exploration of career opportunities and expand their networks.	1	By the age of 16, every pupil should have had meaningful experiences of workplaces.
Gatsby Benchmark 7 Encounters with further and higher education All pupils should understand the full range of learning opportunities that are available to them, including academic, technical and vocational routes. This should incorporate learning in schools, colleges, ITPs, universities and in the workplace.	1	By the age of 16, every pupil should have had meaningful encounters with providers of the full range of learning opportunities, including sixth forms, colleges, universities and ITPs.
Gatsby Benchmark 8 Personal Guidance Every pupil should have opportunities for guidance meetings with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These meetings should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be scheduled to meet their individual needs. The careers leader should work closely with the careers adviser, SEND coordinator (SENDCo) and other key staff to ensure personal guidance is effective and embedded in the careers programme.	1	Every pupil should have at least one personal guidance meeting with a careers adviser by the age of 16. Meetings should be scheduled in the careers programme to meet the needs of pupils.
	2	Information about personal guidance support and how to access it, should be communicated to pupils, parents and carers, including through the school website.