



The Blue Coat School – Careers Strategy 2025/26

	Inspire			Re-enforce		Prepare students to make choices	
	7	8	9	10	11	12	13
Wider school life	<ul style="list-style-type: none"> • Careers Fair – 6th March 2026 TBC (to be held within school day to ensure accessibility) – 5. • Year group careers Teams with bespoke information, updated on a regular basis – 1, 2, 5. • High quality form time resources delivered by upskilled pastoral team, focused within National Apprenticeship Week and National Careers Week – 1, 8. • Students in years 7-13 can request an appointment with an independent career adviser at any time. LAC and students with an EHCP receive guidance from an independent adviser each academic year – 8. • Careers assemblies, delivered by BC staff and a range of external speakers including alumni (employers and employees), FE and HE institutions, ensuring PAL compliance - 1, 2. • CEIAG information woven into the curriculum across all subject areas. This will take the form of explicit signposting to career options and shorter CEIAG focused tasks throughout the school year – 1, 4. • Careers displays within departments – 1, 4. • Careers mentoring programme for target groups. Support will be unique to the student’s needs and may be delivered by the Careers Leader, APLs, Student Support - 2, 3, 8. • All students, teachers and parents/guardians have access to the Unifrog platform – 1-7 						
CEIAG curriculum content including FT	<p>CEIAG delivered within the Personal Development curriculum. Subject lead will provide the PD team with up-to-date resources of the highest quality, ensuring all information is impartial. This content will be closely linked to form time resources, embedding the Careers Strategy across school life – 1, 2, 7, 8.</p> <p>CEIAG embedded into all subject areas (integrated, not an ‘add-on’) – 4.</p>						
	<ul style="list-style-type: none"> • Protected characteristics in the workplace and beyond – 1, 3. • How to use Unifrog – 1, 3. • Factors to consider when choosing a career – 1, 3. • The importance of transferable skills; effectively recording skills and activities – 1. • Interest and personality profile linked to John Holland codes – 3, 8. • LMI – 2. 	<ul style="list-style-type: none"> • Protected characteristics in the workplace and beyond – 1, 3. • Unifrog personality profile – 1, 3. • Introduction to a range of post-16 and post-18 options – 1, 3. • University and apprenticeships, inc. introduction to Be More Apprenticeship Hub and UCAS – 7. • Support choosing GCSE options – 8. • Labour Market Information – 2 • The importance of transferable skills; effectively recording skills and activities – 1. • Defining success – 3. 	<ul style="list-style-type: none"> • Protected characteristics in the workplace and beyond – 1, 3. • UTCs – 3, 7. • Understanding career terminology – 1. • Defining success – 3. • CV writing – 1, 5, 6, 8. • Developing communication skills – 1, 3. • Developing leadership – 1, 3. • Using Unifrog to track skills and activities – 1, 3, 8. 	<ul style="list-style-type: none"> • Identifying skills required and apply strategies to support success – 1, 3. • Developing a career timeline – 1, 3, 4, 5, 6. • Work-life balance; rights in the workplace including health and safety and the Equality Act – 1, 3, 6. • Remote, in-person and hybrid working – 6. 	<ul style="list-style-type: none"> • Reflection on skills and achievements and how best to record them – 1, 3, 8. • CV writing in preparation for mock interviews – 1, 3, 5, 6. • Comparing full-time education, employment, and apprenticeships – 1, 2, 3, 4, 5, 6, 7. • Post-16 planning – 1, 3, 8. • Volunteering and paid work, and the employment laws surrounding both – 5, 6. 	<ul style="list-style-type: none"> • Planning for next steps (all post-18 options are covered in an impartial, informative way) – 7. • Part time jobs, work experience and volunteering – 3, 5, 6, 7. • Begin writing personal statements/applications for post-18 options – 7. 	<ul style="list-style-type: none"> • Bespoke CEIAG guidance – 8. • Support writing a personal statement – 7. • Support with UCAS process – 7. • Student finance – 7. • Apprenticeships – 7. • Interviews and assessment centres – 6. • Admissions tests and study abroad – 7. • Introduction to the Sutton Trust and support applying – 7. • What happens on results day? – 1.

Beyond the curriculum	<ul style="list-style-type: none"> • Team-building day to develop transferable skills – 1. 	<ul style="list-style-type: none"> • Y8 Options Evening – 1, 8. • One-to-one conversations with FT or Careers mentor about options – 3, 8. 	<ul style="list-style-type: none"> • Students encouraged to engage with virtual work experience (info communicated via careers Team) – 6. • Merseyside Young Health and Life Scientists – 5, 6, 7. • HoY organises opportunities for target groups – 3, 5, 6, 7. 	<ul style="list-style-type: none"> • Visits from post-16 providers – 7. • Virtual work experience opportunities – 6. • Oxbridge outreach – 7. • Merseyside Young Health and Life Scientists – 5, 6, 7. • HoY organises opportunities for target groups – 3, 5, 6, 7. 	<ul style="list-style-type: none"> • Mock interviews – 5. • Individual careers meetings with Career Connect – 5. • A-Level options afternoon, hosted by KS5 – 1, 3. • Merseyside Young Health and Life Scientists – 5, 6, 7. 	<ul style="list-style-type: none"> • Opportunity to engage with a range of HE and FE institutions, e.g. range of external speakers including alumni (employers and employees), FE and HE institutions to deliver talks/workshops on Monday afternoons – 1, 5, 7. • One-to-one careers meetings with Career Connect - 8. • One-to-one CEIAG discussions with FT and PD teacher – 8. • Mock interviews – 5. • Y12 work experience week – 5, 6. • Y12 trip to a university – 7. • Y12 attend UCAS Discovery Day – 7. • Oxbridge Outreach including Aspire – 3, 7. 	
Parents/guardians		<ul style="list-style-type: none"> • Careers talk at y8 options evening, delivered by Careers Leader with potential to include external speakers – 1, 2, 7. 			<ul style="list-style-type: none"> • Post-16 options evening – 1, 2, 7. • CEIAG included in A-level options booklet – 1. • Career Connect presence at y11 parents evening – 8. 	<ul style="list-style-type: none"> • Parents are kept informed of student progress in CEIAG via the school newsletter – 1. • Post-18 Pathways evening – 3, 7. 	<ul style="list-style-type: none"> • Potential for parents to meet with careers lead to discuss their child's next steps - 8. • Next Steps evening for university applicants – 7.
<p style="text-align: center;"> Opportunity for parents to contact the Careers Lead with questions at any time – 8. All parents/guardians have access to the Unifrog platform – 1-7 Information and updates shared via school twitter and parent newsletter. Range of links and information on careers section of school website. https://www.parentalguidance.org.uk/applications-interviews https://careemap.co.uk/careemag-parents/ https://nationalcareers.service.gov.uk/ https://www.unifrog.org/sign-in </p>							

Roles and responsibilities:

Teaching staff	Middle leaders	Careers Leader	SLT	Trustees
<ul style="list-style-type: none"> • FTs will deliver pre-planned careers activities in FT – 1. • Subject teachers will deliver CEIAG content, embedded into their subject’s curriculum – 1, 4. • Engage with CPD to ensure high quality, accurate delivery of up-to-date CEIAG in both form time and subject lessons – 1, 4. 	<ul style="list-style-type: none"> • HoYs to organise support/relevant CEIAG opportunities for target groups – 3, 5, 6, 7. • CTLs to explicitly integrate CEIAG within their curriculum areas and highlight this within PoS - 4 • CTLs to QA and support delivery of CEIAG content within curriculum areas via subject development framework – 1, 4. • Record CEIAG interactions on Unifrog – 1. 	<ul style="list-style-type: none"> • Support PD department with the creating of high quality CEIAG resources for years 7-13 – 1. • Engage with ongoing CPD – all benchmarks. • Deliver high-quality CPD to teaching staff – all benchmarks (focus on 4). • Work with UCAS lead and KS5 pastoral team to support the UCAS process – 1, 7. • Monitor destination data – 3. • Manage year group Careers Teams – 1, 2, 5. • Update website with careers information – 1, 2, 4, 5, 6, 7. • Continually evaluate and adapt the strategy – 1. • Share subject specific information and resources with HoDs – 1, 4. • Record CEIAG interactions on Unifrog – 1. • Monitor student progress on Unifrog, targeting specific students/groups where appropriate – all benchmarks. • Manage the relevant sections of the school website – 1. 	<ul style="list-style-type: none"> • Support the Careers Leader with embedding and monitoring the Careers Programme – 1. 	<ul style="list-style-type: none"> • Dedicated link trustee. • Hold the Careers Leader to account. • Support with the development of policy.

Gatsby Benchmarks:

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